Te Rito Maioha
Early Childhood New Zealand

He waka eke noa!
We're all in this together!

POSITION DESCRIPTION

Position:	**Pouako/Senior Pouako**			
Reporting to:	Regional Education Leader | Kaiārahi Matauranga ā-Rohe Dotted line to Pouhere Kaupapa Māori			
Staff responsibility:	Number of direct reports	0	Number of indirect reports	0
Last Updated:	January 2024			

Our Story – Ta mātou kōrero

"Te Rito" (the new shoot at the centre of the flax|harakeke) symbolises the young child, also the learner, embarking on a journey of growth and having limitless potential. "Maioha" means held in high esteem, deeply respected, hence one literal translation of "Te Rito Maioha" is "the treasured shoot". It identifies that our focus is infants, toddlers and young learners, their teachers|kaiako and that our perspectives are shaped by Aotearoa New Zealand context.

Our Vision – Te pae tāwhiti

Shaping early childhood education so every child thrives and learns.

Ārahina ngā tamarikitanga, kia puawai i roto i to rātou mātauranga ako mō ngā ra o mua.

Our Commitment - Te pae tata

We are a bicultural organisation committed to advocacy, teaching, promotion, and delivery of world class early childhood education for tamariki, whānau, teachers|kaiako and ECE services. We respond by being connected, contributing and agile to ensure successful learning happens together.

Ko Te Rito Maioha he rōpū tikanga rua e manawanui ana ko te rōpū kei runga noa atu mō te reo tautoko i ngā tamariki, ngā whānau, ngā kaiako me ngā whare kohungahunga katoa. Ka tū māia mātou i roto i te mahi kakama, te mahi tūhono, me te mahi taunaki kia pumau te angitu o te ako ngātahi.

Our guiding beliefs | Ngā arataki whakapono

- Every child|tamaiti has the right to high-quality education that complements and supports their and their family's|whānau life.
- Every child |tamaiti in Aotearoa New Zealand has the right to know and enjoy the dual cultural heritage of Te Tiriti o Waitangi partners along with their own cultural heritage.
- People working in early childhood and primary education need access to high-quality teacher | kaiako education, advice, information, resources, to aide their decision-making that affects their profession, their children|tamariki and their families|whānau.

Our Values – Ngā uarā

- Making a difference – Te puawaitanga o te tangata
- Honouring Te Tiriti o Waitangi – E matua whakapono ana tātou ki Te Tiriti o Waitangi
- Including everyone – Whakawhanaungatanga
- Being accountable – Kia taea te hāpai i ngā kaupapa katoa ahakoa te aha
- Caring and connecting – Manaakitanga
- Innovating – Whakahihiko hinengaro

About us | Ko mātou

Te Rito Maioha Early Childhood New Zealand (ECNZ) is an Incorporated Society of members committed to high quality early childhood education for every child. Established in 1963, the organisation is an influential leader in shaping today's early childhood sector through advocacy, policy, tertiary education qualifications and professional development programmes.

We advocate for early childhood education services and the teachers|kaiako who provide education to thousands of infants, toddlers, and children|tamariki. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services.

The organisation is governed by a Council made up of elected and appointed members, led by a National President and supported by a National Kaumātua. Our national office is in Thorndon, Wellington and our teaching staff are employed at 11 locations throughout Aotearoa New Zealand.

In 1990 we changed our name and a new constitution reflected our commitment to more equitable outcomes for all tamariki. A further name change in 2015 and refreshed brand indicates our commitment to strongly champion bicultural understanding and practice, which is evident through the content and design of our programmes, teaching, and learning. The organisation is committed to Te Tiriti o Waitangi as the foundation for its programmes and organisational practices and activities.

Our bicultural kaupapa, te reo Māori me ōna tikanga is embedded throughout everything we do and teach. We are committed to ensuring the success of our Pacific nation students across the motu by growing authentic relationships that embrace student's aiga across our programmes.

Te Rito Maioha is also a registered Private Training Establishment (PTE) with the highest Category One rating for a tertiary provider. We are accredited and approved by New Zealand Qualifications Authority (NZQA) to deliver a range of undergraduate, graduate, and postgraduate qualifications (levels 4-9), including specialist teacher|kaiako education, both nationally and internationally.

Since 1980 Te Rito Maioha has delivered undergraduate programmes. From the mid-2000s we commenced delivery of graduate and postgraduate programmes in early childhood education. In 2021 we launched delivery of an undergraduate initial teacher education qualification for the primary sector.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers'|kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to online blended delivery of undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved qualifications;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing a range of unique resources and services to our members.

PURPOSE OF THE POSITION

The purpose of the Pouako/ Senior Pouako role is to:

- provide cultural expertise and leadership in mātauranga Māori me te reo Māori across the motu.
- deliver effective teacher education to Te Rito Maioha tauira.
- complete and/or contribute to research activities.
- participate in professional contributions.

Senior Pouako will have a higher quality of teaching performance, a greater contribution to the advancement of the discipline through achievements in research and scholarship and will actively contribute to the academic leadership of Te Rito Maioha. This may include mentoring other members of the teaching staff, oversight of courses and/or subject areas and contributing to programme development and review.

Principal accountabilities (includes but is not limited to):

Principal accountabilities	Key result areas
• Te oati mo te Tiriti o Waitangi. • Te reo Māori me ngā tikanga Māori. The organisation has a commitment to Te Tiriti o Waitangi and the partnership between tangata whenua and tau iwi *E matua whakapono ana tenei umanga ki ngā matapono o Te Tiriti o Waitangi* We are moving forward on our bicultural journey in an exciting, challenging and meaningful direction *Ka anga ki mua tō tātou hikoi tikanga ā rua i runga i te wana, i te ngākau māhaki, me te totika* All parties are committed to the bicultural journey with a sense of significance, purpose, pride and community *Kia whakakotahi i raro i te pono, i te tika, i te wairua hoki o tenei hikoitanga* We honour the history *E matua whakapono ana tātou ki te hītori* We honour the diverse skills and knowledge required to sustain this partnership *Whakahonoretia te oati o te Tiriti o Waitangi kia ū, kia mau mo ake tonu*	• Leads takiwā team confidently to promote use of te reo Māori regularly, and tikanga practices are respected. • Increasingly demonstrates appropriate use of culturally aware behaviour, appropriate use of protocols and pronunciations. • Is actively involved in bicultural activity either through teaching and learning or professional development. • Staff and tauira are confident in using te reo Māori. • Tuakana, teina relationships are role modelled. • Actively engaged in the He Pātaka Reo programme and completion of all tasks, including marking at each of the teaching programme levels.

Teaching and Learning • Deliver effective blended education and pastoral care to our tauira. • Promote the overall coherence of all programmes and to ensure consistency with the graduating teacher standards for all teacher education programmes. • Understand and articulate e-pedagogy and blended learning in their teaching practice.	• Confident and competent tertiary learners meet the Code of Professional Responsibility and Standards for the Teaching Profession (Teaching Council|Matatū Aotearoa). • Our tauira feel well supported in all aspects of their learning experience.
Research • Undertakes Research and Professional Development. • Participate in external and internal research projects and contribute to Te Rito Maioha's research strategy.	• Conducts relevant research and produces research outputs that contributes to Te Rito Maioha's research capability and reputation. • Staff have the competence and confidence to succeed in their role.
Professional contribution • Promote and secure new business in the local community as determined by their manager. • Build and maintain positive relationships with local Te Rito Maioha members, potential members and alumni, and contribute to Membership strategic objectives.	• Base KPIs are achieved individually and as a base team. • New tauira and members register with Te Rito Maioha. • Professional development initiatives delivered and uptake in these initiatives increases. • Membership within the region increases in line with overall growth objectives. • We are sought out in the community for advocacy, teaching, promotion and delivery of world class tertiary education. • Customer feedback and evaluations indicate high levels of satisfaction. • A positive and professional image of ECNZ and its programmes and services is consistently provided.
• Provide effective stakeholder and relationship management	• Solid professional relationships are maintained. • Te Rito Maioha is well known through sound relationships made and retained.
• Develop and maintain effective work planning and professional development for areas of accountability	• Staff have the competence and confidence to succeed in their role.
• Organisational responsibilities	• Policies, processes, guidelines and practices are adhered to at all times and contribute to the wider organisation. • One Te Rito Maioha approach to collaboration and problem solving. • Results achieved as identified in the annual plan each year. • Input into team is valued, on point and timely. • Process and business improvements are realised and implemented. • All required documentation is completed and updated accurately, on time and in full.
• Te Rito Maioha Values / Ngā uarā	• Staff are able to demonstrate Te Rito Maioha Ngā uarā in everything they do and with everyone they interact with every day.

	• Act with unity and purpose, supporting colleagues to achieve Te Rito Maioha's vision • Adhere to our values and behaviours framework | Tō Tātou Oati Pūmanawa Tangata • Demonstrate our values and behaviours in everything we do with everyone we interact with every day.
• Quality, Compliance and Continuous Improvement	• Ensure all policies, processes and procedures are current and updated when required • Take self-responsibility to adhere to all Te Rito Maioha policies, processes and procedures, guidelines and standards of conduct to levels satisfactory to Te Rito Maioha. • Actively seek to improve ways of working effectively and efficiently that makes a difference to our students | tauira, members and stakeholders • Embed a culture of continuous improvement and record activities of continuous improvement.
• Health & Safety at work	• Engage and adhere to all areas of responsibility as identified in Health, Safety and Wellbeing policies • Ensure all incidents, injuries and near misses are reported into the incident register accurately and in a timely manner. • Maintain knowledge of health and safety procedures, and actively support safe work practices in your area of responsibility • Take reasonable care of your own health and safety and ensure that your actions don't cause harm to yourself or others • Comply with any reasonable instructions, policies or procedures on how to work in a safe and healthy way

What is my role	How do I do it	What does success look like
Workload The quality of programmes and activities will be enhanced when staff are clear about what is expected of them and have workloads that are realistic and manageable. It is our intention that all staff are: • Able to plan and prioritise their annual work commitments. • Responsible and accountable for planning and organising their agreed workload. • Able to complete their assigned responsibilities	• Complete all the requirements identified in this position description. A list of activities (not exhaustive list) sit under the following categories. Not all activities are applicable in all roles. **<u>Teaching and Learning</u>** • Teaching, assessment/marking and moderation • Programme/paper leadership • Noho marae • Practicum co-ordination • Tauira visits • Pastoral Care, tauira support and advice • Ongoing curriculum development, review of courses and programmes	• Your workload is well planned and prioritised according to your role and responsibilities as identified in the Workload Framework and the position description. • All role and responsibility outcomes are met on time and in full. • All responsibilities within your workload allocation across the three categories are achieved.

within their contractual hours of work each week. • Assigned workloads on an 'equitable', 'reasonable' and 'safe' basis. **Refer Workload Framework Policy for further detail.**	• Paper coordination / Preparation of teaching materials (where required) • Supervision of tauira. **<u>Research</u>** • Scholarly writing /publications • Conference attendance, research seminars and/or presentations • Professional development activities associated with research • Research reports supervision • Thesis supervision / Examination • Research projects and contracts / Seeking external research funding • Completing research-based or higher qualifications. **<u>Professional Contribution</u>** • Lead/manage staff • Professional development activities associated with teaching • New progamme development / other identified projects • Maintenance of professional accreditation where appropriate, for example teacher registration, EER • Stakeholder engagement: membership engagement, increase membership, participation in organisation wide communities and associations; participation in community initiatives and organisations • External marking, reviews, journal referencing • Facilitation and/or delivery of PLD • Participation in tauira recruitment activities, orientation, open days, tauira enquiries and graduation • Marketing our programmes and PLD • General administration (including various hui).	

LIMITATIONS ON AUTHORITIES AND WORKING RELATIONSHIPS

- Expenditure authority on specific types of operational expenditure as per Te Rito Maioha's delegations policy.
- Maintains close liaison with the Pouhere Kaupapa Māori, Curriculum Advisor Māori and Pasifika, respective Course Leader/Kaiārahi Marautanga and/or Programme Leader/Kaiārahi Hōtaka, Academic Leader, and Director of Teaching and Learning and/or Director Research Postgraduate Programmes.
- Expected to keep Senior Leadership Team and the Chief Executive informed on a 'no surprises' basis.

IDEAL PERSON SPECIFICATION

Qualifications required:

Teacher registration is essential. It is the responsibility of the staff member to maintain their teacher registration.

A Pouako:

- A Degree in Teaching or Education and be ostgraduate qualified, willing to engage in further study.
- Relevant masters and/or extensive and comparable relevant experience is desirable.

A Senior Pouako:

- A master's degree and willing to engage in further study, or is engaging in doctoral study.
- Relevant PhD and/or extensive and comparable relevant experience is desirable.

Essential Knowledge, Skills and Experience
• ECE teaching qualifications and/or experience
• Knowledge of, and commitment to Te Tiriti o Waitangi
• Successfully support a bicultural kaupapa
• Ability to develop strong and effective working relationships
• Team worker – able to work collaboratively with the ECNZ whānau.
• Excellent teaching and interpersonal skills
• Ability to manage multiple priorities simultaneously
• Ability to work to deadlines and under pressure
• Time management and organisational skills
• Ability to respect and maintain confidentiality
• Attention to detail
• Demonstrates initiative and ability to work with minimum supervision
• Excellent written and numerical skills
• Excellent academic writer, with competence using APA referencing and formatting
• Innovative with the ability to think outside the square
• Logical and practical
• Results focused with a desire to produce high quality work and outstanding service to key stakeholders
• Self-motivated
• Strong problem solving skills with good judgement
• Sound computer skills and proficiency in the Microsoft Office suite
• Technical capability in regard to learning management systems, database administration and student management systems
• An understanding of and ability to teach in blended education delivery, frameworks and qualifications
• Masters' or PhD qualification (essential for Postgraduate Programme)
• Ability to travel within New Zealand to fulfil the requirements of the position

Behavioural competencies – How we do things around here:

Key Competencies	Description
Relationship Management	• Displays strong interpersonal skills and the ability to relate well to people at all levels • Proactively builds and maintains constructive working relationships with key internal and external stakeholders • Works alongside others, sharing information, ideas, insights and expertise to ensure positive outcomes
Communication	• Ensures that the appropriate people are consulted and kept informed and are supplied with relevant information in order to effectively carry out their jobs • Written communication has clarity, fluency, impact and conciseness
Teamwork	• Makes a personal effort to be an active member of a team • Works co-operatively with team members • Informs other team members of relevant information and decisions which may impact on their work
Information Management	• Demonstrates a strong eye for detail • Thorough and analytical when approaching problem solving and testing activities.
Results Orientation	• Plans and achieves required results without prompting • Takes full responsibility for making things happen within own area of control or where parameters are clearly defined • Uses time and resources effectively
Work Management	• Works independently and with a high degree of initiative and self-motivation • Effectively prioritises and manages own work
Service Orientation	• Takes action in response to customer enquiries, requests or complaints • Focuses on continuous improvement of the quality of services delivered • Builds and maintains good customer relationships and ensures customer satisfaction
Personal Development	• Takes responsibility for maintaining and improving appropriate knowledge and skills for the mutual benefit of the organisation and individual
Te reo Māori me ngā tikanga Māori	• Takes responsibility to research own whakapapa, pepeha • Demonstrates a commitment to the organisations bicultural kaupapa • Actively advocates tikanga Māori practices and protocols

Change to Position Description

From time to time it may be necessary to consider changes in the position description in response to the changing nature of our work environment– including technological requirements or statutory changes. This position description may be reviewed as part of the preparation for performance planning for the annual performance cycle or as required