Te Rito Maioha
Early Childhood New Zealand

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

POSITION DESCRIPTION

Position:	**Membership and Capability Advisor**	
Reporting to:	Marketing, Communications, and Membership Manager	
Location:	National Office	
Staff responsibility:	Number of direct reports	0
Last Updated:	October 2026	

OUR STORY – TĀ 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 kaiako and that our perspectives are shaped by Aotearoa New Zealand context.

Our Purpose – Tō tātou kaupapa

To inspire, empower and educate teachers and learners, embracing cultures and languages to ensure every child's potential is ignited.

Kia whakahihiko, kia whakamana, kia hoatu rā te mātauranga me te āheinga ki ngā kaiako me ngā tauira e pōwhiritia ana ngā ahurea, ngā reo rangatira o te ao, kia tutūngia e rātou te pito mata kei ia tamaiti.

Our Commitment - Te pae tata

We are a bicultural organisation committed to advocacy, teaching, research, promotion, and delivery of world class teacher education for tamariki, whānau, kaiako, ECE services and schools. We respond by being connected, contributing and agile to ensure successful learning happens together.
He rōpū tikanga-a-rua ā Te Rito Maioha, ko tā mātou e manawanui nei, he whakaako, he rangahau, he whakatuarā, kia tautoko ngā tamariki, ngā whānau, ngā kaiako, me ngā whare kōhungahunga katoa. Kia pai ai tā mātou mahi, ka mau kaha nei ki ngā tūhononga, kia kakama tātou ki te ako ngātahi, kia pūmau ki te angitu.

Our guiding beliefs | Ngā arataki whakapono

- Every child|tamaiti has the right to high-quality education that complements and supports their and their family|whānau and community 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 have access to high-quality teacher| kaiako education, advice, information, resources, to aide their decision-making that affects their profession, children|tamariki and families|whānau.

- That teacher education is focused on cultivating reflective practitioners. Teachers should be well-versed in content knowledge and pedagogical strategies and continuously reflect on their experiences, adapt their practices, and engage in lifelong learning.
- Our education programmes empower kaiako and educators to meet the diverse needs of their children|tamariki and contribute positively to their communities.

Our Values – Ngā uara

- 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 e mātou te hāpai ngā kaupapa katoa ahakoa te aha
- Caring and connecting – Manaakitanga
- Innovating – Whakahihiko hinengaro

About us | Ko mātou

Te Rito Maioha is an Incorporated Society of members committed to high quality early education for every child. Established in 1963, we are an influential leader in shaping today's early childhood sector through advocacy, policy, and delivering tertiary education qualifications and professional development programmes for current and future early childhood and primary education teachers.

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 students' whānau and communities across our programmes.

Through our membership we advocate for early childhood education services and the kaiako who provide education to thousands of infants, toddlers, tamariki and young people. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services and teachers.

Te Rito Maioha is a registered Private Training Establishment (PTE) with the highest rating for a tertiary provider in Aotearoa New Zealand. We are accredited and approved by the New Zealand Qualifications Authority (NZQA) to deliver a range of early childhood and primary school undergraduate, graduate, and postgraduate qualifications (levels 5-9), including specialist kaiako education, both nationally and internationally.

The organisation has delivered teacher education since 1980 and 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 Wellington, and our teaching staff are employed at 11 regional education centres | takiwā ako throughout Aotearoa New Zealand.

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 blended delivery through online and face-to-face, with practical real-life exposure and experiences through 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 advocacy and a range of unique resources and services to our early childhood education members; collaborating with New Zealand and international partnerships to strengthen research and teacher education.

PURPOSE OF THE POSITION

The purpose of the position is to grow the value of membership by identifying, developing and delivering high-quality professional learning and development (PLD), resources, events and support for centre managers, leaders, student members, and early childhood education (ECE) services.

Key aspects of the position are:

- Designing and facilitating PLD that responds to the strategic and operational needs of centre managers and leaders, including governance, management, compliance, legislation, and digital tools.
- Developing, reviewing and continuously improving practical member resources so that they remain current, credible, and responsive to sector and legislative changes.
- Supporting member engagement, retention and growth by identifying centre member needs and contributing to strategic membership initiatives.
- Developing clear, targeted and responsive member communications that support centre managers and leaders to understand, interpret, and implement sector expectations.
- Identifying and progressing preferred supplier, partnership and value-added membership opportunities that strengthen sector capability and the membership proposition.

Principal accountabilities (includes but is not limited to):

Principal accountabilities	Key result areas
Professional learning and development for centres	• Design and facilitate PLD that responds to the strategic and operational needs of centre managers and leaders, including governance, management, compliance, legislation and digital tools. • An annual PLD programme is planned and delivered on time and within budget. • PLD participation, satisfaction and impact are evaluated and reported, with findings used to continuously improve future offerings. • Learning opportunities are tailored to the different needs of community-based, privately owned, kindergarten and home-based services.
Member resources	• Develop, review, and continuously improve practical member resources so they remain current, credible, and responsive to sector and legislative change. • Resources are accurate, easy to use, accessible, consistent with Te Rito Maioha's brand and bicultural Kaupapa. • Continuous management of assets, ensuring old content is archived via a regular review cycle.
Legislative and policy monitoring	• Monitor legislative, policy, regulatory and guidance changes that affect ECE services, and coordinate timely member responses through hui, communications, PLD, resources and sector guidance. • Members are informed about changes that affect them, and insights are shared internally to inform Te Rito Maioha's advocacy and submissions.

Principal accountabilities	Key result areas
Centre Member communications, support and advice	• Develop clear, targeted and responsive member communications that support centre managers and leaders to understand, interpret and implement sector expectations in conjunction with the Membership Advisor. • Communications are accurate, timely and planned in collaboration with the Membership Advisor and the marketing and communications functions, so that messaging is consistent with Te Rito Maioha's brand and priorities. • Centre managers and leaders receive timely, accurate and practical advice • Themes in member queries are identified and used to develop new resources and PLD.
Membership engagement initiatives	• Support member engagement, retention and growth by identifying centre member needs, promoting the value of membership and contributing to strategic membership initiatives. • Member feedback and insights are used to improve services and initiatives, measurable by improvements in member engagement, retention and growth.
Preferred supplier programmes	• Support the identification of and progress preferred supplier and value-added membership opportunities that strengthen sector capability and the membership proposition. • Preferred supplier arrangements are well managed, deliver measurable value to members, and are reviewed regularly to ensure they remain relevant and beneficial.
Strategic partnerships delivery	• Identify and progress partnership opportunities that strengthen sector capability and the membership proposition. • Agreed partnership activities are delivered to plan. • Partnerships contribute to member value and to Te Rito Maioha's strategic priorities.

Principal accountabilities	Key result areas
Organisational Responsibilities	• A flexible approach to work is expected as some out-of-hours work will be required sporadically. • Actively and positively participate as a member of the team. • Proactively look for opportunities to improve Te Rito Maioha operations. • Comply with Te Rito Maioha policies, procedures, guidelines and standards of conduct, and contribute to their ongoing improvement within the position's areas of accountability. • Develop and maintain effective work planning and professional development for areas of accountability. • Perform any other duties as required.
Stakeholder and relationship management	• Develop and maintain strategic domestic and international partnerships; manage key relationships with government agencies, quality assurance bodies and relevant sector partners; and represent Te Rito Maioha on external stakeholder groups, forums and working parties as required. • Build and maintain strong relationships with internal & external stakeholders. • A positive and professional image of Te Rito Maioha and its programmes and services is consistently provided.
Quality, Compliance and Continuous Improvement	• Identify, evaluate and progress opportunities for programme growth, innovation, and new delivery approaches. • 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.

Principal accountabilities	Key result areas
Health and Safety	• 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.
Te oati mo te Tiriti o Waitangi 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 me te tū ngātahi a te tangata whenua me tauiwi* We are moving forward on our bicultural journey in an exciting, challenging and meaningful direction *Kei te nuku whakamua 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 te katoa i raro i te pono, i te tika, i te wairua hoki o tenei hikoitanga* We honour the history *Ka whakanuia te hītori* We honour the diverse skills and knowledge required to sustain this partnership *Ka whakanuia ngā pūkenga me te mātauranga e tika ana kia ū, kia mau ki tēnei tū ngātahi*	• 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 every day. • Tuakana, teina relationships are role modelled • Ensure a genuine effort is made to build confidence in using te reo Māori naturally and spontaneously and actively engaged in the He Pātaka Reo programme. • Ensures we are inclusive in all we do and say and strive to be equitable, free from bias, discrimination, and racism. We also strive to ensure that all our work is of high quality. • We are committed to our bicultural journey with a sense of significance, purpose, pride and community, creating an environment that is culturally safe for employees, students and visitors. • We honour Te Tiriti o Waitangi, its history and the diverse skills and knowledge required to sustain the principle of partnership. • Familiar with and ensure outcomes achieved from our Te Kōkiri Tikanga Rua | Bicultural Strategy and our Te Moana nui a Kiwa Pasifika Strategy.

LIMITATIONS ON AUTHORITIES

- Expenditure authority on specific types of operational expenditure as per Te Rito Maioha's delegations' policy.

WORKING RELATIONSHIPS

- Maintains close liaison with internal stakeholders:
  - Marketing, Communications, and Membership Manager and team,
  - Learning Design & Delivery Support team,
  - Regional Education Leaders
- Maintains close liaison with external sector stakeholders:
  - ERO, MoE, Teaching Council (Government agencies)

PERSON SPECIFICATION

The person specification defines the qualifications, skills and experiences required to undertake the job effectively.

Essential Qualifications, Skills and Experience
Demonstrated experience in the early childhood education sector, with a sound understanding of how ECE services operate
Proven experience designing, developing and facilitating adult learning, professional learning and development or training, both online and in person.
Experience developing practical, high-quality resources, guidance or toolkits for a professional audience.
Ability to monitor, interpret and clearly explain legislative and policy changes and their implications for ECE services.
Excellent written and verbal communication skills
Strong relationship management and stakeholder engagement skills, with the ability to build trusted relationships with members, sector partners and suppliers.
Strong organisational and project management skills, with the ability to manage competing priorities and deliver to deadlines.
Confident user of Microsoft 365 and digital tools for online learning and engagement.
Experience working in a membership-based or not-for-profit organisation.
Experience contributing to policy submissions or advocacy in the education sector

Desirable Qualifications, Skills and Experience
Experience establishing or managing preferred supplier programmes, partnerships or sponsorship arrangements.
Experience using a CRM system and learning or PLD platforms.
Knowledge of the needs of Māori and Pacific ECE services and communities.

For this position the **behavioural competencies** have been defined as being:

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.
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 quality service • 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.*