

JOB DESCRIPTION / TE WHAKAATURAKA MAHI

Position Title <i>Te tūraka mahi:</i> Head of Programmes Capable NZ Māori	Area <i>Te Tari:</i> College Work Based Learning (CWBL)
Reports to (title) <i>Ka whakarataia e:</i> Head of College	

Primary purpose *Te take matua*

To work in partnership with the Head of Programmes Capable NZ to lead the strategic operations of the programmes within the specified remit.

Success in this role will mean:

- All Capable NZ programmes are of the highest quality, relevant and give full effect to Kaupapa Māori and OP's curriculum strategy
- Capable NZ has quality, high performing, culturally competent and responsive teams under your guidance and coaching
- Capable NZ achieves Otago Polytechnic's required educational and financial performance indicators
- Capable NZ works in a bi-cultural way
- Capable NZ systems and processes are fit for purpose, open and transparent

Key responsibilities/accountabilities *Ko ngā takohaka matua / ko kā kaweka matua*

Key responsibilities / accountabilities <i>Ko ngā takohaka matua / ko kā kaweka matua</i>	Outcome <i>Kā hua</i>
Achieve excellent outcomes for our taura (learners)	<ul style="list-style-type: none"> • Learners are provided with an effective induction to Capable NZ and their programme of study • Learners are enrolled in the programme best suited to them, at a workload level that will support them to achieve and are allocated to the appropriate staff member for their learning requirements and have an understanding of the expectations of milestones and assessments. • Queries and complaints from learners that cannot be resolved by the facilitators or administrative staff are responded to and resolved in a timely way, in accordance with OP's values, policies and procedures. • Māori taura will be supported to learn and achieve as Māori • Translation to Te Reo Māori is provided to taura when requested • Learners are supported to gain assistance from Te Punaka Ōwheo and/or Student Success if and when they need it. • An appropriate chair to all assessment panels is appointed, and that assessor is supported to ensure that they complete the write up of the final report, and the results are advised and uploaded into EBS. • Initiatives to ensure that graduates are prepared for a bicultural, sustainable practice focussed workforce are embedded and supported. • Effectively undertake the role of permanent members of the assessment committee for the College of Work Based Learning. • Strategic curriculum projects are embedded to maximise learner success, e.g., learner capability framework.



	<ul style="list-style-type: none"> Academic quality within Capable NZ is lead appropriately to ensure programmes are fit for purpose, demonstrate alignment with corresponding taught programmes, characterised by excellence and exceed the expectations of our partners and stakeholders (including professional bodies and industry, in conjunction with our Colleges).
<p>Planning and Reporting</p>	<ul style="list-style-type: none"> Active contribution and feedback into the Capable NZ strategic plans occur and actions are implemented. Reports are completed and provided as required to the Head of College.
<p>Lead the way in sustainable practice</p>	<ul style="list-style-type: none"> Education for sustainability is embedded in all Capable NZ programmes so that graduates are capable of practising sustainably in their chosen vocation. Capable NZ programmes operates sustainably maximising staff and student wellbeing, minimising the environmental footprint, and expanding the environmental handprint.
<p>Be a responsive Treaty partner in meeting the educational aspirations of mana whenua</p>	<ul style="list-style-type: none"> Implementation of the Māori Strategic Framework (MSF) is prioritised and supported by the programme team. Māori learners are enabled to participate and succeed as Māori, achieving at the same rate or a better rate as non-Māori. Collaborative partnerships and/or research opportunities that benefit local Rūnaka and the Māori community are encouraged, supported, and prioritised. Māori staff are supported to “live and work as Māori”. Staff are supported to develop a baseline cultural competence. Māori knowledge and perspectives are embedded in all programs of learning. Māori research engaged staff are encouraged to be involved in Te Kāhui Rakahau Māori and its associated activities.
<p>Attract and sustain exceptional staff who make a difference</p>	<ul style="list-style-type: none"> Promote and role model the values of Otago Polytechnic Limited including ensuring that behaviour of staff and contractors align to our strategic goals and frameworks. An outstanding, satisfying, and safe work environment, supportive of high performance and staff engagement is evident. Staff complete an induction into Capable NZ which include systems, processes, workload, and support services available to learners. An inclusive welcoming environment supportive of a diverse workforce is evident. Staff are trained and have a professional development programme that ensures the best outcome for the learners. Staff are supported and encouraged to grow their skills in line with leadership and workforce development goals. Staff workloads by are managed effectively and there are no issues being raised. Staff are supported to develop a research culture within Capable NZ that informs teaching and that is detailed in an annual research plan. Regular touch-base conversations are held throughout the year with staff to ensure that all learners are up to date and that no issues that have been raised regarding learners or workloads. Performance reviews are completed annually which include a professional development programme, self-reflections and conversations regarding progression or promotion. Staff within Capable NZ provide best practice, research-engaged learning, and teaching to maximise the academic and employment success of their learners.



	<ul style="list-style-type: none"> • Performance issues that have been identified are resolved with the support of People and Culture. • The Team Performance Plan is completed each year and is utilised to drive team development and requirements of Otago Polytechnic Ltd and Capable NZ strategic goals. High-performing teams are well designed, and functional to ensure performance is enhanced.
Be a committed and agile organisation	<ul style="list-style-type: none"> • Control of costs and maximisation of revenue occurs to provide a consistent annual operating surplus. • Revenue diversification opportunities are prioritised and supported. • World class quality management of learning, teaching and research is achieved. • Our culture as an innovative, caring, and accountable organisation committed to excellence is strengthened. • The Otago Polytechnic Values, Manaakitaka/Caring, Māia/ Courage, Takohaka/Accountability and Whakamanataka/ Empowerment, are role-modelled in everything you do.
Fulfil Safety and Wellbeing responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Safety and Wellbeing Policies	<ul style="list-style-type: none"> • Lead and champion all aspects of Health, Safety and Wellbeing across Capable NZ. • Achievement of a healthy and safe work and learning environment. • New and existing hazards are pro-actively identified and managed. • Incidents, accidents, and occupational illnesses are immediately reported • Safe work methods are adhered to including the use of Personal Protective Equipment.

Key working relationships <i>Kā honoka mahi matua</i>	
Key working relationships <i>Kā honoka mahi matua</i>	Nature and purpose of contact <i>Te āhua me te take o te honoka</i>
Head of College	Formal Leader. Provide strategic and operational advice (both ways). Provide assistance and seek instruction on a wide range of matters.
Deputy Chief Executive: Learner Experience	Provide strategic and operational assistance (both ways). Seek feedback and input, provide information and advice.
College Head of Programmes	Collegial support and advice, peer discussions. Work in partnership with each other providing advice and support.
Students and Staff within the programmes and college	Provide leadership and coaching, support and advice, work distribution, peer discussions in a high-performing team environment.
Other OP Colleges, Service Areas and Staff	Provide strategic and operational advice. Seek feedback and input and provide information. Ensure quality standards are met.
Industry Representatives, Permanent External Advisory Committee (PEAC), Professional Bodies	Maintain effective collaborative relationships. Seek and provide a range of advice and information in a timely manner.
Kaitohutohu Office	Maintain effective collaborative relationships. Seek and provide a range of advice and information in a timely manner.
Te Punaka Ōwheo and Learner Services	Maintain effective collaborative relationships. Seek and provide a range of advice and information in a timely manner.



Decision making authority <i>Kā rakatirataka whakatauka</i>	
Decisions expected <i>Kā whakatauka tūmanako</i>	Recommendations expected <i>Kā taunaki tūmanako</i>
Resolution of tactical programme issues that are of a day-to-day nature	Recommendations are made for enhanced staff and learner experience
Prioritisation of workload and portfolio to bring about maximum organisation benefit	Priorities determined
Approvals in accordance with the Delegations of Authority; sign off letter of appointment and variations as required.	Decisions and expenses approved in line with budget and delegation in a timely and accurate manner. These are as per Otago Polytechnic Ltd policies as amended from time to time

Position dimensions *Kā āhuataka tūraka*

List the relevant financial and staffing dimensions for which this position is accountable.

- **Sales/revenue:** Nil
- **Budget:** TBC
- **Number of employees reporting directly:** TBC

Selection Criteria – Knowledge & Skills *Whakariteka Kōwhiritaka - kā mātauraka me kā pūkeka*

Essential:

- Has a sound knowledge and understanding of both the articles and principles of the Treaty of Waitangi/Te Tiriti o Waitangi and how they apply in both the workplace and in an educational context
- As a culturally responsive practitioner, is committed to improving Māori taura achievement through proactive and proven strategies and actions
- Knowledge of the educational environment, trends and governance structures and priorities (e.g. boosting the achievement of Māori and Pasifika [re: Tertiary Education Strategy, 2014-2017])
- Has proficiency in te reo Māori
- Has a sound understanding of tikanga Māori (i.e. the protocols, customs, and practices)?
- Previous experience of operational management and/or programme manager experience
- Significant evidence of leadership preferably in a tertiary education environment
- Significant previous experience in staff leadership and leading a team through change
- Experience in assessments and the ability to chair and complete reporting requirements
- High levels of relationship management
- Cultural competence and ability to work with diverse peoples (staff, learners, stakeholders)
- Technology focus and experience which includes learning platforms
- Strong industry/discipline networks
- Understanding how to implement successfully vocational education programmes using a variety of delivery methodologies
- Ability to develop and evaluate the effectiveness of programmes, courses and teaching and learning strategies
- Experience in facilitating work-based learning
- Knowledge of variety of research methodologies in context of practitioner research, including an awareness of kaupapa Māori research methodologies
- Knowledge of ethical research processes, especially in relation to Vision Mātauranga and the bicultural context of Aotearoa/New Zealand

Selection Criteria – Education and Experience *Whakariteka Kōwhiritaka - kā kuraka me kā wheako*

- Degree qualification in a relevant field is essential, post-Graduate qualification is preferred
- Tertiary teaching qualification

Personal Attributes *Kā Āhuetanga Whaiaro*

- Facilitative and collaborative leadership style
- Strategic thinker with a strong future focus and the ability to convert strategy into action
- Ability to build and maintain productive relationships and networks at all levels, internally at Otago Polytechnic Ltd and externally
- Be personally effective: a self-starter who sets high standards for self and is willingly accountable for their own performance
- Be embracing of diversity and empowering of others through an inclusive approach to leadership
- Have excellent oral and written communication skills and a high level of digital literacy
- Be a team player, able to balance the interests of the school with the wider interests of Otago Polytechnic Ltd
- Understand and be committed to sustainable practice
- Future focus and energy to help build successful CapableNZ programmes for Otago Polytechnic
- High level of professional and ethical conduct
- Effective time management skills
- Ability to identify and disseminate excellence in learning and management practice across the programme areas and the Polytechnic