

Student Support Manager

Ka timata i konei; Hīkina te kounga o tōu umanga kia puāwai. Ki te whai tūranga koe i konei, ka tū koe hei tangata ngākau titikaha mō a tātou ākongā kia puta, kia angitū hoki ai rātou ki roto i tēnei ao. Ka ākingia hoki koe kia tipu i āu ake pūkenga-takitahi, me āu pūkenga-ngaio. I konei, ka whakatinana koe i ngā mātāpono o Te Whare Takiura nei, arā, kia matapoporetia te Pono, Te Manaakitanga, Te Hononga tētahi ki tētahi, me Te Hiranga. Mā konei i Te Whare Takiura o Te Manukanuka o Hoturoa ka taea te ao o te takitahi, me te ao whānui te panoni.

Change starts here; transform your career and make a difference

When you work for MIT you become a member of an innovative and passionate team, dedicated to getting students into great jobs. You will be encouraged to learn and grow, both as an individual and as a professional. You will live and breathe our Values: We are Real, Manaakitanga, We are Connected and We are Excellent. A career at MIT gives you the opportunity to transform lives and communities.

Reports to:	Head of Student Experience and Success	Location:	Tāmaki Makaurau, Auckland
Directorate:	Learner Experience & Success		

Purpose of Position **Te aronga o te tūranga**

The role of Student Experience and Success is to support MIT's strategic goals to improve the student experience on campus and lift overall student retention and completion rates, with a particular focus on priority learners and at-risk cohorts. This will be achieved through the provision of a variety of general and targeted support services and engagement opportunities to optimise the personal, social and academic experience of students thereby enhancing their engagement, persistence and success at MIT.

Accountabilities **Āu haepapa**

The role of Student Support Manager is to:

Provide excellent and credible leadership to ensure a holistic consistent model of care and professional practice within Student Experience and Success through the provision of effective pastoral care services, wellbeing engagements, outreach support and crisis response for students with a primary focus on supporting students at-risk.

1. Service delivery and operational leadership

1. High calibre staff are attracted, developed, and retained to develop critical assessment skills, communicate expectations and maintain team enthusiasm and committed to the achievement of team goals and priorities.
2. Ensure service priorities align with the vision, operational goals, priorities and objectives of Student Experience and Success with clear and continuous expectation setting.
3. Ensure the service maintains onsite/physical opening hours from 8.30am – 5.30pm through a staff roster system, and rosters are regularly shared with service areas and campus staff.
4. Services are effectively tailored to meet the diverse needs of students, enhancing their capacity for personal resilience, persistence and achievement.
5. Ensure professional boundaries and privacy requirements are adhered to within the team when dealing with students and sensitive information, and ensure regular training is in place to avoid potential breaches of privacy and immediately report concerns to the Head of Student Experience and Success.
6. Lead and monitor the continuous improvement of work procedures, team culture and support responses to ensure they reflect current best practice.
7. Ensure outreach messages, team resources and engagement methods educate and empower students to become self-sufficient, more independent in identifying solutions and new opportunities that will enable their growth and confidence in resolving issues and concerns affecting their academic performance, study decisions, personal development and wellbeing.
8. Operational tools and resources are created and training is provided to staff to ensure compliance with key policies and requirements, and effective processes and procedures are conducted.
9. Provide training to staff to develop and support their understanding of strategic and operational objectives and how they translate into service delivery plans.
10. Ensure staff are professionally up-to-date and receive adequate ongoing supervision support and education to deliver relevant and responsive support and services.
11. Ensure any performance issues are identified and effectively managed in a timely manner in order to minimise any impact on the department's strategic and performance objectives, and on other staff members.
12. Ensure the Perform process is implemented consistently and staff are provided with effective training, coaching and feedback on their performance to enable them to perform their roles effectively and understand how they translate into their own key result and performance areas.
13. Contribute to budget reviews and planning to ensure service needs are understood and

supported where possible.

14. Attend relevant meetings to boost awareness of team services, clarify service roles and responsibilities, identify opportunities for collaboration and contribute input where needed.
15. Keep the Head of Student Services and Success updated on service delivery, outputs and outcomes.

2. Student Pastoral Care Support and Case Management

1. Oversee the provision of high-quality, evidence-based, student-centric support and maximise team effectiveness by using the diverse capabilities and strengths of individuals to their best advantage.
2. The provision of safe, proactive and culturally appropriate advice, engagement and pastoral care effectively supports students to transition into and through their studies and confidently engaged to proactively enhance their wellbeing and learning experience.
3. Prioritise student appointments, drop-ins and all enquiries to ensure students are provided with quality timely information, advice, transition and pastoral care support.
4. Guide and support students through processes such as enrolment, course changes, recognition of prior learning, withdrawals, aegrotat considerations, hardship and welfare support options, other entitlements and responsibilities as per the Student Regulations.
5. Ensure students are provided with an individual Student Support Plan as part of the team's pastoral care service to ensure conversations and recommended solutions are documented and communicated clearly to support on-going follow-up engagement.
6. Regularly review and update the Student Support Plan template to ensure plans take a holistic, and culturally appropriate assessment approach to understand and evaluate needs, record agreed actions and accountabilities, desired engagement and outcomes, and timeframes for the student.
7. Ensure effective case management processes are developed within the team that involve professional, contextual and culturally appropriate pre-assessment to understand and evaluate needs for ensuring the best possible response is activated.
8. Oversee caseload management and development protocols and ensure documentation relating to student engagement data, monitoring processes, support procedures and reporting are relevant, accurate and timely.
9. Ensure staff respond proactively to absentee and withdrawal referrals from Schools, Departments and service areas, and maintain a record of all engagements, referrals and follow-up contact for reporting and regular service evaluations.
10. Oversee the monitoring and follow-up progress of students identified as "of concern" or "at risk".
11. Supervise and assess the provision of safe and effective case management and support which is

appropriate to the students' needs and commensurate with the level of expertise of the provider.

12. Ensure all general student enquiries and engagements are recorded daily and notes are up to date with essential and efficient details on EBS for tracking progress, follow-up and reporting purposes.
13. Manage the workflow of applications to the Hardship Fund and other similar support programmes within Student Support, improve processes where needed and report on outputs and outcomes.
14. Ensure delivery of research based, safe and effective advice to support students to resolve issues, including referrals to other services, schools/campuses or external specialist agencies (Health Services, Legal Services, Tenancy Services, etc) and undertake follow up as appropriate.
15. Implement and report on compliance outcomes with the Code of Practice for the Pastoral Care of Students.
16. Develop and maintain current knowledge of pastoral care issues, transition and engagement needs of students to ensure the provision of pastoral care and advice is responsive, timely, culturally appropriate, consistent and professional at all times.
17. Ensure case management meetings occur regularly and staff prioritise their attendance to ensure cases are well managed and actions and outcomes are captured for reporting and escalation.
18. Develop an evidence-based approach to case management practices and processes to improve recovery outcomes and retention results.

3. Management of student critical incident and crisis/emergency response support

1. Guide the provision of outreach and practical response to crisis or emergency situations on campus to ensure the team is well prepared to respond to a critical incident, crisis or emergency situations on campus and ensure case management processes, checks and risk assessment protocols are adhered to and meet Health and Safety requirements.
2. Act as a first responder to critical incidents involving students to ensure students, staff are supported whilst MIT processes and procedures are followed.
3. Ensure team are trained and prepared to attend or accompany students to the local medical clinic or hospital should they require urgent care and supervision until family arrive.
4. Liaise on behalf of the students with relevant support staff, teaching staff and family members as required, and ensure staff follow a clear response plan with agreed delegated actions when dealing with a crisis, critical incident or emergency situation.
5. Ensure students in distress or crisis are identified and provided the appropriate support and follow-up to assist their study and related welfare needs and/or is referred to the

relevant service or agency for professional treatment and on-going specialist care.

6. Peer review all critical incidents and crisis situations to ensure a team approach is taken when responding to high-risk cases and ensure the Head of Student Experience and Success is informed.
7. Liaise with external health agencies such as hospitals, mental health clinics, treatment facilities and community support groups to refer students to for specialist care and recovery support.
8. Inform family members as required and in accordance with the MIT's Privacy Policy and Privacy Act.
9. Immediately inform the International Support Office of any concerns or incidents involving an international student.
10. Support the development and implementation of a consistent intervention approach in response to common pastoral care concerns and sensitive matters.
11. Develop interventions across Student Experience and Success, specifically Student Support, that have a positive impact on our priority learners (including Support training and oversight of early intervention methodology and provide ongoing coaching, training and performance management.
12. Identify data points and trends that can be utilised as flags for future early intervention strategies and technologies.
13. Undergo regular training in the area of wellbeing, mental health, crisis and emergency intervention support and mediation skills.
14. The Head of Student Experience and Success is kept informed of all serious and critical incidents and concerns as they arise.

4. Student concerns, complaints and disciplinary/misconduct support

1. Respond to all concerns and complaint enquiries within the policy timeframe and ensure all student concerns, complaints and feedback are logged via the Online Student Feedback Form.
2. Monitor, delegate and track all student concerns and complaints via the approved process and ensure a clear referral and follow-up process is in place to effectively administer and efficiently communicate and resolve issues collaboratively.
3. Liaise with relevant service staff and Heads of Schools or their delegates to successfully resolve concerns and complaints in accordance with the Student Complaints Resolution Policy, Student Regulations, and other relevant policies.
4. Ensure advisors attend disciplinary or complaint and misconduct meetings as a support person and liaise with relevant staff to ensure students are well informed of key processes and policies, their options, rights and responsibilities regarding complaints and appeals.
5. Work with the Counselling Support Team and Disability Support Services to initiate, guide and

support mediation practices between the team and campus areas to jointly resolve cases where possible at the local level and in a timely manner.

6. Liaise with the Student Advocacy and Appeals Advisor to ensure all concerns and complaints are processed correctly as per the policy, and all referrals and communications are timely and managed professionally.
 7. Work with the Student Advocacy and Appeals Advisor and other relevant staff or external agencies to develop and deliver training workshops to student leaders and staff about the relevant policies and process relating to student concerns and complaints, wellbeing, and rights and responsibilities.
 8. Contribute to the development of educational messages and initiatives that inform and support staff awareness and competence in the area of student complaints to support the achievement of an appropriate and fair resolution for the student and MIT.
 9. Provide a monthly report on student concerns and complaints to the Head of Student Experience and Success.
5. **Outreach project development, implementation and reporting**
1. Effective outreach projects are established and managed according to the project plan, and facilitating the delivery of quality outcomes.
 2. Regular liaison with project working groups to ensure each project phase is successfully connected, communicated and aligned using existing and potential MIT systems across key operations.
 3. Coordinate project meetings and workshops that support project phases and deliverables as needed.
 4. Coordinate project activities, resources, and information pertaining to project outputs.
 5. Set-up and support project activation teams to ensure key deadlines are met, information is accessible, collected and collated and access to students is supported.
 6. Maintain project documentation and handling specific queries to the project.
 7. Ensure projects consider and complies with relevant policies, regulations and reporting requirements.
 8. Control project schedules and procure resources to ensure that necessary actions are completed according to the project plan within agreed deadlines, and regularly report on progress and outcomes.
 9. Work with project team members to identify and resolve day-to-day project issues.
 10. Flag potential issues, risks and dependencies to be managed and monitor changes in scope associated with the project plan.
 11. Respond to queries relating to projects and refer to relevant project working groups as needed.
 12. Maximise stakeholder involvement to progress effective planning, collaboration, communication and reporting within clearly articulated delivery parameters and objectives.

13. Support the project working group to deliver workshops, training and attend meetings with stakeholders to enhance awareness and proactive participation.
14. Utilise existing MIT processes, systems and resources across key operations to support project delivery.
15. Establish and maintain relationships with professional bodies, community members and other organisations to support project initiatives.
16. Maintain regular contact with Te Pūkenga, TEC, MOE and other relevant organisations for project support and guidance.

6. Participate in Student Experience and Success and wider MIT initiatives

1. Establish and maintain effective relationships with teaching departments and with relevant MIT student services, Social Service agencies, Community organisations, Government Departments, and other tertiary education institutions where it is in the interests of supporting students in general at MIT.
2. Support the appropriate orientation programmes for students including on-boarding and class talks.
3. Liaise with designated Schools as required to support broader team goals and activities.
4. Identify areas of improvement and work collaboratively with colleagues in other service teams to implement positive strategies to assist in the retention and success of students.
5. Contribute to special projects and attend wider staff meetings as required.
6. Support the induction and training of staff in the sharing of knowledge.

7. General Service

The Institute is assisted with the attainment of its strategic objectives through the provision of commitment and contribution to the wider wellbeing of your service unit.

1. Exemplify the MIT values of being real, connected, manaakitanga and excellence. Participate in projects in line with Student Journey's strategic objectives.
2. Keep current and comply with MIT systems, policies and procedures and relevant legislation, and constantly look for ways to improve processes and procedures.
3. Contribute to the Institute's image as a good place to work and study through the provision of high quality, professional services and showing responsiveness, courtesy and respect in interactions with students, staff and the team.
4. Present a professional image.
5. Demonstrate an honest respect for and appreciation of biculturalism and diversity by supporting fair treatment and equal opportunities for all.
6. Contribute to the sustainability efforts of the Institute through the responsible use of resources and equipment.



7. Demonstrate commitment to own professional development, taking advantage of learning opportunities and engaging fully in the “Perform” process.
8. Be available to work after hours when needed for team activities and events for students and staff.
9. Support wider operations and service functions to meet our strategic goals and reflect MIT’s values.
10. Carry out other duties as required or directed.

Health & Safety

Te Hauora me Te Haumaru

You are expected to promote and develop an ongoing, proactive, health and safety culture amongst those working within your area of responsibility by ensuring best practice occurs as stated in MIT policies, processes and procedures.

You are to take reasonable care for your own safety and ensure no actions or in-actions on your part compromise the safety of others. You are expected to actively encourage and participate in MIT’s health and safety culture by complying with MIT health and safety policies, processes, and procedures as well as following any reasonable instruction related to health and safety.

The Treaty of Waitangi

Te Tiriti O Waitangi

MIT has a clear commitment to the advancement of Mātauranga Māori, Te Tiriti o Waitangi and the application of Ako (Māori pedagogy). MIT is deliberate in the use and reference to ‘Te Tiriti o Waitangi’ as it is an acknowledgement of the valued Māori language version of The Treaty of Waitangi.

Te Tiriti o Waitangi is one of the key guiding documents for education in Aotearoa, New Zealand. It guarantees equal consideration, protection of taonga Māori, and partnership between the Crown and the Māori signatories. The Education Act 1989, identifies that one of the duties of each TEI council, in the performance and functions and the exercise of its powers (s181), is to acknowledge the principles of Te Tiriti o Waitangi¹.

All MIT staff are expected to:

- Build and understand the value and principles of Te Tiriti o Waitangi and how this can be applied to support educational success for Māori²; and
- Ensure that the staff are aware of their responsibilities to apply the values and principles of Te Tiriti o Waitangi in support of a bicultural environment.

¹ Education Act 1989, (as at 29 Oct 2016). Retrieved from

http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM184136.html?search=sw_096be8ed81430a59_Performance+and+Functions_25_se&p=3&sr=68.

² Retrieved from <http://www.education.govt.nz/ministry-of-education/our-role-and-our-people/careers-in-education/our-policy-graduate-programme> on 21 Feb 2017, 12.32pm.



All team members to champion and support MIT's commitment to Te Tiriti o Waitangi and to demonstrate through your behaviour and actions support for MIT as a culturally responsive environment for all students, staff and other persons within your area of responsibility.

All team members to attend Te Tiriti o Waitangi and/or Biculturalism in Aotearoa New Zealand training opportunities. Where appropriate team members are to be actively engaged in MIT Te Tiriti o Waitangi professional development training.

Organisational Obligations

Āu haepapa ki ngā pūnaha o te takiura

- Provide professional and ethical behaviour in your actions by ensuring compliance with external legislation and industry standards, and alignment with MIT's code of conduct, Policies and MIT Values.
- As an employee of MIT you are required to familiarise yourself with and comply with all organisation policies and procedures.
- MIT's reputation is enhanced within industry and the community by all that you do.
- Promote activities and initiatives that assist MIT to achieve its vision and mission.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and the incumbent.

MIT Values

Ngā uara o MIT

Our Values highlight what's important and how we like to get things done at MIT. They span the beliefs, principles and attitudes that make up the spirit of our organisation. Our Values are:

We Are Real

Kia tūturu tatou

We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

We Care

Manaakitanga

We genuinely care for others. So we make people feel welcome through kindness, understanding and respect. We make them feel appreciated by acknowledging their contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.

We Are Connected

Kia tūhonohono tatou

We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable. Because we want our networks to be strong and our relationships to be genuine and long-lasting.

We are well connected, open and approachable.



We Are Excellent

Kia whai hiranga tatou

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success.

We get great results and celebrate success.

Relationships

Whakawhanaungatanga

Internal: all staff

External: candidates, other external partners

Experience

Āu wheako

Desirable:

- A Bachelor's degree in Social Work, Counselling, or Education is required
- At least 7 years' experience in a similar role
- Experience leading a team
- Experience providing student support, counselling and/ or mental health services.
- Strong relationship skills, able to bring others along with you
- Understanding and can demonstrate practical application of ethics, confidentiality and boundaries when working with students and staff
- Working with tertiary students and student support networks and agencies
- Highly culturally competent, specifically working within a multicultural, Maori and/or Pasifika context.
- Project management experience, ideally in a tertiary setting
- Proven experience gathering and applying evidence/research-based practices
- Excellent communication and report writing skills
- Excellent interpersonal, networking and problem-solving skills
- Experience in public speaking or teaching
- Working knowledge of bicultural issues and the Treaty of Waitangi
- Previous experience living in a culturally varied environment
- Working knowledge of relevant legislation and compliance issues regarding the provision of pastoral care and crisis response in support of tertiary students
- Computer literacy particularly across the MS Office suite
- Clean Full Drivers Licence



Competencies Āheitanga

- **Project coordination**
- **Cultural competency**
- **Student Commitment:** an active commitment to students' aspirations, learning and achievements.
- **Accountability:** Drive for results and commitment to delivery.
- **Decisiveness:** formulates clear decision criteria, makes sound decisions and commits to and implements or initiates action promptly.
- **Facilitating Change:** the ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Impact and Influence:** the ability to persuade, convince and influence others.
- **Outward Looking Orientation:** keeping MIT's purpose, values, students, customers, stakeholders and external environment at the forefront of your relationships, decision making and actions
- **Team Work:** Works collaboratively with all members of the team, providing input, support and encouragement.
- **Initiative:** Ability to come up with workable solutions and problem solve effectively.
- **Collaboration:** ability to build and sustain collaborative, professional relationships with students, colleagues, local communities and other education organisations.
- **Adaptability:** Ability to work successfully with diverse cultures, age, gender, abilities, disciplines and learning styles. Being flexible, innovative and open to continuous learning in a changing environment.
- **Change ready:** Quickly responds to the changing needs of clients, willingly switching tasks to meet new priorities and deadlines.
- **Continuous Improvement:** Continually looks for opportunities to do things better, smarter and more effectively to meet the needs of the client.



Student Voice Coordinator

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Reports to: Student Life Manager

Location: Tāmaki Makaurau, South Auckland

Directorate: Learner Experience and Success

Te aronga o te tūranga: Purpose of position

The role of Student Experience and Success is to support MIT's strategic goals to improve the student experience on campus and lift overall student retention and completion rates, with a particular focus on priority learners and at-risk cohorts. This will be achieved through the provision of a variety of general and targeted support services and engagement opportunities to optimise the personal, social and academic experience of students thereby enhancing their engagement, persistence and success at MIT.

The purpose of the **Student Voice Coordinator** role is to:

- To administer and coordinate the Student Voice functions and activities by providing support and planning guidance to the Student Voice Council and School Voice Representatives annual programme of work.
- To develop Student Voice engagement initiatives and projects to optimise and enhance the student experience on campus that will lead to increased student retention and success rates at MIT.
- To develop/deliver and coordinate leadership development opportunities and peer mentoring programmes for student leaders to support the highest level of participation and grow student voice representation opportunities across the institute.



Āu haepapa: Key Accountabilities

1. Student Voice Coordination

Student Council operates within an agreed model and sustainable structure that enables and empowers a high level of participation and contribution from students into campus life engagements, development opportunities, and learning experiences both onsite and online.

1. Provide effective secretarial and administration support to the Student Council to ensure their functions and activities are well planned, coordinated and communicated in a way that engages key stakeholders, promotes their visibility and guides the highest level of engagement between students and staff at all levels across MIT.
2. Create an annual work plan for Student Council to include a schedule of activities and engagement programme, and upload key information and meeting minutes to Canvas or Student Council website for students and staff to access.
3. Work with the Student Council Chair to develop and finalise the Student Council Annual Work Plan and schedule with agreed and endorsed goals, milestones and key performance indicators.
4. Organise quarterly Student Council meetings with the MIT Chief Executive and Executive Leadership Team members to provide an update on Student Council activities and feedback on student related matters.
5. Ensure Student Council members and School Representatives commit to attending key meetings, professional development opportunities and student activities as per their agreement and acceptance of their nomination and successful selection to act and carry out duties on behalf of the student body.
6. Ensure Student Council and School Voice Rep meetings occur monthly with a set agenda, are well planned, facilitated and actions are followed-up for completion prior to the next meeting.
7. Ensure agenda papers, minutes and relevant reports are distributed prior to meetings and saved on a secure shared folder for easy access by members and approved staff.
8. Ensure any identified personal health or pastoral care issues, concerns or risks are referred to the appropriate support teams for on-going support and resolution.
9. Work with the Student Advocacy & Appeals Officer to address any issues or concerns raised about the Student Council or School Representatives immediately with the members concerned and ensure the Student Life Manager and Head of Student Experience and Success is informed.
10. Regularly review and monitor the visible profile of the Student Council and ensure it aligns with the wider MIT brand requirements and messaging.
11. Monitor and report on the progress of actions against the Student Council's Annual Programme of Work and seek support and guidance from the Student Life Manager and/or Head of Student Experience and Success to address any issues/concerns or barriers to progress or success.
12. Identify training and professional opportunities for the Student Council and include as part of their annual programme of work and support the administration of registrations and finance processes.



13. Support the Student Life Manager to plan and deliver strategic planning meetings and contribute regular updates to the SEAS monthly report to keep staff informed of developments.

2. Student Council Elections, Onboarding and Training Coordination

A robust and well organised student election campaign process occurs annually and successfully in accordance with the relevant legislation with high student participation in the election process.

1. Coordinate, communicate and deliver the Annual Student Election Campaign (ASEC) process in October in consultation with the Student Council.
2. Liaise with the Legal and Contracts team for advice and guidance on the election process and prior to finalising any key changes to the election process, systems and guidelines.
3. Ensure the ASEC is launched to students at least 2 months prior to the election week in October to ensure there is adequate engagement time to support high participation and voter turn out.
4. Liaise with ICT on the process regarding the use and release of any software and ensure there is adequate testing of the online election/voting software prior to going live.
5. Ensure the election process and results are scrutinised by a qualified and appointed scrutineer and election results are publically announced in line with the ASEC Guidelines.
6. Develop and deliver the Annual Student Leadership Onboarding and Training programme to ensure students elected or appointed to represent the student body understand their role, responsibilities and deliver on expectations.
7. Ensure each elected member is given a position description for their role upon signing the Student Council Terms of Reference, as part of their training.
8. Provide a report on the Student Council election process, experience and results.
9. Lead and monitor the continuous improvement of work procedures, team culture and support responses to ensure they reflect current best practice.
10. Operational tools and resources are created and ongoing training is provided to ensure compliance with key policies and requirements, and effective processes and procedures are conducted.
11. Support effective communication and team building strategies among student leaders.
12. Coach student leaders to consistently demonstrate MIT values, customer service attributes and build a strong student-centric customer service culture.

3. Campus engagement

The Student Council and School Representatives are highly visible and Campus areas, Schools and Service areas support or partner with Student Council to deliver opportunities and activities to students on campus.

1. Oversee team services and operations to ensure that each service area is effective and successfully attains their respective performance goals.
2. Student Life service structure and engagements are effectively tailored to meet the diverse needs of students, enhancing their capacity for personal resilience, persistence and achievement.
3. Develop service capabilities and capacity for the delivery of key initiatives and evidence-based approaches that build awareness, and educate and empower students to seek help and skills development opportunities, and participate in student life activities.



4. Ensure service planning and delivery are responsive to the Pastoral Care Code of Practice, Maori and Pasifika strategies and incorporate the Te Whare Tapa Wha model in all aspects of service delivery.
5. Collaborate with other service leadership teams to promote, develop and deliver coordinated and complementary service models and ensure early input in key areas of impact and influence.
6. Oversee the development of effective internal and external relationships which facilitate the accomplishment of mutual goals and objectives.
7. Identify operational and strategic opportunities for generating additional income to support the broader student experience and service delivery goals of Student Experience and Success.
8. Report monthly on the development and implementation of strategic initiatives, outcomes and prepare recommendations in anticipation of or in response to trends in student support and wellbeing to inform strategic decision making.
9. Submit an annual operational plan and evaluate service outcomes and successes when required.
10. Contribute to the annual budget review and planning for Student Life and Student Experience and Success to ensure services are delivered within budget.
11. Contribute to the organisation strategic planning process, policy review and development to strengthen and deepen an MIT wide response to student care and wellbeing.

4. Student Leadership Development and Engagement Programmes

Leadership development opportunities for student leaders and peer-mentoring programmes are well coordinated and lead to positive transition and development experiences for students.

1. Develop and deliver student leadership development initiatives to support innovative community building on campus and utilise those interested in developing their leadership potential to inspire and motivate other students.
2. Liaise with relevant programme leaders and external stakeholders to contribute to the development and delivery of leadership initiatives and programmes.
3. Develop and deliver a new peer-mentoring model for new students, priority learners and at-risk cohorts that will match them with a suitable mentor that has completed the mentor training.
4. Maintain a registration database and put in place an application, assessment and approval process for those that wish to become peer-mentor.
5. Recruit student leaders to support the coordination of the above programmes and special projects.
6. Work closely with Student Council on the development of these initiatives and ensure regular consultation with the wider student body on these types of opportunities occur and are visible.
7. Develop and maintain records of projects including evaluation by participants.
8. Provide regular progress reports, and final reports to the Student Life Coordinator.
9. Ensure all relevant policies are adhered to.
10. Ensure all Health and Safety protocols are followed.

5. Participate in Student Experience and Success and MIT wide initiatives

The Institute is assisted with the attainment of its strategic objectives through the provision of commitment and contribution to the wider wellbeing of your service unit.



1. Participate in projects in line with relevant strategic objectives and policies relating to improving the student experience at MIT.
2. Keep current and comply with MIT systems, policies and procedures and relevant legislation, and constantly look for ways to improve processes and procedures.
3. Contribute to the Institute's image as a good place to work and study through the provision of high quality, professional services and showing courtesy and respect in interactions.
4. Demonstrate an honest respect for and appreciation of biculturalism and diversity by supporting fair treatment and equal opportunities for all.
5. Contribute to the sustainability efforts of the Institute through the responsible use of resources and equipment.
6. Attend annual business planning meetings and align work plans with the goals and objectives of the department.
7. Demonstrate commitment to own professional development, taking advantage of learning opportunities and engaging fully in the "Perform" process.
8. Carry out other duties which may reasonably be required by your Manager from time to time in the course of the Institute's business.

Te Hauora me Te Haumaru: Health & Safety

You are to take reasonable care for your own safety and ensure no actions or in-actions on your part compromise the safety of others. You are expected to actively encourage and participate in MIT's health and safety culture by complying with MIT health and safety policies, processes, and procedures as well as following any reasonable instruction related to health and safety.

Te Tiriti O Waitangi

MIT has a clear commitment to the advancement of Mātauranga Māori, Te Tiriti o Waitangi and the application of Ako (Māori pedagogy). MIT is deliberate in the use and reference to 'Te Tiriti o Waitangi' as it is an acknowledgement of the valued Māori language version of The Treaty of Waitangi.

Te Tiriti o Waitangi is one of the key guiding documents for education in Aotearoa, New Zealand. It guarantees equal consideration, protection of taonga Māori, and partnership between the Crown and the Māori signatories. The Education Act 1989, identifies that one of the duties of each TEI council, in the performance and functions and the exercise of its powers (s181), is to acknowledge the principles of Te Tiriti o Waitangi¹.

All MIT staff are expected to:

- Build and understand the value and principles of Te Tiriti o Waitangi and how this can be applied to support educational success for Māori²; and
- Ensure that the staff are aware of their responsibilities to apply the values and principles of Te Tiriti o Waitangi in support of a bicultural environment.

¹ Education Act 1989, (as at 29 Oct 2016). Retrieved from http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM184136.html?search=sw_096be8ed81430a59_Performance+and+Functions_25_se&p=3&sr=68.

² Retrieved from <http://www.education.govt.nz/ministry-of-education/our-role-and-our-people/careers-in-education/our-policy-graduate-programme> on 21 Feb 2017, 12.32pm.



All team members to champion and support MIT's commitment to Te Tiriti o Waitangi and to demonstrate through your behaviour and actions support for MIT as a culturally responsive environment for all students, staff and other persons within your area of responsibility.

All team members to attend Te Tiriti o Waitangi and/or Biculturalism in Aotearoa New Zealand training opportunities. Where appropriate team members are to be actively engaged in MIT Te Tiriti o Waitangi professional development training.

Āu haepapa ki ngā pūnaha o te takiura: Organisational obligations

- Provide professional and ethical behaviour in your actions by ensuring compliance with external legislation and industry standards, and alignment with MIT's code of conduct, Policies and MIT Values.
- As an employee of MIT you are required to familiarise yourself with and comply with all organisation policies and procedures.
- MIT's reputation is enhanced within industry and the community by all that you do.
- Promote activities and initiatives that assist MIT to achieve its vision and mission.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and the incumbent.

Ngā uara o MIT: MIT Values

Our Values highlight what's important and how we like to get things done at MIT. They span the beliefs, principles and attitudes that make up the spirit of our organisation. Our Values are:

Kia tūturu tatou: WE ARE REAL

We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

MANAAKITANGA

We genuinely care for others. So we make people feel welcome through kindness, understanding and respect. We make them feel appreciated by acknowledging their contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.

Kia tūhonohono tatou: WE ARE CONNECTED

We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable. Because we want our networks to be strong and our relationships to be genuine and long-lasting.

We are well connected, open and approachable.

Kia whai hiranga tatou: WE ARE EXCELLENT

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success.

We get great results and celebrate success.



Whakawhanaungatanga: Relationships

Internal: All service areas, campuses, schools and relevant staff

External: Students, partner providers and suppliers, contractors, government agencies and community services/groups

Āu wheako: Experience

Critical:

A relevant qualification in communications, events and/or project coordinator

A minimum 2 years of experience including:

- A qualification in event and/or project management would be advantageous
- Leadership experience
- Minimum 2 years event and/or project coordination experience
- Evidence of working with Maori and Pacific Island communities, age groups and diverse backgrounds.
- Demonstrate organisation skills to enable effective and flexible use of time.
- Highly developed attention to detail and ability to maintain a high level of accuracy in all work areas
- Have great facilitation and public speaking skills
- Exceptional relationship building skills
- Have proven oral and writing skills, an ability to communicate ideas clearly and concisely, and have effective interpersonal communication skills.
- Have ability to engage positively and work well with others as part of an event/project team.
- Ability to plan, execute and monitor projects, with the ability to assess and determine appropriate courses of action and to follow up with appropriate documentation
- Problem solving skills
- Previous experience working in a tertiary institute
- An understanding of bicultural issues and the Treaty of Waitangi.
- Competency in all Microsoft Office programmes including Microsoft Excel and PowerPoint A full driver's licence

Desirable:

- An understanding of process mapping and development using technology platforms and software

Āheitanga: Competencies

- **Outward Looking Orientation:** keeping MIT's purpose, values, students, customers, stakeholders and external environment at the forefront of your relationships, decision making and actions.
- **Leadership:** modelling the vision and values, being action orientated, making decisions taking into account associated issues and shaping team or group priorities to reflect the organisation's vision and values.
- **Student / Customer Focus:** Developing and sustaining productive student / customer relationships and making their needs a primary focus of one's actions.
- **Inspiring Others:** using interpersonal styles and methods that inspire and guide individuals toward higher levels of performance; modifying behaviour to accommodate tasks, situations and individuals involved.



- **Accountability:** Drive for results and commitment to delivery.
- **Managing Work (includes Time Management):** effectively managing one's time and resources to ensure that work is completed efficiently.
- **Building a Successful Team:** uses appropriate methods and a flexible interpersonal style to help build a cohesive team.
- **Impact and Influence:** the ability to persuade, convince and influence others.
- **Business Acumen:** developing and incorporating an understanding of the competitive business environment as well as an awareness of economic, social and political trends that impact the organisation's strategy.
- **Decisiveness:** formulates clear decision criteria, makes sound decisions and commits to and implements or initiates action promptly.
- **Establishing Strategic Direction:** establishing and committing to a long-range course of action to accomplish a long-range goal or vision after analysing factual information and assumptions taking into consideration resources, constraints, and organisational values.
- **Facilitating Change:** the ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Valuing Diversity:** appreciating and making best use of the diverse capabilities, insights and ideas of all individuals, and understanding differences in style, ability and motivation.
- **Collaboration:** developing collaborative relationships to facilitate the accomplishment of work goals and the student / customer experience.
- **Contributing to Team Success:** Actively participating as a member of a team to move the team toward the completion of goals.
- **Continuous Learning:** Actively identifying new areas for learning, seizing learning opportunities, and learning through the application of newly gained knowledge and skills.



Student Voice Coordinator

Ka timata i konei; Hīkina te kounga o tōu umanga kia puāwai. Ki te whai tūranga koe i konei, ka tū koe hei tangata ngākau titikaha mō a tātou ākongā kia puta, kia angitū hoki ai rātou ki roto i tēnei ao. Ka ākingia hoki koe kia tipu i āu ake pūkenga-takitahi, me āu pūkenga-ngaio. I konei, ka whakatinana koe i ngā mātāpono o Te Whare Takiura nei, arā, kia matapoporetia te Pono, Te Manaakitanga, Te Hononga tētahi ki tētahi, me Te Hiranga. Mā konei i Te Whare Takiura o Te Manukanuka o Hoturoa ka taea te ao o te takitahi, me te ao whānui te panoni.

Change starts here; transform your career and make a difference

When you work for MIT you become a member of an innovative and passionate team, dedicated to getting students into great jobs. You will be encouraged to learn and grow, both as an individual and as a professional. You will live and breathe our Values: We are Real, Manaakitanga, We are Connected and We are Excellent. A career at MIT gives you the opportunity to transform lives and communities.

Reports to: Student Life Manager

Location: Tāmaki Makaurau, South Auckland

Directorate: Learner Experience and Success

Te aranga o te tūranga:

Purpose of position

The role of Student Experience and Success is to support MIT's strategic goals to improve the student experience on campus and lift overall student retention and completion rates, with a particular focus on priority learners and at-risk cohorts. This will be achieved through the provision of a variety of general and targeted support services and engagement opportunities to optimise the personal, social and academic experience of students thereby enhancing their engagement, persistence and success at MIT.

The purpose of the **Student Voice Coordinator** role is to:

- To administer and coordinate the Student Voice functions and activities by providing support and planning guidance to the Student Voice Council and School Voice Representatives annual programme of work.
- To develop Student Voice engagement initiatives and projects to optimise and enhance the student experience on campus that will lead to increased student retention and success rates at MIT.
- To develop/deliver and coordinate leadership development opportunities and peer mentoring programmes for student leaders to support the highest level of participation and grow student voice representation opportunities across the institute.

Āu haepapa: Key Accountabilities

1. Student Voice Coordination

Student Council operates within an agreed model and sustainable structure that enables and empowers a high level of participation and contribution from students into campus life engagements, development opportunities, and learning experiences both onsite and online.

1. Provide effective secretarial and administration support to the Student Council to ensure their functions and activities are well planned, coordinated and communicated in a way that engages key stakeholders, promotes their visibility and guides the highest level of engagement between students and staff at all levels across MIT.
2. Create an annual work plan for Student Council to include a schedule of activities and engagement programme, and upload key information and meeting minutes to Canvas or Student Council website for students and staff to access.
3. Work with the Student Council Chair to develop and finalise the Student Council Annual Work Plan and schedule with agreed and endorsed goals, milestones and key performance indicators.
4. Organise quarterly Student Council meetings with the MIT Chief Executive and Executive Leadership Team members to provide an update on Student Council activities and feedback on student related matters.
5. Ensure Student Council members and School Representatives commit to attending key meetings, professional development opportunities and student activities as per their agreement and acceptance of their nomination and successful selection to act and carry out duties on behalf of the student body.
6. Ensure Student Council and School Voice Rep meetings occur monthly with a set agenda, are well planned, facilitated and actions are followed-up for completion prior to the next meeting.
7. Ensure agenda papers, minutes and relevant reports are distributed prior to meetings and saved on a secure shared folder for easy access by members and approved staff.
8. Ensure any identified personal health or pastoral care issues, concerns or risks are referred to the appropriate support teams for on-going support and resolution.
9. Work with the Student Advocacy & Appeals Officer to address any issues or concerns raised about the Student Council or School Representatives immediately with the members concerned and ensure the Student Life Manager and Head of Student Experience and Success is informed.
10. Regularly review and monitor the visible profile of the Student Council and ensure it aligns with the wider MIT brand requirements and messaging.
11. Monitor and report on the progress of actions against the Student Council's Annual Programme of Work and seek support and guidance from the Student Life Manager and/or Head of Student Experience and Success to address any issues/concerns or barriers to progress or success.
12. Identify training and professional opportunities for the Student Council and include as part of their annual programme of work and support the administration of registrations and finance processes.



13. Support the Student Life Manager to plan and deliver strategic planning meetings and contribute regular updates to the SEAS monthly report to keep staff informed of developments.

2. Student Council Elections, Onboarding and Training Coordination

A robust and well organised student election campaign process occurs annually and successfully in accordance with the relevant legislation with high student participation in the election process.

1. Coordinate, communicate and deliver the Annual Student Election Campaign (ASEC) process in October in consultation with the Student Council.
2. Liaise with the Legal and Contracts team for advice and guidance on the election process and prior to finalising any key changes to the election process, systems and guidelines.
3. Ensure the ASEC is launched to students at least 2 months prior to the election week in October to ensure there is adequate engagement time to support high participation and voter turn out.
4. Liaise with ICT on the process regarding the use and release of any software and ensure there is adequate testing of the online election/voting software prior to going live.
5. Ensure the election process and results are scrutinised by a qualified and appointed scrutineer and election results are publicly announced in line with the ASEC Guidelines.
6. Develop and deliver the Annual Student Leadership Onboarding and Training programme to ensure students elected or appointed to represent the student body understand their role, responsibilities and deliver on expectations.
7. Ensure each elected member is given a position description for their role upon signing the Student Council Terms of Reference, as part of their training.
8. Provide a report on the Student Council election process, experience and results.
9. Lead and monitor the continuous improvement of work procedures, team culture and support responses to ensure they reflect current best practice.
10. Operational tools and resources are created and ongoing training is provided to ensure compliance with key policies and requirements, and effective processes and procedures are conducted.
11. Support effective communication and team building strategies among student leaders.
12. Coach student leaders to consistently demonstrate MIT values, customer service attributes and build a strong student-centric customer service culture.

3. Campus engagement

The Student Council and School Representatives are highly visible and Campus areas, Schools and Service areas support or partner with Student Council to deliver opportunities and activities to students on campus.

1. Oversee team services and operations to ensure that each service area is effective and successfully attains their respective performance goals.
2. Student Life service structure and engagements are effectively tailored to meet the diverse needs of students, enhancing their capacity for personal resilience, persistence and achievement.



3. Develop service capabilities and capacity for the delivery of key initiatives and evidence-based approaches that build awareness, and educate and empower students to seek help and skills development opportunities, and participate in student life activities.
4. Ensure service planning and delivery are responsive to the Pastoral Care Code of Practice, Maori and Pasifika strategies and incorporate the Te Whare Tapa Wha model in all aspects of service delivery.
5. Collaborate with other service leadership teams to promote, develop and deliver coordinated and complementary service models and ensure early input in key areas of impact and influence.
6. Oversee the development of effective internal and external relationships which facilitate the accomplishment of mutual goals and objectives.
7. Identify operational and strategic opportunities for generating additional income to support the broader student experience and service delivery goals of Student Experience and Success.
8. Report monthly on the development and implementation of strategic initiatives, outcomes and prepare recommendations in anticipation of or in response to trends in student support and wellbeing to inform strategic decision making.
9. Submit an annual operational plan and evaluate service outcomes and successes when required.
10. Contribute to the annual budget review and planning for Student Life and Student Experience and Success to ensure services are delivered within budget.
11. Contribute to the organisation strategic planning process, policy review and development to strengthen and deepen an MIT wide response to student care and wellbeing.

4. Student Leadership Development and Engagement Programmes

Leadership development opportunities for student leaders and peer-mentoring programmes are well coordinated and lead to positive transition and development experiences for students.

1. Develop and deliver student leadership development initiatives to support innovative community building on campus and utilise those interested in developing their leadership potential to inspire and motivate other students.
2. Liaise with relevant programme leaders and external stakeholders to contribute to the development and delivery of leadership initiatives and programmes.
3. Develop and deliver a new peer-mentoring model for new students, priority learners and at-risk cohorts that will match them with a suitable mentor that has completed the mentor training.
4. Maintain a registration database and put in place an application, assessment and approval process for those that wish to become peer-mentor.
5. Recruit student leaders to support the coordination of the above programmes and special projects.
6. Work closely with Student Council on the development of these initiatives and ensure regular consultation with the wider student body on these types of opportunities occur and are visible.
7. Develop and maintain records of projects including evaluation by participants.
8. Provide regular progress reports, and final reports to the Student Life Coordinator.

9. Ensure all relevant policies are adhered to.
10. Ensure all Health and Safety protocols are followed.

5. Participate in Student Experience and Success and MIT wide initiatives

The Institute is assisted with the attainment of its strategic objectives through the provision of commitment and contribution to the wider wellbeing of your service unit.

1. Participate in projects in line with relevant strategic objectives and policies relating to improving the student experience at MIT.
2. Keep current and comply with MIT systems, policies and procedures and relevant legislation, and constantly look for ways to improve processes and procedures.
3. Contribute to the Institute's image as a good place to work and study through the provision of high quality, professional services and showing courtesy and respect in interactions.
4. Demonstrate an honest respect for and appreciation of biculturalism and diversity by supporting fair treatment and equal opportunities for all.
5. Contribute to the sustainability efforts of the Institute through the responsible use of resources and equipment.
6. Attend annual business planning meetings and align work plans with the goals and objectives of the department.
7. Demonstrate commitment to own professional development, taking advantage of learning opportunities and engaging fully in the "Perform" process.
8. Carry out other duties which may reasonably be required by your Manager from time to time in the course of the Institute's business.

Te Hauora me Te Haumarū:

Health & Safety

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Organisational obligations

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- Have ability to engage positively and work well with others as part of an event/project team.



- Ability to plan, execute and monitor projects, with the ability to assess and determine appropriate courses of action and to follow up with appropriate documentation
- Problem solving skills
- Previous experience working in a tertiary institute
- An understanding of bicultural issues and the Treaty of Waitangi.
- Competency in all Microsoft Office programmes including Microsoft Excel and PowerPointA full driver's licence

Desirable:

- An understanding of process mapping and development using technology platforms and software

Āheitanga:

Competencies

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Support Services Engineer

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Reports to: Support Services Manager

Location: Tāmaki Makaurau, Auckland

Directorate: Technology Services

Te aronga o te tūranga: Purpose of position

Create, Maintain and Support the Institute's IT Systems. Provide technical advice to key stakeholders

Āu haepapa: Accountabilities

1. Support Service Accountability

- Be the first point of contact between the customer and the Technology department on a day to day basis, providing friendly, efficient and reliable service.
- Ensure that all physical resources are tagged, allocated and managed efficiently through planning, coordinating and monitoring.
- Receive, tag and maintain stocks of assets and control distribution as required. Monitor movement of equipment and ensure that changes are recorded in the inventory database.
- Maintain operation performance and currency of equipment, to minimise the disruption to the customer.
- Liaising between Technology teams and the customers.
- Provide information/ recommendations on products and services to customer.



- Highlight to Technology management any areas of service which are not meeting customer requirements.
- Develop, implement, and maintain policies, procedures, and associated training plans for technologies across MIT.
- Display a commitment to ongoing continuous improvement, transformational change and strong business alignment between MIT's internal stakeholders.
- Maintain the Technology Support Systems and services, tuning, break-fix support, software release and management.
- Work closely with Technology suppliers to ensure you are abreast of all change and future direction of MIT's IT suppliers.
- Support and administer the copy and print services and end user printing requirements.

2. Service Management

Maintain, optimise and assist in the day to day operational performance of the Technology Infrastructure environment to ensure the delivery of Support Services within agreed SLA parameters.

Key Tasks

Maintain Support Services Systems and equipment to agreed service levels.

- Perform diagnosis and repairs on Support Services systems and hardware
- Constantly monitor the HEAT system and action calls logged in a timely manner to ensure resolution meets the agreed service levels.
- Troubleshoot any issues that may arise with the Support Services environment, establishing relationships with vendors to assist in the resolution of faults.
- Create, move, change and delete users on Support Services Support Services
- Plan and implement any change that are required in accordance with Change Control procedures and be available to peer review team changes for suitability prior to the change taking place.
- Provide 1st and 2nd level subject matter expertise support for services that utilize the Support Services Systems in the initiation of actions through root cause analysis, education and training.
- Assist Support Services team members in their task of producing documentation for end users.
- Maintain a shared knowledge database with up to date documentation, processes and procedures.
- Provide technological advice to users on current and future computer systems
- For application delivered virtually, provide technology guidance to users to ensure all issues are logged
- Help users to understand how the applications they are using, are integrated into the MIT ICTS systems
- In consultation with the Infrastructure Team create solutions using equipment and software to solve customer needs and problems, to deliver a high performing environment
- Share knowledge and actively contribute to cross training team members



- Maintain own knowledge of current and emerging technology and best practices.

3. Monitoring, Reporting & Management of the Support Services Systems

To ensure that the requirements of capacity management, trend analysis, optimisation, design and quality of service are met by implementing and maintaining solid monitoring platform, whilst reporting any findings in documented format to the Support Systems Manager and Lead Engineer.

Key Tasks

- Ensure that the supporting hardware, infrastructure and environments that make up the network technology stack and deliver the Support Services and Infrastructure Services are proactively managed to enable sustainable capacity planning for these services.
- Maintain the technical currency of all Support Services Systems such as: Patch Management, SCCM, Operating Systems Version and updates
- Follow, amend when required & champion policies, procedures and standards and maintain quality and currency of documentation
- Assist Support Services Manager and Lead Engineer in the creation and implementation of monthly performance data of the Support Services Systems.
- Maintain a concise inventory and diagrams of the Support Services Systems and hardware.

4. Security

To ensure that security of the Infrastructure Systems is maintained and managed to an acceptable standard.

Key Tasks

- Ensure Infrastructure Systems security is maintained at all times
- Monitor system security logs and alerts from security systems and applications
- Create and configure Infrastructure Systems Access Policies in consultation with Lead Engineer
- Assist Infrastructure Manager and Lead Engineer in the design and implementation of user access and security policy.

5. Training and Mentoring

To ensure that skill sets are maintain and that Technology Services staff are cross-skilled and given technical guidance & confidence.

Key Tasks

- Maintain technical expertise, keep abreast of technological change, identifying and specifying potential upgrades or changes in infrastructure including management tools and security which will benefit Technology Services and the user community
- Share your knowledge, train or guide other Technology Services staff members in support of infrastructure systems issues.



- Work with Technology Services teams, service divisions and faculties to implement (and improve) self-service solutions to promote a knowledge sharing environment.

6. Out of Hours Contact

Provide support for out of hours technical emergencies and requests.

Key Tasks

- When required, provide remote or localised expert technical support to MIT where and when needed

Te Hauora me Te Haumarū: Health & Safety

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All team members to champion and support MIT's commitment to Te Tiriti o Waitangi and to demonstrate through your behaviour and actions support for MIT as a culturally responsive environment for all students, staff and other persons within your area of responsibility.

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All team members to attend Te Tiriti o Waitangi and/or Biculturalism in Aotearoa New Zealand training opportunities. Where appropriate team members are to be actively engaged in MIT Te Tiriti o Waitangi professional development training.

Āu haepapa ki ngā pūnaha o te takiura: Organisational obligations

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We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable.

Because we want our networks to be strong and our relationships to be genuine and long-lasting.

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Kia whai hiranga tatou: WE ARE EXCELLENT

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success.

We get great results and celebrate success.

Whakawhanaungatanga: Relationships

Internal: all staff

External: candidates, other external partners



Āu wheako: Experience

- Appropriate tertiary qualifications in Information Technology and/or Business.
- 3-5 + years' experience in IT service provision.
- Working understanding of audio visual and conference, networking, application and infrastructure technologies both on-premise and public cloud providers.
- Excellent Customer Service Management and Skills
- Experience in project management, specifically prioritisation of tasks and resources and including excellent stakeholder management skills.
- Familiar with Windows and Linux operating systems, wallflower, virtual desktop environment
- Experience within the Microsoft 365 technologies a must.
- ITIL or similar certification desirable
- Experience working in government or education an advantage.

Desirable:

- In-depth knowledge of printing systems and solutions such as Equitrac Follow-Me printing

Critical:

- Working knowledge of Microsoft Systems, Security and Cloud Technology
- In-depth knowledge of Windows Desktop Operating Systems
- In-depth knowledge of supporting Application and Desktop Virtualization such as Citrix
- In-depth knowledge of Application and Operating Systems distribution and patching such as SCCM, Altiris and WSUS
- Must be service orientated
- Excellent relationship builder at all levels.
- Proven time management skills
- Sound analytical, design and problem-solving skills.
- Excellent written and verbal communication skills.
- Ability to work autonomously and within a team environment.
- Able to create and follow procedures
- Enthusiasm, flexibility to change, initiative, commitment to the organisation and a willingness to learn and develop.

Āheitanga: Competencies

- **Inspiring Others:** using interpersonal styles and methods that inspire and guide individuals toward higher levels of performance; modifying behaviour to accommodate tasks, situations and individuals involved.



- **Leadership:** modelling the vision and values, being action orientated, making decisions taking into account associated issues and shaping team or group priorities to reflect the organisation's vision and values.
- **Outward Looking Orientation:** keeping MIT's purpose, values, students, customers, stakeholders and external environment at the forefront of your relationships, decision making and actions.
- **Student Commitment:** an active commitment to students' aspirations, learning and achievements.
- **Accountability:** Drive for results and commitment to delivery.
- **Building a Successful Team:** uses appropriate methods and a flexible interpersonal style to help build a cohesive team.
- **Business Acumen:** developing and incorporating an understanding of the competitive business environment as well as an awareness of economic, social and political trends that impact the organisation's strategy.
- **Decisiveness:** formulates clear decision criteria, makes sound decisions and commits to and implements or initiates action promptly.
- **Establishing Strategic Direction:** establishing and committing to a long-range course of action to accomplish a long-range goal or vision after analyzing factual information and assumptions taking into consideration resources, constraints, and organisational values.
- **Facilitating Change:** the ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Impact and Influence:** the ability to persuade, convince and influence others.

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Talent Acquisition Consultant

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Change starts here; transform your career and make a difference

When you work for MIT you become a member of an innovative and passionate team, dedicated to getting students into great jobs. You will be encouraged to learn and grow, both as an individual and as a professional. You will live and breathe our Values: We are Real, Manaakitanga, We are Connected and We are Excellent. A career at MIT gives you the opportunity to transform lives and communities.

Reports to: Culture & Development Manager **Location:** Tāmaki Makaurau, Auckland
Directorate: People & Culture

Te aronga o te tūranga: Purpose of position

The Talent Acquisition Consultant is responsible for creating a strong candidate experience, liaising both with internal and external candidates and internal stakeholders to ensure that every experience is in line with MIT values, legislative requirements, meets service levels and follows an engaging, fair and transparent recruitment process. The Talent Acquisition Consultant partners with hiring managers to create an individualised attraction strategy fit for purpose ensuring we secure the right person for the role. This position continuously looks for opportunities to improve the recruitment experience, for both candidates and hiring managers, through streamlining and enhancing processes and systems.

Āu haepapa: Accountabilities

Strategy Development

- Develop an attraction strategy collaborating with people leaders and other members of the People & Culture team.
- Put in place processes and service levels that enable the People & Culture team to deliver the Strategy to the business and manage against set service level agreements.
- Review and identify jobs boards that are attractive to future employees.
- Collaborate and support the development of an EVP Strategy that aligns to MIT's values.
- Develop a set of metrics to report on process through the recruitment process.
- Develop an attraction strategy for people leaders to ensure they are communicated to and understand their responsibilities.



- Critically review all processes to identify better ways of working. This includes proactively reviewing of the recruitment management system, SnaPhire. Identify value add recruitment tools.
- Support MIT to *grow our own* through actively promoting vacancies internally. Provide coaching to Hiring Managers to support internal candidate engagement throughout an internal recruitment process.
- Ensure that any talent attraction programmes deliver to the service levels, are in budget and are soundly communicated
- Identify innovative ways to recruit.

Talent Attraction Management / Customer Engagement

- Own the end to end recruitment process for all roles within MIT – including:
 - Complete an individual acquisition strategy for each role with the HRBP and the hiring manager
 - Partner with hiring managers to determine open position requirements, short to long term, agreeing a plan for execution
 - Ensure open positions are appropriately budgeted for and ensure all internal checks for position approval is completed
 - Partner with people leaders to ensure Job descriptions are developed and up to date for all roles
 - Ensure roles are advertised in line with MIT values and guidelines
 - Ensure timely response to people leaders around shortlisting and interviews
 - Set up and support the interview process
 - Undertake reference checking and ensure all appropriate psychometric assessments are completed, with hiring managers fully briefed and areas of concerns addressed.
- Develop good sound interview questions that are directed to the job and role requirements.
- Develop “think outside the box” recruitment initiatives (e.g. attraction strategies over and above utilising Seek).
- Consider what assessments are used in recruitment.
- Manage time expectations of a role by strong communication with key stakeholders.
- Ensure all paperwork is completed and passed to the People Experience Team to manage onboarding.
- Ensure that throughout the recruitment process that both candidates, HRBP’s and hiring managers are kept up to date with the process.
- Develop training for hiring managers to ensure they are equipped to recruit, provide ongoing coaching for best practise recruitment processes.
- Be the SME (subject matter expert) to hiring managers.
- Be proactive with all candidates ensuring their experience is one of high quality.
- Consistently review recruitment policies, practices and programs to meet organisational needs.
- Develop metrics for reporting, identify trends and opportunities to enhance our processes.
- Work within budget for use of third-party agencies, advertising, psychometric assessments and other tools/services in ensuring the right talent is identified, aligned with the needs of MIT, and secured.
- Work with the People Experience Team to assist with all on boarding activities including checks, references, on boarding packs etc.

Industry Engagement / Knowledge

- During the process ensure all legislation is adhered to, industry norms and policies are respected.



- Manage the understanding of organisational resourcing needs analysis, recruitment market trends analysis, candidate selection, vendor management, and analysis of recruitment metrics.
- Research issues and develop solutions to resolve strategic recruitment business issues.
- Represent MIT at industry and government forums to establish a strong knowledge of the trends and activities in New Zealand and overseas, and to bring back relevant ideas to MIT.

Relationship/Stakeholder Management

- Provide assistance to candidates, managers, people and culture team and suppliers.
- Deliver exceptional customer service, both internally and externally. Promptly responding to queries and managing expectations according to agreed customer service levels and appropriate timeframes.
- Develop and maintain productive and positive relationships with stakeholders, consultants, colleagues and customers.

Te Hauora me Te Haumaruru: Health & Safety

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Whakawhanaungatanga: Relationships

Internal: all staff

External: candidates, consultants, suppliers, vendors, industry groups and other external partners

Āu wheako: Experience

- Minimum of 5 years' experience in a Talent Acquisition Role
- Experience in developing a Talent Strategy
- Experience in being able to juggle workloads and prioritise.
- Strong customer service values
- Experience in setting and working to service levels
- Experience in all facets of recruitment at a senior level
- Experience in training people leaders on recruitment systems
- Experience in having reviewed and rolled out new systems
- Sound knowledge and understanding of HR processes and practices and demonstrable capability and aptitude for working with HR systems
- Demonstrated IT skills, including MS Office, and databases
- While formal qualifications aren't essential, they are desirable. A HR Qualification (degree/diploma) or similar would be highly desired.

Āheitanga: Competencies

- Ability and desire to work at a fast pace and role model quick delivery in response to needs
- Able to create relationships with staff at all levels to encourage feedback and generation of ideas
- Drive ownership and accountability at all levels
- Be proactive in generating ideas.
- Sound time management experience with ability to prioritise workload
- Great networking skills; ability to find out and apply best practice ideas from other organisations
- Drive and energy, to activate and deliver a range of new programme
- Fully conversant with Microsoft Office applications
- Driving results to achieve excellence
- Ability to work well under pressure and to deadlines
- Ability to work as an effective team member
- Project management
- Effective communication skills both written and verbally
- Ability to work independently in ambiguous situations and be resilient
- Excellent organisation, prioritisation and customer service skills
- Strong attention to detail
- Demonstrates energy and enthusiasm for their work
- Proactive and Solution Driven



Te Ara Oranga Success Coach

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Reports to: Project Manager

Location: Tāmaki Makaurau, Auckland

Directorate: Te Ara Oranga

Te aronga o te tūranga: Purpose of position

To provide pastoral, academic, and cultural tertiary engagement support, advice and guidance for Māori and Pasifika students within the Schools of Nursing and Health and Counselling.

Āu haepapa: Accountabilities

To create and foster a culturally safe environment by:

- Actively engaging with and monitoring attendance of identified group of students
- Meeting with students weekly and identifying specific spiritual, social, emotional and physical needs.
- Being available for appointments with students
- Coaching/mentoring, developing leadership and resilience strategies
- Providing guidance and support for students with specific needs
- Co-ordinating relevant events as agreed
- Assisting with preparations and attendance at hui (particularly Te Kaunihera o Ngāa Neehi Māori Hui a tau)
- Maintain up to date student documentation, files and ePortfolios

To contribute to liaison activities by:

- Assisting in the re-engagement of students into programmes
- Networking with the Māori and Pasifika Liaison and Schools Liaison



- Actively contribute to achieving goal of supporting Māori and Pasifika students into health workforce

To provide advice and guidance to academic staff by:

- Assist lecturers to address pastoral issues
- Assist with powhiri and other celebrations
- Contributing to re-engagement activities
- Māori and Pasifika protocols and events

Carry out any tasks/activities delegated by the Project Manager

- Prepare reports as required
- Provide ongoing monitoring updates

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Whakawhanaungatanga: Relationships

Internal: all staff

External: candidates, other external partners

Āu wheako: Experience

Critical:

- A relevant qualification to this position
- Mentoring and Coaching experience
- Understanding of social factors impacting on educational success and available support services
- Passion to support educational success for Maaori and Pasifika students
- Provide strength based focused activities and leadership
- Health, education or other relevant experience desirable
- Excellent communication and organisational skills
- Ability to work in a team
- Computer literacy-email, word, internet
- Promote Tertiary Re-engagement, Engagements programmes
- Role model
- Student focused
- Respect for diversity
- Approachable personality
- Full drivers licence
- Confidence in Te Ao Maaori and/or Pasifika world views an advantage

Āheitanga: Competencies

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- **Student Commitment:** an active commitment to students' aspirations, learning and achievements.
- **Accountability:** Drive for results and commitment to delivery.
- **Impact and Influence:** the ability to persuade, convince and influence others.
- **Team Work:** Works collaboratively with all members of the team, providing input, support and encouragement



Te Ara Oranga Tertiary Engagement Advisor

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Reports to: Project Manager

Location: Tāmaki Makaurau, Auckland

Directorate: Te Ara Oranga

Te aronga o te tūranga: Purpose of position

The primary purpose of this role is to generate leads, and implement re-engagement activities with communities, groups and individuals to recruit students that have not previously chosen study towards health careers as their first option.

Āu haepapa: Accountabilities

- Work alongside the Project Manager to create and drive initiatives to support recruitment of Maori and Pacific students
- Lead recruitment activities to meet project targets for Maori and Pacific students entering the health career educational pipeline
- Facilitate the planning of an activity calendar for recruitment
- Set up meetings with identified groups to promote pathways into health careers at MIT
- Build and maintain strong relationships with organisations and individuals
- Work in conjunction with marketing to coordinate marketing plans and activities
- Ensuring recruitment communication initiatives are executed in line with organisational policies
- Work with the external engagement team to provide support for initiatives
- Ensure all recruitment information and collateral is engaging and up to date



- Work with the creative team on campaign requirements, including creative, media and timelines
- Facilitate marketing campaigns, where photo and video shoots may be required
- Obtain and demonstrate sound knowledge of the Schools of Nursing and Health and Counselling programmes.
- Work collaboratively as required with Success Coaches and Employment Advisors.
- Actively support evaluation and review processes

Carry out any tasks/activities delegated by the Project Manager

- Prepare reports as required
- Provide ongoing monitoring updates
- Actively support evaluative processes
- To contribute to Rangahau (Research) activities

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¹ Education Act 1989, (as at 29 Oct 2016). Retrieved from http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM184136.html?search=sw_096be8ed81430a59_Performance+and+Functions_25_se&p=3&sr=68.

² Retrieved from <http://www.education.govt.nz/ministry-of-education/our-role-and-our-people/careers-in-education/our-policy-graduate-programme> on 21 Feb 2017, 12.32pm.



All team members to champion and support MIT's commitment to Te Tiriti o Waitangi and to demonstrate through your behaviour and actions support for MIT as a culturally responsive environment for all students, staff and other persons within your area of responsibility.

All team members to attend Te Tiriti o Waitangi and/or Biculturalism in Aotearoa New Zealand training opportunities. Where appropriate team members are to be actively engaged in MIT Te Tiriti o Waitangi professional development training.

Āu haepapa ki ngā pūnaha o te takiura: Organisational obligations

- Provide professional and ethical behaviour in your actions by ensuring compliance with external legislation and industry standards, and alignment with MIT's code of conduct, Policies and MIT Values.
- As an employee of MIT you are required to familiarise yourself with and comply with all organisation policies and procedures.
- MIT's reputation is enhanced within industry and the community by all that you do.
- Promote activities and initiatives that assist MIT to achieve its vision and mission.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and the incumbent.

Ngā uara o MIT: MIT Values

Our Values highlight what's important and how we like to get things done at MIT. They span the beliefs, principles and attitudes that make up the spirit of our organisation. Our Values are:

Kia tūturu tatou: WE ARE REAL

We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

MANAAKITANGA

We genuinely care for others. So we make people feel welcome through kindness, understanding and respect. We make them feel appreciated by acknowledging their contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.

Kia tūhonohono tatou: WE ARE CONNECTED

We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable. Because we want our networks to be strong and our relationships to be genuine and long-lasting.

We are well connected, open and approachable.

Kia whai hiranga tatou: WE ARE EXCELLENT

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success.

We get great results and celebrate success.



Whakawhanaungatanga: Relationships

Internal: all staff

External: candidates, other external partners

Āu wheako: Experience

- Be good questioner, great listener, effective networker and outstanding advocate to fully engage with communities to recruit students
- Possess keen and creative negotiation skills, resilience
- Passionately promote, respect and ultimately enable students choice and control
- High insight into appropriate cultural considerations
- Supportive of Tertiary Re-engagement opportunities from schools leavers to career change to seeking a profession in Health
- Appropriate qualification and/or significant marketing/recruitment experience
- Appropriate understanding of Health Sector
- Connections with Health Sector
- Able to demonstrate the ability to undertake the above responsibilities
- Drive to achieve outcomes, and empowers others to use all resources to achieve the best outcomes.
- Highly organised – plans and prioritises well and manages time to focus self and others on the most important activities.
- Identifies risks early and takes action to mitigate potential or actual negative consequences and reports to Project manager
- Ability to handle pressure and work to deadlines
- Innovative/able to think on their feet
- Strong communication, negotiation and problem-solving skills
- Advanced written and presentation skills
- Understanding of social determinants and available support services
- Passion to support educational recruitment for Maaori and Pasifika students
- Acts ethically and with integrity
- Ownership of opportunities and issues, finding solutions, imitative to make things happen ☑ Full drivers licence

Cultural Competence – Te Ao Maori and Pasifika World Views:

- Has effective networks with Māori communities
- Has effective Pasifika networks
- Navigate between individuals, families and communities

Āheitanga: Competencies

- **Outward Looking Orientation:** keeping MIT's purpose, values, students, customers, stakeholders and external environment at the forefront of your relationships, decision making and actions.
- **Student Commitment:** an active commitment to students' aspirations, learning and achievements.
- **Accountability:** Drive for results and commitment to delivery.
- **Impact and Influence:** the ability to persuade, convince and influence others.
- **Team Work:** Works collaboratively with all members of the team, providing input, support and encouragement.

Team Leader -Early Childhood Teacher

Ka timata i konei; Hīkina te kounga o tōu umanga kia puāwai. Ki te whai tūranga koe i konei, ka tū koe hei tangata ngākau titikaha mō a tātou ākongā kia puta, kia angitū hoki ai rātou ki roto i tēnei ao. Ka ākingia hoki koe kia tipu i āu ake pūkenga-takitahi, me āu pūkenga-ngaio. I konei, ka whakatinana koe i ngā mātāpono o Te Whare Takiura nei, arā, kia matapoporetia te Pono, Te Manaakitanga, Te Hononga tētahi ki tētahi, me Te Hiranga. Mā konei i Te Whare Takiura o Te Manukanuka o Hoturoa ka taea te ao o te takitahi, me te ao whānui te panoni.

Change starts here; transform your career and make a difference

When you work for MIT you become a member of an innovative and passionate team, dedicated to getting students into great jobs. You will be encouraged to learn and grow, both as an individual and as a professional. You will live and breathe our Values: We are Real, Manaakitanga, We are Connected and We are Excellent. A career at MIT gives you the opportunity to transform lives and communities.

Reports to: Manager Childcare Education **Location:** Tāmaki Makaurau, Auckland Centre

Directorate: Learner Experience and Success

Te aronga o te tūranga: Purpose of position

To lead a team to ensure high quality standards of care and education in accordance with the Institute and Centre's policies and philosophy.

That is to ensure that teachers:

- co-construct learning alongside children
- provide rich learning experiences
- promote and/or provoke children's interest, skills and abilities based on individual observations promoting the well-being of the children and families.
- foster the critical thinking child
- are respectful positive guidance
- encourage reciprocal and collaborative partnership with parents
- constantly review practice
- To adhere to the Education (Early Childhood Services) Regulations 2008:
- Ensure that child-teacher ratios are maintained at all times.
- During the absence of Person Responsible Required by the Education (Early Childhood Centres) Regulations, assume the duties of that person



Āu haepapa: Accountabilities
LEADERSHIP

KPI	OUTCOMES
Provide professional leadership to the teaching team, volunteer ECE students and relievers working in the Centre.	Provide feedback to staff where required. A leadership vision is developed and shared with all staff and management. A team contract is formulated and in place for the teaching team.
Be aware of daily practices necessary to assist teaching colleagues to meet their job descriptions.	All teaching staff to be aware of and have access to daily key tasks, responsibilities and routines.
Establish and maintain sound professional working relationships with the teaching team and the Centre & Education Manager.	Relationships which show mutual respect, support and trust of each other. Interactions with teaching staff will encourage a high standard of performance.
Model effective communication skills.	Understanding an application of the principles and standards for effective verbal and written skills will be evident. Give effective feedback to staff. Ensure you communicate in a variety of ways. Check that your communication has been understood.
Model positive conflict resolution skills.	Head Teacher must have skills in conflict resolution. Ask the Centre Manager for support and guidance where necessary.
Communication pathway.	Ensure you follow the correct communication pathway to address any issues or concerns with the Centre Manager.
Support and encourage the ongoing development of the teaching staff and any volunteers working in the Centre.	Evaluate and discuss Centre development needs with all staff members. Support & guide each staff member working in your Centre in a professional and appropriate manner.
Induct new staff, parents/whānau, students and volunteers to your Centre.	Ensure that everyone participates in a thorough induction of the Centre.
Relievers.	Organise any relievers if staff are sick or on leave from the approved reliever pool or approved agency.
Ensure you uphold the Centre Directors opinions in a positive manner to all staff, and parents/whānau.	Ensure your messages are consistent with the Centre Manager.



CURRICULUM

KPI	OUTCOMES
Demonstrate effective teaching strategies for the children to teachers.	Role model and guide teaching staff, student teachers, volunteer students toward improved practice.
Implement a curriculum which reflects the unique needs of all children in the Centre.	Te Whāriki is used to implement appropriate programme for children and for the assessment of children's learning.
Programmes are planned, implemented and evaluated to meet the needs of all children.	Ensure that the planning and evaluation system is understood and contributed to by all staff.
Ensure the experiences provided for children are developmentally appropriate.	The planning process will include objective observations, implementation and evaluation for both individual children and the overall programme.
Appropriate observation techniques are used to identify the needs of individual and groups.	Documentation reflects different observations and includes an action plan for needs to be addressed.
Planning Meetings	Planning meetings will be held once a month (or more frequently depending on team) discussions are recorded.
Transitions	Ensure that there is a transition programme in place internally and externally.
Children's Profiles	Ensure that each child's profile book is up to date and ensure that they meet the standard and quality expected at Children's Education Centre
Parent/whānau input	Ensure that the planning board has a space for parents/whanau to have input into the programme.
Ensure that the individual and group needs of children are being appropriately identified and met.	Ensure that a child's physical, social, emotional, intellectual, cultural, spiritual and language development needs are met through: Observations Documentation Portfolios Discussion Meetings
Evaluation	Ensure that each the planning is regularly evaluated and a summary given to every member of the teaching team. The evaluation will include forward planning.



BICULTURAL PARTNERSHIP & PRACTICE

KPI	OUTCOMES
Bicultural Partnership	Demonstrate and model responsibility and commitment for honoring bicultural partnership in Aotearoa New Zealand. The principles of Te Tiriti o Waitangi will be respected, practiced and evident in the programme. Incorporate and practice Māori phrases, sentences and waiata in your daily practice.
Ensure the culturally appropriate practices are adopted at all times.	Demonstrate thorough use of language and resources and encourage staff participation.
Maintain an awareness and commitment for current equity issues.	All staff have an awareness, understanding and commitment to what equity means for children. The Head Teacher must ensure that all aspects of Equity and Special Needs are being met.
Ensure that the resources of the centre provide equitable learning opportunities for every child.	Regular resource review ensures resources are up to date and cover a wide range of needs.

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SAFETY & WELFARE OF CHILDREN

KPI	OUTCOMES
Ensure that positive guidance strategies are used.	Ensure that the teaching team contributes to the development, implementation & display of Children’s education Positive Guidance Policy.
Ensure that all teachers are aware of and are able to implement, appropriate action in emergency situations.	Ensure Fire and Earthquake, lockdown drills are carried out once a term and recorded.
Ensure that your Centre provides a safe and healthy environment at all times.	<p>Have a working knowledge of all Centre policies and practices pertaining to children’s health and safety. A review of the grounds, buildings and equipment will occur weekly. Ensure that all teachers working in your Centre are aware of and practice health and hygiene practices and procedures. Health and safety routine and practices are clearly displayed throughout the Centre. Hazard documentation is kept in a folder & displayed. Recording accidents monthly and keeping a record</p>
Outings and trips are planned with children’s safety paramount	<p>Policies and procedures are followed. Hazard checklists are developed for all outings and records kept.</p>
Act as an advocate for children within the community.	The Head Teacher will have knowledge of agencies to guide families to for advice, support & guidance.
Be aware of and liaise with groups and professionals within the community who are able to assist with meeting the health, emotional and social needs of children.	Community networks groups are attended or delegated to staff where appropriate

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MANAGEMENT & ADMINISTRATION

KPI	OUTCOMES
Ensure that the Centre has effective and appropriate administrative systems that assist the functioning of the programme.	<p>Ensure Children’s Education Centre and Ministry requirements are adhered to.</p> <p>Ensure all administration tasks are completed on schedule.</p>
Undertake a process of self-review with staff and parents.	The Head Teacher in consultation with teaching staff will initiate self review practices.
Information Technology skills.	Be competent using a computer.
Confidentiality	Ensure that confidentiality is kept at all times.
Undertake appropriate administrative tasks within your role as the Head Teacher and maintain accurate Centre records.	All Centre documentation will be kept up to date.
Staff Meetings	<p>Staff meetings will be held once a month and that time will be used as toil (according to MIT TOIL policy)</p> <p>A written record will be kept of the meetings and distributed to all staff.</p>
Bi-monthly Report	Provide a written report to the Centre & Education Manager detailing the month’s curriculum, internal evaluation, children and children of concern, budget spending, Children’s Education Centre philosophy and values in action, activities etc.
Policies	Ensure all policies are reviewed within the review cycle dates with the support of the centre manager.
Rosters	Create rosters and move shifts around when staff is on leave to make sure, there are enough staff children ratio.

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RELATIONSHIPS WITH PARENTS/WHĀNAU & COMMUNITY

KPI	OUTCOMES
Maintain regular communication with all parents/whānau in your Centre	Communication will include: - - Parent noticeboard - Opportunities for parent/whānau input - Parent/whānau information is in place and reviewed regularly. - Educa posts & Facebook post
Develop and maintain appropriate methods of parent/whānau involvement in the Centre.	Ensure consultation occurs regularly with parents/whānau in relation to the curriculum objectives.
Ensure that there is adequate consultation on all aspects of the Centre curriculum	Share with parents/whānau staff's observations, planning & evaluation.
Communicate the objectives of the programme to parents/whānau including consultation and evaluation processes.	Ensure consultation occurs regularly with parents/whānau in relation to the curriculum objectives.
Ensure that our parents/whānau are treated with respect and consideration.	Every parent/whānau is made to feel welcome and spend time in the Centre with their child.
Communication.	Liaise with the Centre Mnager / Admin where required regarding parents and enrolments.
Ensure that there are processes in place for parents/whānau to be able to discuss the individual progress and development of their children.	Parents/whānau are aware that at any time they can make an appointment to discuss their child's progress.



<p>Be aware of and liaise with groups and professionals within the community who are able to assist with meeting the health, emotional and social needs of children.</p>	<p>Where appropriate organise professionals to visit the Centre e.g. dental nurse, health professionals etc....</p>
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PROFESSIONAL DEVELOPMENT

KPI	OUTCOMES
<p>Continue to acquire skills and knowledge in the field of early childhood education, and in leadership and staff management.</p>	<p>Source professional development opportunities related to leadership and management in liaison with the Centre Manager.</p>
<p>Be prepared to share knowledge and experience with your teaching staff.</p>	<p>Share your learning with your staff with a written report of how you intend to incorporate what you have learnt into your practice.</p>
	<p>Assist teaching staff to identify professional development needs</p>
<p>Actively encourage the ongoing training and development of all staff in your centre.</p>	<p>Identify appropriate professional development opportunities for your staff.</p>
<p>Provide your staff with opportunities to understand current developments in the early childhood curriculum and teacher practices and to develop and implement these.</p>	<p>Discussions Centre Meetings Appraisals</p>
<p>Appraisal</p>	<p>Work with the Centre Manager to appraise each member of your team. Participate in an annual appraisal with your Centre Manager. In conjunction with the Centre Manager set goals focused on the feedback received during your appraisal. Ensure that you provide evidence of how you have met your job description and the practicing teacher's criteria</p>



Te Hauora me Te Haumaruru: Health & Safety

You are expected to promote and develop an ongoing, proactive, health and safety culture amongst those working within your area of responsibility by ensuring best practice occurs as stated in MIT policies, processes and procedures.

You are to take reasonable care for your own safety and ensure no actions or in-actions on your part compromise the safety of others. You are expected to actively encourage and participate in MIT's health and safety culture by complying with MIT health and safety policies, processes, and procedures as well as following any reasonable instruction related to health and safety.

Te Tiriti O Waitangi

MIT has a clear commitment to the advancement of Mātauranga Māori, Te Tiriti o Waitangi and the application of Ako (Māori pedagogy). MIT is deliberate in the use and reference to 'Te Tiriti o Waitangi' as it is an acknowledgement of the valued Māori language version of The Treaty of Waitangi.

Te Tiriti o Waitangi is one of the key guiding documents for education in Aotearoa, New Zealand. It guarantees equal consideration, protection of taonga Māori, and partnership between the Crown and the Māori signatories. The Education Act 1989, identifies that one of the duties of each TEI council, in the performance and functions and the exercise of its powers (s181), is to acknowledge the principles of Te Tiriti o Waitangi¹.

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Whakawhanaungatanga: Relationships

Internal: all staff

External: candidates, other external partners

Skills Knowledge and Attributes:

Innovative problem solving skills

Ability to work both as a member of the team and individually

Ability to work within policy parameters

Demonstrate time and workload management skills

Competent computer skills

Te Whāriki



MANUKAU
INSTITUTE OF
TECHNOLOGY
Te Whare Tokomiri o Manukau



Te Pūkenga

Kei Tua o Te Pae

Tātaiako

He Pou Tātaki How ERO reviews early childhood service

Child Development

Equal Employment Opportunities

Vulnerable Children Act 2014

Have knowledge of Te Tiriti O Waitangi

Have knowledge of Tikanga Māori & Te Reo Māori

Privacy Act

Self Review

Early Childhood Code of Ethics

Ministry of Early Childhood Regulations

Understand the Practising Teacher Criteria & Teacher Registration Process and the implementation of the Induction & Mentoring programme for provisional and fully registered teachers

Any additional knowledge as relevant to ECE

Experience, interest and empathy with children and their families/whānau

Strong sense of professional ethics and codes of behaviour

Value and respect for cultural diversity

Ability to maintain appropriate professional boundaries

High level of motivation and enthusiasm

Attention to detail

Willingness to learn new skills and undertake new assignments

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