

CULTURAL ADVISOR – TURI MĀORI	
NAME	
TENURE	<ul style="list-style-type: none"> • .8 FTE • Permanent • Start Date:
PLACE OF WORK	Auckland
DEPARTMENT	
REPORTING TO	DP Culture and Language
DIRECT REPORT(S)	NA
FUNCTIONAL RELATIONSHIPS	<ul style="list-style-type: none"> • Teachers • Managers and Team Leads • Cultural Advisors
TRAVEL	National as required
PURPOSE OF THE ROLE	<p>The Cultural Advisor – Turi Māori reporting directly to the DP Culture and Language will provide advice and guidance on strategy to guide policy, procedure and practice that explicitly promotes Māori ākongā and their whānau to achieve excellent education outcomes, have a strong sense of belonging, and build on their strengths.</p> <p>They will enable, facilitate and support our staff to build strong relationships between and with ākongā, whānau, hapū, iwi, educators and other stakeholders. Providing support to give practical effect to Te Tiriti o Waitangi, they will be aware of current kaupapa Māori strategies and policies in teaching and learning that promote the sense of belonging for Deaf and Hard of Hearing (DHH) Māori ākongā.</p> <p>They will have oversight, direction, and leading teaching and learning on our school marae (Ruaumoko and Tuawera).</p>

	<p>Travelling nationally, they will facilitate and/or attend a wide range of hui, including connecting with local iwi. With a student focus they will support innovative ideas that promote and improve teaching, whānau connection and outcomes for students and their whānau.</p>
<p>KEY ACCOUNTABILITIES</p>	
<p>Cultural Development – Guidance and Advice</p>	<p>Raise expectations of Māori success and support a sustainable school culture that enhances depth, understanding and competency in Te Ao Māori:</p> <ul style="list-style-type: none"> • Leads through demonstrating principles of equity and access in action • Ensures there are high quality learning opportunities for Māori ākonga • Supports development of education services to improve capability to engage with Māori ākonga and whānau in productive partnerships • Works to raise expectations and outcomes for all Māori ākonga • Liaises with DPs and Leads to ensure strategies, plans and policies realise ākonga potential and educational success as Māori • Documents, reports and provides plans for approval that informs any change process • Ensures that organisation processes support Māori and DHH staff, ensuring equitable opportunities • Ensures there are clear pathways to leadership opportunities for Māori, DHH staff • Ensures provision for professional development and leadership opportunities for Māori staff. <p>Policies and programs are explicit in promoting Te Reo Māori and embedding Māori tikanga and supports the implementation of the Ministry of Education's Māori Education Strategy, Ka Hikitia:</p> <ul style="list-style-type: none"> • Reviews organisation-wide policy and programs in line with Ministry of Education strategies to ensure they promote Te Reo and tikanga Māori • Supports the organisation to develop, promote and embed its Te Tiriti o Waitangi Excellence Framework • Advocates for respect and representation of Māori tikanga in policies and programs • Ensures policies and programs are explicit in promoting Te Reo Māori language and tikanga Māori nationally • Ensures that Te Reo Māori is embedded throughout the Curriculum and advocates for Māori language opportunities • Assists in the adaptation of curriculum materials and activities to meet language and cultural needs of Māori ākonga

	<ul style="list-style-type: none"> • Advises with policy and procurement review team in relation to Te Reo Māori and tikanga Māori. <p>Communications throughout the organisation are presented with consideration of Deaf and Hard of Hearing ākongā, staff, community and stakeholders:</p> <ul style="list-style-type: none"> • Ensures information is appropriately communicated to all ākongā, staff, stakeholders and community members • Supports colleagues to ensure all communications engage with the Māori community and positively reflect the organisation • Ensures consultation and engagement processes with ākongā, staff, whānau, iwi and other stakeholders that best meet the needs of ākongā Māori • Considers and advises on te reo Māori translations, and content • Works in liaison with the Director of Communications & Resources to ensure organisation-wide communications are appropriate and inclusive for all ākongā Māori, whānau, staff and stakeholders. <p>Te Reo Māori and tikanga priorities are respected, with research, discussion and action around how to best embed these throughout the service:</p> <ul style="list-style-type: none"> • Is informed of the latest evidenced-based research, strategies and initiatives on best practice pedagogy for teaching and learning for ākongā Māori • Shares and discusses research and initiatives • Facilitates the sharing of evidenced-based research throughout the organisation to positively impact Māori learner and staff outcomes • Collaborates with appropriate Leads to ensure priorities for Māori staff and ākongā are embedded throughout the organisation's programs.
<p>Leadership – Is professional and in alignment with the strategic direction and in a manner that improves learning for all ākongā</p>	<p>Professional leadership throughout the organisation is effective, functional and based on integrity and respect:</p> <ul style="list-style-type: none"> • Provides oversight, direction and leading teaching and learning on the school's marae (Ruaumoko and Tuawera) ensuring cultural values are upheld and respected • Supports and promotes the role and place of the Rūaumoko Marae and Tuawera as a resource for developing the teaching of tikanga Māori and learning for our staff, ākongā and whānau • Builds and role models trusting relationships through active listening, caring for others, and demonstrating personal integrity • Leads with exemplary practice, acting as a mentor for staff • Effectively manages the delicate balance between supporting and challenging others • Provides opportunities for professional conversations that help to share expertise and strategies • Is open and responsive to professional conversations and feedback.

	<p>All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of ākongā, staff and the community:</p> <ul style="list-style-type: none">• Drives and models behaviours in a way that articulates, supports and furthers the school’s mission, vision and strategic direction• Collaborates with the Executive Principal to ensure tasks and deliverables align with the strategic direction of the organisation• Works collaboratively with colleagues to embed the Te Ao Māori strategic direction into all areas of the organisation• Ensures plans take account of changing social, political, cultural and economic trends• Relates roles and tasks to the wider organisation’s mission, vision and strategic direction• Reviews how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing approved change. <p>Leadership in change management is evident throughout the organisation:</p> <ul style="list-style-type: none">• Drives a philosophy that recognises the importance of ongoing innovation and change• Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices• Demonstrates expertise in Te Ao Māori, enabling any change or initiatives to be informed by best practice and communicated effectively• Understands that change on a large scale invariably needs a team approach to leadership• Competently communicates the rationale for any change and encourages conversations, ensuring all staff feel heard in relation to their concerns and questions• Supports and leads staff development that results in positive and meaningful change• Monitors and assesses the impact of the change and adjusts when needed. <p>A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems to create solutions:</p> <ul style="list-style-type: none">• Explicitly checks own assumptions• Relates the problem to the wider vision and values of the organisation• Actively seeks the interpretations of others• Anticipates obstacles and how they could be overcome• Identifies and reports any risk to appropriate people in a timely manner.

<p>Professional Relationships and Values</p>	<p>Professional and effective relationships are established at all levels throughout the organisation:</p> <ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga and whānau • Colleagues, support staff and other professionals • Hapū, iwi, Māori agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the corporate life of the school • Fosters a climate of trust, modelling collegiality by working in partnership with other staff • Transparently relays relevant information to other staff in a clear and concise manner as needed • Represents Ko Taku Reo and participates as a member of internal and external committees and organisations. <p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo:</p> <ul style="list-style-type: none"> • Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe in keeping with the principles of Te Whare Tapa Whā • Promotes inclusivity throughout the organisation, ensuring all ākonga feel they belong • Takes all reasonable and practical steps to ensure the health and safety of self and others • Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol • Participates in any required emergency response or exercises to ensure that essential services can be maintained. <p>There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo:</p> <ul style="list-style-type: none"> • Takes responsibility for growing their own, and others' confidence in culturally responsible practice • Acknowledges and respects the languages, heritages and cultures of all • Demonstrates commitment to the bicultural partnership in Aotearoa and gives organisational practical effect to Te Tiriti o Waitangi • Oversees the development of organisational understanding and use of tikanga and Te Reo Māori • Has a good understanding (or is committed to developing an understanding) of Deaf Culture, with a specific focus on Māori Deaf culture • Is committed to improving the use of NZSL across the organisation, • Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative school culture.
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	<p>Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice:</p> <ul style="list-style-type: none"> • Engages in the appraisal process, ensuring documentation is complete, is engaged in self-reflection, and ensures progress towards and/or achievement of performance indicators • Identifies professional learning goals in consultation with colleagues • Identifies and initiates learning opportunities to advance personal professional knowledge and skills • Participates responsibly in professional learning opportunities within the learning community • Commits to developing personal skills in the use of NZSL <p>Any additional tasks and/or responsibilities are completed, as requested by the Executive Principal:</p> <ul style="list-style-type: none"> • Ensures all tasks are completed efficiently and to a high standard • Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community • Performs additional duties in an efficient manner, to the required standard and within negotiated timeframes.
PERSON SPECIFICATION	
Qualification(s) and Technical Skills	<ul style="list-style-type: none"> • Tertiary qualification in Education or similar (or extensive experience) • Fluent NZSL • Full NZ Driver's License
Experience and Knowledge Profile	<ul style="list-style-type: none"> • Te Ao Māori • Experience with Special Education in New Zealand • Experience in NZ Education sector
Key Competencies	<p>Decision Quality / Sound Judgement Makes good decisions based on a mixture of data, analysis, experience and good judgement. Is sought by team members for advice, approval where applicable, and solutions</p> <p>Planning Accurately scopes out timeframe, difficulties in tasks, resources required, sets objectives and goals, breaks down work into process steps and tasks; develops schedules and task/people assignment with thresholds for decision-making; reviews and measures performance and costs against goals and evaluates outcomes</p> <p>Problem Solving / Analytical Skills</p>

	<p>Anticipates and adjusts plans for problems with pragmatism and a solution focus using rigorous logic; probes all probable sources and looks beyond the obvious for answers</p> <p>Peer Relationships and Collaboration Professional relationships that provide for collaboration, consultation and professional growth. Excellent communication skills both written and verbal; builds excellent rapport, checks assumptions and open to the ideas of others</p> <p>Interpersonal Savvy Excellent time management with ability to prioritise and multi-task. Reliable and efficient, adaptable, dynamic and articulate</p> <p>Professional Integrity and Trust Accountable, reliable and transparent. Builds and maintains trust with direct and kind communication. Consistently takes personal and full responsibility. Authentic reflective practice.</p>
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SIGNED:

DATE:

(enter name)

CULTURAL ADVISOR – TURI MAORI

(enter name)

DP Culture and Language