

**Job Description / Performance Agreement**

**NAME:** XXX

**POSITION:** Māori Strategic Lead

**TENURE:** Fulltime

**RESPONSIBLE TO:** Executive Principal

**DIRECT REPORTS:** N/A

**DIMENSIONS OF**

**RESPONSIBILITY:** Professional Leadership

Professional Relationships and Values

**DESCRIPTION:**

The Māori Strategic Lead is a significant role within our organisation. This person will support the Executive Principal in the provision of strategic leadership and guidance in policy and organisational procedure and practice to explicitly promoteMāoriākonga and their whānauachieve excellent education outcomes, have a strong sense of belonging and build on strengths. This person will enable and support our staff and organisation to build strong relationships between and with ākonga, whānau, hapū, iwi, educators and others to support these outcomes. They will provide support in giving practical effect to Te Tiriti o Waitangi. They will be aware of current kaupapa Māori strategies and policies in teaching and learning and a sense of belonging for Māori students as well as an understanding of integrating with our Deaf and Māori Deaf culture. This person would need to be prepared to travel nationally and attend and facilitate a wide range of hui. They will be student focused and able to support innovative ideas that promote and improveteaching, whānau connection and outcomes for students and their whānau. This person will also have responsibilities to work with and support school governance.

**SIGNED** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **DATE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Māori Strategic Lead

**SIGNED** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **DATE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Executive Principal

**DIMENSIONS OF RESPONSIBILITY**

|  |  |  |
| --- | --- | --- |
| **Dimension One –Cultural Leadership and Advocacy**  The Māori Strategic Lead needs to focus on and raise expectations ofMāori success and support sustainable school culture to grow depth, understanding and competency in Te Ao Māori. | | |
| **Criteria** | **Key Tasks/Indicators** |
| Advocacy for Māori ākonga, whānauand staff is strong within Ko Taku Reo. | * 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 ākongaand whānau in productive partnerships. * Works to raise expectations and outcomes for all Māori ākonga. * Liaises with key Directors and Leads to ensure strategies, plans and policies realise ākonga potential and educational success as Māori. * Ensures that workforce planning and recruitment processes supportMāori and Deaf and Hard of Hearing staff, ensuring equitable opportunities. * Ensures there are leadership opportunities forMāori, Deaf and Hard of Hearing staff. * Ensures provision forprofessional development and leadership opportunities forMāori Deaf staff. |
| Policies and programmes are explicit in promoting Te Reo Māori and embedding Māori tikanga and supports the implementation of the Ministry of Educations Māori Education Strategy, Ka Hikitia. | * Reviews organisation-wide policyand programmes 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 programmes. * Ensures policies and programmes are explicit in promoting Te Reo Māori language and tikanga Māori New Zealand-wide. * Ensures that TeReō 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 students. * Advises withpolicy and procurement review team in relation to Te Reo Māori and tikanga Māori. |
| Communications throughout the organisation are presented with consideration of Deaf and Hard of Hearing ākonga, staff, community and stakeholders. | * Ensures information is appropriately communicated to all ākonga, staff, stakeholders and community members. * Supports colleagues to ensure all communications engage with the Māoricommunity and positively reflect the organisation. * Ensures consultation and engagement processes with ākonga, staff, whānau, iwi and other stakeholders best meet the needs of ākonga Māori. * Considers and advises onMāori language, translations, and content. * Works in liaison with the Director of Communications & Resources to ensure organisation-wide communications are appropriate and inclusive for all ākonga Māori, whānau, staff and stakeholders. |
| Te Reo Māori and tikanga priorities are respected, with research, discussion and action around how to best embed these throughout the service. | * Stays informed of the latest evidenced-based research, strategies and initiatives on best practice pedagogy for teaching and learning for ākonga Māori. * Shares and discusses research and initiatives with the Executive Principal and Directors. * 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 Deaf and Māori Hard of Hearing staff and ākonga are embedded throughout the organisation’s programmes. |

|  |  |  |
| --- | --- | --- |
| **Dimension Two – Professional Leadership**  The Māori Strategic Lead leads professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga. | | |
| **Criteria** | **Key Tasks/Indicators** |
| Professional leadership throughout the organisation is effective, functional and based on integrity and respect. | * Supports and promotesthe role and place of the Ruaumoko Marae as a resourcefor developing the teaching of tikanga Māori and learning for our staff, ākongaand 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. |
| All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of ākonga, staff and the community. | * 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 TeAoMāoristrategic direction into all areas of the organisation. * Ensures future 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 change. |
| Leadership in change management is evident throughout the organisation. | * 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 inTe 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. |
| A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems to create solutions. | * 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. |

|  |  |  |
| --- | --- | --- |
| **Dimension Three – Professional Relationships And Values**  The Māori Strategic Leadengages in appropriate professional relationships and demonstrates commitment to professional values. | | |
| **Criteria** | **Key Tasks/Indicators** |
| Professional and effective relationships are established at all levels throughout the organisation. | * Engages in ethical, respectful, positive and collaborative professional relationships with: * 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. |
| There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo | * 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 are able to be maintained. |
| There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo. | * 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 effectto 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, including appropriate use of signs in Te Reo Māori (TRMSL). * Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative school culture |
| Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice. | * 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 and TRMSL. |
| Any additional tasks and/or responsibilities are completed, as requested by the Executive Principal. | * 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 a negotiated timeframe. |

**Qualifications**

**Essential**

* Has a recognised teachingand/or Educational qualification

**Professional Competencies**

**Essential**

* Experience and expertise in Te Ao Māori
* An acceptable level of proficiency in, or developing a proficiency in Te Reo Māori
* Extensive knowledge and understanding of ‘Ka Hikitia’, and an ability to guide active and meaningful implementationof the goals, guiding principles, objectives, and outcome domains of the Strategy
* Experience and expertise in advocacy and Māoricommunity engagement
* Experience within Deaf and Hard of Hearing or Specialist Education settings
* Experience with, and awareness of, Deaf Culture, Māori Deaf Culture and the Deaf community
* Knowledge of the New Zealand Education sector
* Knowledge and understanding of the core business of lifting student engagement, achievement and wellbeing
* Ability to carry out reporting obligations
* Proficient in NZSL and an understanding of TRMSL (or a willingness to learn both)
* Skill in systems, strategic planning, implementation and reporting
* Skill in organisation and time management
* Excellent interpersonal skills, and diplomacy
* Excellent communication skills
* Skill and competence in IT
* Ability to support and lead change
* Ability to see the big picture and work with details
* Ability to think strategically, communicating and influencing at all levels
* Ability to build and sustain high trust relationships through distributive leadership
* Ability to lead and motivate a team and build leadership capability
* Ability to anticipate problems and to be proactive in problem solving
* Ability to work well under pressure

**Personal Attributes**

**Essential**

* Leads the organisation’s guiding principles of ‘Grow, Excel, Choose and Belong’
* Is motivated to be part of the development of a world leading service for Deaf and Hard of Hearing ākonga and whānau, including the strengthening of secure Māori identity for Māori Deaf
* Is passionate about Te Ao Māori and kaupapa Māori initiatives
* Demonstrates principles of equity and access in action
* Optimises quality and efficiency in work
* Respects diversity
* Is self-motivated and self-directed, taking personal accountability for work
* Understands personal strengths and limitations
* Is innovative and creative
* Is friendly, positive and approachable
* Demonstrates initiative, energy and vitality