



Position description

POSITION	Kaiako Māori
Student group	School age students who have high health needs up to and including Year 14
Responsible to	Unit Leader – Te Puāwaitanga Principal, Deputy Principal and Board
Responsible for	Delivery of a teaching and learning programme to ākonga from Tau 0 to Tau 14 and who come from a Māori medium setting.
Supported by	Te Pou Ahurea, Kaiāwhina
Role purpose	
Northern Health School teachers are employed by and accountable to the Board to provide planned continuity of education for ākonga with high health needs. Delivery of education services to these ākonga may take place in hospital, at the ākonga's home or in some cases at the ākonga's regular school as part of a transition programme. Northern Health School teachers' programmes are based on an Individual Learning Plan (ILP) for each ākonga. ILPs are regularly reviewed, evaluated and extended. The Kaiako Māori contributes to Northern Health School's strategic commitment to giving effect to Te Tiriti o Waitangi by supporting equitable access and outcomes for ākonga. The role is responsible for the delivery of teaching, learning and transition programmes to ākonga from Tau 0 to Tau 14 and who come from a Māori medium setting. Depending on the geographic location of the student, teaching may occur in person or online.	

Northern Health School teachers will

- Have a full clean New Zealand driver licence, be prepared to travel, as required and possibly stay overnight, to deliver education programmes to students in the most appropriate settings and to attend professional development opportunities.

Key tasks and responsibilities

Task	Indicators
Plan, co-ordinate and implement Māori medium curriculum programs (levels 0-14), based on Te Marautanga o Aotearoa.	▪ Ākonga engaged in Māori-medium settings receive education programmes that are culturally responsive and aligned with Te Marautanga o Aotearoa. ▪ Programmes reflect the holistic needs of ākonga, including education, hauora, and the aspirations of both ākonga and their whānau. ▪ ILPs are co-constructed with input from ākonga, whānau, and the Kura Matua, and are shared with both whānau and the Kura Matua. ▪ Where appropriate te reo and mātauranga Māori based Te Aho o Te Kura Pounamu programmes are used to supplement learning, and there is collaboration with Te Aho o Te Kura Pounamu kaiako to ensure cohesive support and delivery. ▪ Individual Learning Plans (ILPs) are accurate and up to date.
Assess and record student progress	▪ Appropriate aromatawai is used to understand and celebrate student progress. ▪ Information from aromatawai is used to inform ākonga, whānau and the Kura Matua of progress. ▪ Aromatawai data is used to inform teaching strategies and guide next steps in ākonga learning pathways.
Co-construct and support effective transition pathways	▪ Ākonga are engaged in effective, personalised transition pathways. ▪ Transition pathways are co-constructed and shared with ākonga, whānau, and the Kura Matua. ▪ Transition pathways are regularly reviewed, progress is acknowledged and celebrated, and goals are updated to remain relevant and responsive.

Collaborate effectively with the Kaiāwhina to ensure ākonga receive appropriate, timely, and tailored support that meets their individual learning and hauora needs.	▪ The Kaiako and/or Kaiāwhina engage with each ākonga at least twice weekly, teaching kānohi ki te kānohi or a-ipurangi, as appropriate to the context and needs of the ākonga.
Develop and strengthen collaborative relationships with Māori medium kura.	▪ NHS ākonga programmes are aligned with the kaupapa and values of the respective Kura Matua. ▪ Opportunities to support local kura are identified and fostered through reciprocal, mutually beneficial relationships.
Work collaboratively with the Pou Ahurea, kaiāwhina, and other relevant kaiako/kaimahi to strengthen the kura's capability in mātauranga, tikanga, and te reo Māori, increasing capacity to provide culturally responsive support for ākonga Māori from Māori medium settings.	▪ Positive feedback from ākonga Māori and whānau about cultural safety and belonging. ▪ Improved engagement and achievement data for ākonga Māori from Māori medium backgrounds.

PERSON SPECIFICATION

- Be a New Zealand registered teacher with a current full registration.
- Be a fluent speaker of te reo Māori, possessing comprehensive knowledge of Mātauranga Māori and a sound understanding of Te Marautanga o Aotearoa.
- Experienced in teaching within Māori-medium education settings.
- Skilled in relationship building and collaboration with ākonga, whānau, and kura.
- Committed to the aspirations of whānau, hapū, and iwi in education.
- Organised, responsive, and dedicated to ākonga success.
- Familiar/comfortable with teaching ākonga online and working across all year levels.