



He Kāhui Mātanga: HPE PLD

New positions available for subject kaiārahi (leaders)

EONZ, HETTANZ and NZHEA are working in partnership to deliver professional learning and development (PLD) under a funding agreement with the Ministry of Education. This pilot project is called He Kāhui Mātanga: HPE PLD.

One aspect of the HKM: HPE PLD support will be through the kaiārahi role. The kaiārahi is a type of subject specialist guide, and a subject leader. The people contracted to fulfil these roles will be required to perform a range of activities such as providing subject specialist advice directly to teachers in response to their queries, facilitating workshops, contributing to resource design and writing, and providing regular communications for the subject sector.

The board/executive of each subject association has funds to contract a subject kaiārahi for up to **eight hours per week**, for a period of approximately 32 weeks. We are looking for one contractor for each of:

- Health Education
- Home Economics
- Outdoor Education including EOTC

Applications close Monday 24th July. For queries about the positions and/or to apply, please email the appropriate person listed below for an application form:

Health Education	Rachael Dixon	rachael@rachaeldixon.com
Home Economics	Sarah Wirth	president@hettanz.org.nz
Outdoor Education including EOTC	Libby Paterson	libbypate@xtra.co.nz

Job description:

Overall this role will seek to strengthen teaching and learning in health education, home economics and outdoor education derived from the HPE learning area of the NZC. The PLD support will seek to develop teachers' capabilities and capacity for embedding teaching as inquiry, developing student and teacher agency, facilitating community consultation, enabling e-learning and developing students' digital fluency, and enhancing culturally responsive pedagogy. The approaches to teaching and learning the kaiārahi role will support are underpinned by Ministry of Education and Education Council documents such as The New Zealand Curriculum, Tātaiako, Tapasa, sexuality education and other guides, EOTC guidelines, and the teachers' code and standards.

The main roles and responsibilities of the kaiārahi will likely include:

- Providing advice and guidance for teachers around pedagogy, curriculum and assessment by email, phone, or at times, face-to-face
- Providing a regular newsletter with updates and information pertinent to the subject
- Enhancing the online presence of the subject association
- Involvement in an agreed capacity in a range of HKM: HPE PLD activities (e.g. workshop facilitation, review or writing aspects of resources being developed)
- Support planning for annual conference/seminar day
- Specific (but limited) in-school support for schools demonstrating high level of needs to improve outcomes for learners
- Support schools to integrate outside providers/to support outside providers in relationship building with schools/teachers
- Growing the membership (particularly at primary level).
- Being responsive to subject-specific situations emerging (e.g. liaising with certain stakeholders).

The role and responsibilities may vary between the three subject associations. Specific responsibilities will be outlined in the independent contractor agreement between the successful applicants and the respective subject associations.

The role will require the development and maintenance of professional relationships with the board/executive of the subject association, the subject kaiārahi for the other two subject associations, the project manager and evaluator for HKM: HPE PLD, as well as teachers and other stakeholders. The kaiārahi will also need to provide the project evaluator with data and information required for project milestone reporting and overall project evaluation.

Person specification:

This role would suit someone not currently in full time employment. It is expected they will be available and be able to carry out the role during normal work (and school) hours. The type of educational experience we are seeking to fulfil these kaiārahi roles includes:

- In-depth NZC subject knowledge, including NCEA level and recent experience teaching in the (specialist) subject area
- Experience in leading learning (e.g. middle leadership) and facilitating learning for teachers
- Knowledge of current NZ education policy, strategy and systems, and guidelines documents and recent research relevant to the subject
- Evidence of high quality professional relationships with others
- A confident and accurate writer and effective communicator and someone who has good time management skills and can work independently.

In addition we require someone who:

- Has a current practising teacher certificate
- Holds a current driver's license
- Is able to travel to venues outside of home town
- Is confident with ICT (e.g. Office, social media, webinar, screencasts).

Information about the independent contractor agreement:

- As an independent contractor role, the kaiārahi will not be an employee of the subject association. The contractor will be responsible for paying his/her own tax and ACC levies
- The contractor will provide a timesheet and invoice the subject association monthly for work carried out (up to 8 hours per week)
- The subject association will reimburse costs associated with undertaking the work (for example travel, mileage, phone calls). Other equipment will not be provided (e.g. laptop, phone); however this may be negotiable.

Note: There is no guarantee of work past the 32 weeks of the project, although there may be opportunity to undertake other tasks where personnel are required to fulfill other roles in the HKM: HPE PLD project (for example workshop development or facilitation).

Professional guidance and mentoring for the subject kaiārahi:

As part of the quality assurance processes supporting their role, the kaiārahi will:

- Work with a board/executive member as critical friend/mentor
- Work with the project evaluator to ensure that appropriate data has been gathered to show that planned PLD actions have been completed, aims of tasks/activities have been met, actions have been responsive to sector needs, and where applicable, the impact of role on teacher practice.

Note: depending on the nature of the PLD support provided for teachers, there is the potential for developing and submitting an accredited PLD facilitator portfolio as a result of this role. Also, it is expected that aspects of the role will enable the kaiārahi to collect some examples of evidence to support his/her own teacher certification.