

Job Description

Pou Whirinaki, Tupuranga

Reporting to	Team Leader
Location:	Waitaha including Ōtautahi, Selwyn and North Canterbury.
Working relationships with	Tupuranga Practice Lead Ākonga in the context of their whānau, hapu and Iwi Schools, kura, and learning communities Parent communities Kaumatua Non-government organisations Government organisations

Attendance Service

The Government has introduced The School Attendance Turnaround Package which includes support for roles to work with schools and kura to support ākonga with their whānau to be fully engaged and realising their goals within educational settings. This service intends to support the vision of Te Tahuu o te Matauranga / Ministry of Education: To shape an education system that supports ākonga to be present, participate and progress in their learning.

The Attendance Service supports the 145 schools and kura in Waitaha (Ōtautahi, Selwyn and North Canterbury) and targets ākonga in years 1-12.

The Attendance Service is a collaborative innovation led by Purapura Whetu Trust, Odyssey House Trust Christchurch, and Stepping Stone Trust.

Purpose of the Role

The purpose of this role is to support schools and kura by engaging with ākonga and their whānau who experience irregular and moderate absence patterns before these patterns of non-attendance become continual and permanent.

The responsibilities of the role include:

- Analyse and identify patterns of attendance
- Develop consistent processes and effective practices to engage and support ākonga
- Establish effective and sustainable shifts to reduce barriers to attendance
- Utilise universal and targeted responses to support ākonga and their whānau to realise their learning goals
- Reducing the number of ākonga falling into chronically absent patterns of attendance
- Supporting and connecting across communities to life school attendance.

Functions of the Role

Identify irregular and moderate absence within the community and attendance related actions

- Working across the school/kura community to identify irregular and moderate absence data, trends and patterns
- Working with hapū and iwi, Māori and Pacific community leaders, key stakeholders and attendance and engagement governance groups to identify attendance data and actions in place across the community
- Working with whānau, hapū, iwi, Māori, and Pacific community leaders to better understand the drivers of absence for their ākonga including the impact of racism, discrimination, and bias on attendance

Support data and information analysis to inform understanding and decision making

- Working with parent communities, whānau, hapū, iwi and Māori and Pacific communities to understand their experiences, recognising the importance of identity, language, and culture
- Supporting schools, kura and school communities to analyse and understand irregular and moderate absence data and information
- Utilising data and information to identify where attitudes, behaviours, systems, and processes affect engagement and attendance

Provide information to communities and schools on effective options to turn irregular and moderate absence around

- Identifying actions and responses that increase attendance and share practice across the community
- Promoting attendance practices that are culturally sustaining, mana enhancing, and build inclusiveness
- Supporting a range of responses that effect change particularly for ākonga Māori and their whānau, Pacific learners and aiga

Support communities and schools to put effective processes and systems in place

- Supporting the implementation of effective process and system improvements across the schools and community
- Supporting conditions that promote collaborative understanding and decision making, recognising Māori agency and authority at every level of decision making.

Establish and sustain effective connections with iwi, schools, community leaders and parent communities

- Supporting connectedness and trust across the community with sustainable and effective ways of working
- Supporting enduring changes and improvements
- Understanding and responding to emerging patterns, building on responsive processes within the community

Health and safety

- Ensure compliance with all health and safety policies and procedures as they relate to the service, schools and kura and Te Tāhuhu o te Mātauranga / Ministry of Education policies

- Comply with all health and safety legislation relevant to the service's work
- Undertake all safety checks in accordance with legislation before commencing employment

Selection Criteria

The following core competencies are expected:

<p>Relating to Others</p>	<ul style="list-style-type: none"> ▪ Actively builds positive and productive working relationships ▪ Builds personal credibility with ākongā and whānau ▪ High level of cultural responsiveness ▪ Is approachable, open, non-defensive and transparent in dealing with others ▪ Accepts feedback and learns from it ▪ Shares relevant knowledge ▪ Is inclusive, supportive, and encouraging ▪ Maintains the trust and confidence of both ākongā and their whānau and professionals ▪ A sense of humour and wanting to be part of a team making a positive difference every day
<p>Cultural Safety</p>	<ul style="list-style-type: none"> • Awareness and reflection on personal culture, attitudes, beliefs, biases, and assumptions about others • Knowledge of the various dimensions of diversity, including gender, race, and ethnicity • Acknowledging that people from other cultural groups may not share the same beliefs and practices or perceive experiences in the same way • Cultural knowledge of key populations that will be served to address disparities • Open and respectful communication and engage with others in a two-way dialogue where knowledge is shared and trust is developed
<p>Participate & Contribute</p>	<ul style="list-style-type: none"> • Always support and model the values of the service • Desire to make a positive impact on ākongā and whānau • Supports and assists ākongā and their whānau in a positive manner • Displays integrity and takes responsibility for own actions • Identifies and participates in learning opportunities as appropriate • Accepts and manages personal responses to change in a positive manner
<p>Knowledge of resources</p>	<ul style="list-style-type: none"> • Knowledge of community resources within the area • Knowledge of the school / kura environment
<p>Communicating</p>	<ul style="list-style-type: none"> • Conveys information clearly, logically, and accurately especially for ākongā • Actively listens to what others have to say • Writes in an appropriate manner so that all communication is easily understood

Analytical thinker	<ul style="list-style-type: none"> • Uses problem-solving approach to devise solutions • Proficient at data and information analysis • Ability to question preconceived notions which helps to identify areas for improvement
Integrated & collaborative working	<ul style="list-style-type: none"> • Have respect for diversity • Demonstrated emotional intelligence • Keeps communication open • Demonstrated agility and adaptability • Works collaboratively and effectively as a team member
Resilience	<ul style="list-style-type: none"> • Showing composure, grit, and a sense of perspective when the going gets tough, helping others maintain optimism and focus, and maintaining your own ability to bounce back from adversity
Managing Self	<ul style="list-style-type: none"> • Accepts ownership for delivering to commitments • Uses time productively • Has a 'can do' attitude • Is aware of the effect their words and attitudes have on others • Patience and ability to work under pressure • Maintains own well-being • Is a lifelong learner, continually maintains professional knowledge • Plans and organises tasks on a day-to-day basis to achieve results

Person Specification

The Pou Whirinaki will have:

- Knowledge of their local community, iwi and schools
- A deep understanding of the barriers to school attendance and the long-term outcomes for tamariki and rangatahi of regular school attendance
- An understanding of Māori rights and interests, a clear understanding of Te Tiriti o Waitangi, and the rights and obligations established by Te Tiriti
- Demonstrate an understanding, knowledge, and experience of tikanga and te ao Māori
- A strong understanding of the drivers of irregular and moderate absence and leading practice approaches to support engagement and attendance
- Skills at working collaboratively with others to deliver shared objectives
- Confidence in analysing and using data to provide insights and support decision making
- Strong interpersonal and communication skills including the ability to support and/or influence a wide range of stakeholders
- An ability to build trusting relationships and partnerships to achieve shared outcomes
- Be computer literate and competent with Word, Excel, etc
- Have a full, clean drivers' licence

Qualifications

A Level 4 qualification in the human services or an intention to complete study towards a certificate would be an advantage as well as proven experience and skills in supporting ākonga and whānau.