



MARLBOROUGH GIRLS' COLLEGE

Te Kāreti Kōhine o Wairau

Job Description

Kaiako Māori — Whānau Teacher, Te Rui o Te Wairau

Marlborough Girls' College | Last Updated: September 2026

Mā te ako ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau, mā te mātau ka ora.

Ko te Kāreti tēnei o Te Riu o Te Wairau e karanga atu nei ki a koutou ngā manu taikō o te ao Māori. Nau mai, piki mai, kake mai.

At Marlborough Girls' College, our values underpin our mahi - Whanaungatanga, Manaakitanga and Kotahitanga. Our purpose is that everyone learns and everyone thrives. The school's Vision for Learning is held within the whakataukī:

Mā te kahukura ka rere te manu

"Adorn the bird with feathers so that it may fly."

This whakataukī describes the Kaiako Māori role directly: their task is to help equip (adorn) students with the knowledge, skills, capabilities and confidence so that they can fly under their own power. All staff are expected to role model and support our values in action, and to support the school's commitment to Te Tiriti o Waitangi.

This job description sets out the responsibilities of the Kaiako Māori / Whānau Teacher for Te Rui o Te Wairau, and should be read alongside the New Zealand National Curriculum, the Standards for the Teaching Profession, and Ngā Tikanga Matatika | The Code of Professional Responsibility.

POSITION:	Kaiako Māori — Whānau Teacher, Te Rui o Te Wairau
ACCOUNTABLE TO:	The MGC Board of Trustees through the Principal, Deputy Principal (Māori Student Success), and Curriculum Leader
FUNCTIONAL RELATIONSHIPS:	● Principal ● Deputy Principal with responsibility for Māori Students' Success ● Curriculum Leader (CL) ● Manutaki Māori and the school and student Komiti Māori ● Colleagues, ākonga, whānau, hapū, iwi and mana whenua

Kaiako Māori — Specific Responsibilities

The primary role of the Kaiako Māori has two parts: to plan, teach and assess te reo Māori and te ao haka, and to be the whānau teacher for Te Rui o Te Wairau. In addition to the standards and responsibilities above, the Kaiako Māori / Whānau Teacher for Te Rui o Te Wairau carries the following kaupapa Māori leadership responsibilities across the school.

Key Responsibilities	What this looks like at MGC
Ākonga Relationships and Learning Environment <i>Develop and maintain positive, empowering relationships with ākonga.</i>	● Create a safe and inclusive learning environment that honours Te Tiriti o Waitangi and reflects the aspirations of mana whenua for ākonga ● Plan and teach so that ākonga reach their potential, in ways that engage and inspire ● Create an inclusive, supportive environment that promotes our vision for learning: Te Whare Tapa Whā (wellbeing), Kairangi (excellence and innovation), and Ako (learning)
Teaching — Te Reo Māori and Te Ao Haka <i>Plan, teach and assess te reo Māori and te ao haka across the senior and junior school.</i>	● Plan, teach and assess te reo Māori from Years 9–13, including NCEA Level 3 ● Plan, teach and assess te ao haka to NCEA Level 3
Whānau Teacher — Te Rui o Te Wairau <i>Act as whānau teacher for Te Rui o Te Wairau, our multi-level kaupapa Māori whānau class.</i>	● Provide pastoral leadership and continuity of care across the multiple year levels within the whānau class ● Build a strong kaupapa Māori class culture that supports each ākonga's identity, wellbeing, attendance and achievement
Kapa Haka and Kaupapa Māori Events <i>Support and contribute to Kapa Haka and key kaupapa Māori events.</i>	● Lead kapa haka across the whole school ● Support and contribute to Ngā Manu Kōrero at school, regional and national level ● Support participation in ā kura ā rohe ● Support and contribute to Te Kahu Whetū — the school's Mātariki celebration of Māori students' success
Leadership of Māori Student Success <i>Be part of the school Komiti Māori and support the wider leadership of Māori student success.</i>	● Be an active member of the school Komiti Māori ● Support the Manutaki Māori and the student Komiti Māori ● Support and contribute to termly whānau hui, working alongside the Deputy Principal with responsibility for Māori students' success
Iwi, Hapū, Whānau and Mana Whenua Engagement <i>Liaise and connect with iwi, hapū and whānau.</i>	● Build and maintain relationships with iwi, hapū and whānau on behalf of the school ● Support and grow opportunities for mana whenua to participate in school processes and activities
Te Reo Māori, Tikanga and Kawa <i>Support the use of te reo Māori and raise the profile of our shared Māori and Pākehā heritage.</i>	● Support and advise on the everyday application and promotion of tikanga and kawa across the school ● Facilitate the integration of karakia, waiata and pūrākau of local iwi into school life

Outcomes for Ākonga

Through this role, and the wider practice it supports across the school, ākonga will:

- Understand the importance of learning and maintaining knowledge of iwi and Māori
- Know their whakapapa, ancestry and identity
- Have self-determination in making their own future
- Have the patience, commitment and resilience to complete tasks
- Recognise the skill and excellence in themselves and in others

Professional Standards

This role is underpinned by the Standards for the Teaching Profession set by the Teaching Council of Aotearoa New Zealand (2026).

Standards for the Teaching Profession	What this looks like at MGC
Across all domains	
Standard 1 — Te Tiriti o Waitangi Partnership <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</i>	• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi • Design teaching and learning experiences that affirm, for all ākonga, the knowledge, identity, language and culture of te ao Māori and tangata whenuatanga • Practise and develop the use of te reo and tikanga Māori, including to support positive engagement with Māori learners, their whānau and communities
Domain: Professional Knowledge	
Standard 2 — Know the Content and How to Teach It <i>Understand how to design learning based on content, curriculum and pedagogical knowledge.</i>	• Demonstrate developed subject and curriculum knowledge, including of te reo Māori me ōna tikanga where relevant to the role • Apply evidence-informed teaching strategies, including those that foster oral language, literacy and numeracy across learning areas
Standard 3 — Know the Learner and the Learning Process <i>Understand the learning process and the diversity of ākonga strengths, needs, languages, cultures, identities and interests.</i>	• Understand the cognitive, emotional and social factors that affect how ākonga learn • Use culturally responsive teaching that richly contextualises learning to ākonga culture, backgrounds and interests • Critically examine own assumptions and beliefs and their impact on the achievement of all ākonga

Domain: Professional Practice	
Standard 4 — Plan for and Implement Effective Teaching and Learning <i>Plan for learning, teach and respond to ākonga to progress their learning at an appropriate depth and pace.</i>	● Set high expectations for the learning outcomes of every ākonga ● Use and adapt a range of evidence-informed teaching strategies to meet individual and group needs ● Specifically support the educational aspirations of Māori learners, taking shared responsibility for ākonga to achieve success as Māori
Standard 5 — Create and Maintain Supportive and Safe Learning Environments <i>Develop a culture where ākonga feel safe, have their needs met, and are focused on learning.</i>	● Build genuine, respectful relationships so ākonga feel their identities, languages, cultures and abilities are valued ● Establish routines and environments that support diverse physical, social, emotional and intellectual needs ● Promote positive behaviour through clear, restorative and culturally responsive approaches
Standard 6 — Assess, Provide Feedback, and Report on Learning <i>Use regular and consistent assessment to inform teaching and share information on ākonga progress.</i>	● Gather and use assessment and aromatawai information to identify next steps and additional support or extension ● Provide constructive feedback and communicate clear progress information to ākonga, whānau and caregivers
Domain: Professional Engagement	
Standard 7 — Engage in Professional Learning <i>Improve professional capability through evidence-based reflection, professional learning and engagement with colleagues.</i>	● Reflect on the effectiveness of practice as part of an ongoing cycle of growth and improvement ● Participate in professional learning and adaptively apply it in practice ● Engage with colleagues to give and receive feedback and address challenges collaboratively
Standard 8 — Engage in Productive Professional Relationships <i>Work constructively with colleagues, parents/caregivers and the community to support the learning and wellbeing of each learner.</i>	● Build positive, respectful and culturally appropriate relationships with whānau focused on ākonga learning and wellbeing ● Collaborate reciprocally with colleagues and external agencies to meet the needs of every ākonga ● Actively and collegially contribute to the wider educational setting and communicate clearly and professionally

School Specific Standards

Tasks	Outcomes
Student Behaviour Management <i>Manage ākonga behaviour effectively within MGC restorative practice and systems.</i>	● Establish constructive, positive relationships with ākonga and be responsive to individual needs ● Develop and maintain a positive, safe, physical and emotional environment ● Create an environment which encourages respect, understanding and high standards ● Maintain a purposeful working environment focused on high standards of achievement
Contribution to Wider School Activities <i>Contribute to school life beyond the classroom.</i>	● Support the wider educational, co-curricular and extra-curricular life of the school ● Participate in whole-school events and support community and school programmes

Agreement

I have read and understood this job description and agree to fulfil the responsibilities it describes.

Signed:	Teacher	Dated:	
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