

Te Hononga Te Pae Here Pou-Akiaki-Kura

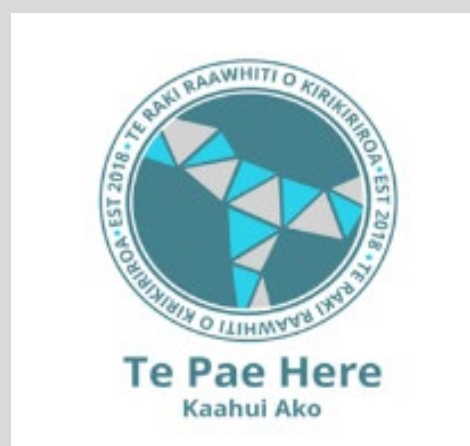
The pou-akiaki-kura positions have been created as a result of the Government's increased support for schools to more effectively meet the attendance improvement targets that are referenced in the [June 2022 Attendance and Engagement strategy](#).

Regular school attendance has a significant impact on a student's engagement, participation, and achievement. Te Pae Here has included improved attendance as part of their August 2022 approved achievement challenges document. This aligns with the 2022 Attendance and Engagement Strategy, 2020 Education and Training Act, Tertiary and the 2020 Statement of National Education Learning Priorities (NELPS). [The Statement of National Education and Learning Priorities \(NELP\) and the Tertiary Education Strategy \(TES\)](#).

The Ministry of Education has completed the design process for 82 new attendance officers and Te Pae Here Kaahui Ako has been allocated two attendance officer positions. The term pou-akiaki-kura references a person (pou) that encourages (akiaki) school attendance (kura). These roles are designed to work within schools with students who have irregular or moderate absences. This means they will typically support students missing 5-15 days of school in a term. They will work with clusters of schools, students and whaanau on strategies to achieve regular attendance.

The following data tables outline the school attendance improvement targets, and Te Pae Here Kaahui Ako attendance date for Term 2, 2021. Term 2, 2021 date has been selected because it was the most recent period that schools were least affected by Covid-19. This data appears to be consistent with the statement that was made in the Attendance and Engagement Strategy.

The drop in attendance has been for everyone: every ethnicity, every decile, every year level, and every region has experienced declines. The largest declines have been seen in primary and intermediate schools (Years 1-8) which have experienced a decline in regular attendance of 14 percentage points since 2015, half of which occurred in 2019, and for Māori and Pacific ākonga, for whom there has been a decline averaging 14 percentage points since 2015 (MOE, 2022, p.4).





Attendance Summary - Term 2, 2021* Te Pae Here Kāhui Ako

Attendance level	90-100% <i>Regular</i>	80-90%	70-80% <i>Moderate</i>	0-70% <i>Chronic</i>	All
Number of students	6737	2639	868	883	11,127
% of students	60.5%	23.7%	7.8%	7.9%	

* Term 2, 2021 data selected as it represents the last term we have had that was largely unaffected by COVID-19

Targets

Measure	2024 Target	2026 Target	2015 rates	Current (2021) rates
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70%	75%	69.5%	59.7%
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6%	4%	6.3%	8.5%
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5%	3%	4.6%	7.7%
Percentage of unexplained absences where schools have notified whānau on the day of absence and initiated intervention after 5 days of unjustified absence in a term.	95%	100%	This is a draft measure and is subject to further work with the sector. There is currently no mechanism for measuring this activity.	

Our pou-akiaki-kura positions will be part of the Te Hononga Te Pae Here attendance team and they will be working with selected schools to support more students to become regular attenders. Based on the data above this would mean supporting the 3507 (31.5%) students that were classified as being irregularly and moderately absent from school into the regular attendance classification. If we are to achieve the 2024 target of 70% of students being regular school attenders, we will need to support at least 1052 students move into this classification. Our pou-akiaki-kura will focus on supporting our schools to achieve this target. This is an exciting opportunity, and we are look forward to contracting two pou-akiaki-kura to become members of the Te Hononga Te Pae Here team.

Recruitment Schedule	
Positions advertised	May 26
Positions close	June 14
Interviews	June 19
Positions offered	June 21
Positions commence	July 17

Position Description

Te Hononga Te Pae Here Pou-Akiaki-Kura

This position primarily focuses on working with schools and their communities to support students and their whaanau to improve school attendance. The students that the pou-akiaki-kura will mainly support will be classified as being irregularly or regularly absent from school. The goal is to support these students to become regular school attenders.

Accountable to:

Lead principal

Responsible to:

Lead principal and Te Pae Here across-school teacher with attendance delegation.

Purpose of position:

To work with selected schools to improve the levels of regular school attendance. This will be achieved by reducing the number of students that are classified as either being irregularly or moderately absent from school.

Key relationships:

Lead Principal, Te Pae Here across-school teacher with attendance delegation and other members of the Te Hononga Te Pae Here team.

Tenure and remuneration:

This position will be paid at a rate commensurate with experience and qualifications. This is a fixed term position for three years (2023, 2024, and 2025), with the possibility of the contract being renewed for a further three years.

Hours of employment:

This is a 35 hours per week position, however, the schedule will be responsive to the needs of the students and their whaanau which may mean that some of the work may need to be done outside of school hours. However, working between 8:30am to 4:00pm provides guidance that enables the successful applicant to work 35 hours per week. Please note that this position is not remunerated during the school holidays.

The appointment to this role is conditional on the preferred applicant returning an acceptable police check.

ROLES AND RESPONSIBILITIES:

Key areas of responsibility include:

In collaboration with the lead principal, Te Pae Here across-school teacher, school attendance teams, and other members of the Te Hononga Te Pae Here team engage in interactions with schools, community groups, students and their whaanau that support the students to improve the level of the school attendance. The primary focus of the position is to support schools to implement practices that support students to move from being irregularly and moderately absent to becoming a regular school attender. This will include, but will not be limited to the following areas...



Te Hononga Te Pae Here Pou-Akiaki-Kura

Responsibilities

- To develop relationships of trust with the Te Hononga Te Pae Here team
- To develop relationships of trust with the delegated attendance officer of each school
- To develop relationships of trust with students and their whaanau
- To engage in positive interactions with schools and their communities that support students to improve their school attendance and engagement
- Engage in professional learning to improve role effectiveness

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

In practice this may include:

- working across the school community to identify irregular and moderate absence data, trends and patterns
- working with hapuu and iwi, Maaori 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 whaanau, hapuu, iwi, Maaori and Pacific community leaders to better understand the drivers of absence for their aakonga including the impact of racism, discrimination and bias on attendance

Function - Support data and information analysis to inform understanding and decision making

In practice this may include:

- working with parent communities, whaanau, hapuu, iwi and Maaori 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

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

In practice this may include:

- 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 aakonga Maaori and their whaanau, Pacific learners and aiga

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

In practice this may include:

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

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

In practice this may include:

- 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

Knowledge, Skills and Experience

Pou-akiaki-kura are likely to:

- know their local community, iwi and schools
- have a deep understanding of the importance of regular school attendance for children and young people
- an understanding of Maaori 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 Maaori
- have a strong understanding of the drivers of irregular and moderate absence and leading practice approaches to support engagement and attendance
- be skilled at working collaboratively with others to deliver shared objectives
- be confident in analysing and using data to provide insights and support decision making
- have strong interpersonal and communication skills including the ability to support and/or influence a wide range of stakeholders
- have an ability to build trusting relationships and partnerships to achieve shared outcomes

Te Hononga Te Pae Here Application Form for Pou-Akiaki-Kura Positions

Full name	
Please provide photographic evidence to confirm your identity	
Address	
Telephone (mobile)	
Telephone (home)	
Telephone (work)	
Email	
Teacher registration #	
Expiry date	
Qualifications relevant to this position	

Referees

Please provide the names of two people who could act as referees for you. Please ensure your selected referees can attest your professional competencies.

Referee 1

Full name	
Address	
Telephone (mobile)	
Telephone (home)	
Telephone (work)	
Email	
Relationship to applicant	
Years known to applicant	

Referee 2

Full name	
Address	
Telephone (mobile)	
Telephone (home)	
Telephone (work)	
Email	
Relationship to applicant	
Years known to applicant	

Summary of positions held over the past 10 years

Organisation	Position held	Reason for leaving	Period employed

What do you believe are three main challenges that schools face in improving school attendance to 90% or above and how would you support them to overcome these challenges (less than 200 words).

Is there anything else that you would like to include in your application?

General

1. Have you ever been convicted of an offence against the law? (Yes/no).	
If 'Yes', please supply relevant details:	
2. I give permission for the Fairfield College Board of Trustees to check my record with the New Zealand Police. (Yes/no).	
3. To the best of my knowledge the statements in my application and Curriculum Vitae are true and accurate. I give permission for these claims to be verified. I understand that the conditions of my employment may be jeopardised if the claims are found to be false. (Yes/no).	
4. I give permission for the Fairfield College Board of Trustees to gather information from any person or organisation that the Board deems necessary in relation to the job description and person specification. (Yes/no).	
Please type in your name in the adjoining space, with the date that you have submitted this application, to attest to the above answers.	

If you have any queries, please contact the principal's personal assistant, Lorelle Snowdon. Please also send your completed application, covering letter, and curriculum vitae to Lorelle Snowdon - snowdonl@faircol.school.nz

Office use only

Date the application was received: