

**UNIVERSITY OF OTAGO**  
**ŌTĀKOU WHAKAIHU WAKA**

**JOB DESCRIPTION**

**JOB TITLE:** Kairangahau Kaiako | Teacher Researcher  
**DEPARTMENT:** Te Ākau Taitoka | College of Education  
Te Huka Rakahau i te Aromatawaitaka o te Mātauraka | Educational Assessment  
Research Unit (EARU)  
**DIVISION:** Te Kete Aronui | Humanities

**1. PRIME FUNCTION:**

The Educational Assessment Research Unit is contracted by the Ministry of Education to conduct the Curriculum Insights and Progress Study.

The Study generates powerful insights about learning and teaching, to shape policy and inform classroom practice.

Kairangahau Kaiako | Teacher Researcher contribute to the project by conducting assessments with Year 3, Year 6 and Year 8 students, and collating other student and school information as required.

**2. MAIN OBJECTIVES:**

- Administer set assessment tasks to selected Year 3, Year 6 and Year 8 students.
- Collect student and school information from selected schools.
- Collate and submit collected data to EARU.

**3. KEY TASKS:**

- Attend a training programme.
- Travel to selected schools to collect data.
- Set up and administer assessment tasks to up to 28 students at each year level, according to set procedures.
- Develop a rapport and effective working relationship with participating students, staff, teachers and parents.
- Complete administrative tasks accurately.
- Collate and return assessment papers and computer-held data, according to set procedures.
- Participate in quality assurance activities.

**4. RELATIONSHIPS:**

Directly responsible to: The Project and Curriculum Lead.  
Supervision of: N/A  
Functional relationships: Project staff,  
Other Kairangahau Kaiako | Teacher Researcher  
Professionals in the Education sector.

**5. BUDGETARY RESPONSIBILITY:**

N/A

## **6. EXPECTED OUTCOMES:**

- Complete assessment programme in each school in accordance with the Study guidelines.
- Collate and return data to EARU, University of Otago.
- Represent the Study in a professional manner.

## **7. PERSON SPECIFICATION:**

- A commitment to Te Tiriti o Waitangi and to equal opportunity.
- Commitment and understanding to te reo Māori me ōna tikanga
- Demonstrates cultural responsiveness to, and affinity with, children from diverse backgrounds particularly Māori and Pasifika.
- Teaching degree or equivalent (preferably Primary sector based).
- Current teacher practising certificate in New Zealand.
- Current teaching experience in Aotearoa New Zealand school sector (years 1-8).
- Sound knowledge of the capabilities of students at the required year levels.
- Current classroom curriculum knowledge and understanding in the areas being assessed.
- Evidence of an ability to communicate and establish good relationships with students and parents.
- Evidence of an ability to work collaboratively with teachers, principals and other professionals in the education sector.
- Ability to follow procedures and work systematically, with careful attention to detail, according to agreed time schedules.

## **8. MĀORI STRATEGIC FRAMEWORK:**

Act in a manner consistent with the principles and implications, as well as the University's commitment to the Treaty as articulated in the Māori Strategic Framework.

## **9. PACIFIC STRATEGIC FRAMEWORK:**

Act in a manner consistent with the strategies and goals contained in the University's Pacific Strategic Framework, role-modelling and promoting Pacific values, equity and diversity principles and cultural safety practices.

## **10. HEALTH & SAFETY:**

Act and work in a manner compliant with current health and safety at work legislation and University procedures, frameworks and guidelines. Role model safe behaviour and practices, share the responsibility to prevent harm and contribute to a safe campus and work environment, including raising workplace health and safety concerns for self, students, visitors and other staff.

## **11. SUSTAINABILITY:**

Act in a manner consistent with the University's sustainability commitments; role-modelling sustainable practices, with a particular emphasis on minimising the environmental impact of day-to-day activities.