

## Position description

### Kairangahau | Researcher Pacific Education

#### Te Rautaki a te Rangahau Mātauranga o Aotearoa | NZCER Strategy 2025–2029

#### Te Matakite

He reo hautū mō te mātauranga i Aotearoa, e whakaumu nei i te rangahau, i ngā kaupapa here, me ngā tikanga whakaako kia puta ai he hua tautika, kairangi hoki mō ō tātou whānau me ō tātou hapori.

#### Vision

A leading voice for education in Aotearoa, transforming research, policy, and teaching practice to realise equitable and excellent outcomes for learners, whānau, and communities.

#### Te Tiriti o Waitangi

*E noho ana Te Tiriti o Waitangi (1840) hei kahupapa mō te mahi a te Rangahau Mātauranga o Aotearoa*

E noho ana Te Tiriti o Waitangi, he mea waitohu e ngā Māori me te Karauna, hei kahupapa mō ā mātou mahi i te Rangahau Mātauranga o Aotearoa. E ū ana mātou ki te hāpai i ngā haepapa o te kāwanatanga me te tino rangatiratanga i roto i te rāngai mātauranga.

*Te Tiriti o Waitangi (1840) underpins the work of Te Rangahau Mātauranga o Aotearoa | NZCER*

Te Tiriti o Waitangi, signed between Māori and the Crown, underpins our work at NZCER. We are committed to upholding the relational responsibilities both of kāwanatanga and of tino rangatiratanga within the education sector.

#### Ngā whakaarotau rautaki

Mā ā mātou whakaarotau rautaki ka tutuki tō mātou kaupapa. Ka whakamāramatia e mātou tō mātou tū, tō mātou arotahi rautaki, me tō mātou tū i roto i ia whakaarotau rautaki, o ngā mea e rima.

- Te whakapiki i te tautika i roto i te mātauranga
- Ka noho ngā awhero mātauranga o te iwi Māori hei punga mō ā mātou mahi
- Te whakapakari i te aromatawai mō te ako
- Te tō mai i te mātauranga iwi taketake ki waenga pū i te mātauranga
- Te whakaumu i te mātauranga i tētahi ao hou

#### Strategic priorities

Our strategic priorities help us achieve our purpose. We describe our position, strategic focus, and our approach in each of the five priorities.

- Improving equity in education
- Māori educational aspirations anchor our work
- Strengthening aromatawai and assessment for learning
- Centring Indigenous knowledge in education
- Transforming education in a changing world

#### Ngā Uara

**Te Tika**—e mahi ana mātou i ngā mea e tika ana mā te piri ki ngā tikanga rangatira, ki te tōtika, me ngā uara e puritia ana e te katoa

**Te Pono**—ka kōrero mātou i te pono, ka whai i te pono, ā, ka whiria ngā tirohanga katoa

**Te Whanaungatanga**—he mea hira ki a mātou ngā hononga, me ngā pātuitanga tauawhiawhi

**Te Manaakitanga**—ka whakarangatira mātou i ētahi atu me te manaaki, te tiaki hoki i a rātou

**Te Ako**—e piri ana mātou i te kī, kāore he mutunga o tēnei mea te ako.

#### Values

**Tika**—we do what is right by acting with integrity, fairness, and shared values

**Pono**—we are honest, seek truth, and consider all perspectives

**Whanaungatanga**—we value relationships and reciprocal partnerships

**Manaakitanga**—we respect others and treat them with generosity and care

**Ako**—we nurture a culture of ongoing learning.

## **Purpose of role**

The Kairangahau—Researcher Pacific Education will contribute to high-quality Pacific and other NZCER research and evaluation projects. They will also lead relatively straight-forward projects. These projects aim to facilitate better educational experiences for Pacific Peoples and all ākongā/learners, and contribute to transformational educational change. Pacific Researchers may also be involved in the development and delivery of research-informed assessment and other learning resources for ākongā/learners in Aotearoa.

## **Key accountabilities**

- Contribute to proposals to win research funding and to further knowledge and grow Pacific knowledge systems.
- Work in teams to undertake research and evaluation projects and lead small and straight-forward projects.
- Contribute advice internally to support Pacific values and research practices.
- Actively contributes to research that champions equitable outcomes for Pacific Peoples and supports others to engage in this work with cultural integrity.
- Carry out project planning and implementation, instrument development, data collection and analysis, reviewing and synthesising literature, and writing of research reports.
- Disseminate research findings, including through presentations.
- Seek out opportunities to develop Pacific learners, families and communities, and educational research networks.
- Contribute to the development and delivery of high-quality assessment and other learning resource development work.
- Actively contributes to research which facilitates the achievement of equitable outcomes for Māori and supports others to do the same.

## **Knowledge, skills and abilities**

A Kairangahau—Researcher Pacific Education will have the following knowledge, skills and abilities:

- A Bachelor's degree or higher
- Typically, two to three years' experience as a kaiāwhina rangahau—research assistant
- Experience working with Pacific Peoples, data, methodologies and in Pacific contexts
- Developing methodological expertise in areas such as education research, evaluation, kaupapa Māori research, and quantitative research methodologies
- Experience as a classroom teacher and/or school educator (desirable)
- An understanding of the context for education in Aotearoa NZ
- A sound knowledge of Te Tiriti o Waitangi, what it means, and how it applies to an education context
- Experience working with Māori, with Māori data, and in Māori contexts or Māori-centred projects
- Effective communication skills
- Problem-solving skills
- Critical thinking and analytical skills
- Ability to work in teams
- Ability to contribute to multiple teams and across projects.

## **Personal attributes**

At NZCER we expect our staff to behave in ways that are consistent with our values and established ways of working.

In addition, all staff must be able to demonstrate the following:

- an ability in, and a desire to improve, te reo Māori proficiency
- commitment to the principles of Te Tiriti o Waitangi and upholding mana Māori in our work
- respect for others and valuing diversity
- an orientation towards continuous improvement to systems and processes
- personal desire for ongoing learning and development
- recognition of the value of team effort; sensitivity to the needs and opinions of other team members
- a willingness to work in accordance with NZCER's Code of Conduct
- personal and professional integrity.