



Ngā Kōrero e pā ana ki te Tūranga

Job Description

Product Designer – Perspectives

Business Group	Te Poutāhū Curriculum Centre
Location	Te Whanganui-ā-Tara Wellington
Salary band	A9
Role Type	Fixed Term – End date 12/12/2025

Mahi i roto i te Ratonga Tūmatanui | Working in the Public Service

Ka mahitahi mātou o te ratonga tūmatanui kia hei painga mō ngā tāngata o Aotearoa i āiane, ā, hei ngā rā ki tua hoki. He kawenga tino whaitake tā mātou hei tautoko i te Karauna i runga i āna hononga ki a ngāi Māori i raro i te Tiriti o Waitangi. Ka tautoko mātou i te kāwanatanga manapori. Ka whakakotahingia mātou e te wairua whakarato ki ō mātou hapori, ā, e arahina ana mātou e ngā mātāpono me ngā tikanga matua o te ratonga tūmatanui i roto i ā mātou mahi.

In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Treaty of Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work.

Mō ētahi atu kōrero hei whakamārama i tēnei kaupapa, haere ki | You can find out more about what this means at [Role and purpose - Te Kawa Mataaho Public Service Commission.](#)

To Mātou Aronga | What we do for Aotearoa New Zealand

At Te Tāhuhu o te Mātauranga | Ministry of Education, delivering our purpose makes a real difference to all ākonga of Aotearoa:

***He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers excellent and equitable outcomes***

We fulfil our purpose by:

- delivering services and support nationally, regionally and locally to and through the education sector and in some cases directly to ākonga and whānau
- shaping the policies, settings and performance of the education system so that it is well placed to deliver equitable outcomes for ākonga and their whānau, from early learning through tertiary.

Tēnei Tūranga | About the role

This role sits in The Curriculum and Assessment Change Programme which is a key unit within Te Poutāhū | Curriculum Centre. It's focus is on delivering multiple, interrelated projects with a set scope that deliver to outcomes tied to Te Poutāhū and Te Mahau strategic direction, as well as Cabinet Decisions. The Programme works in partnership with other Te Poutāhū business units to enable the products and outcomes delivered from these projects to move into the business for ongoing delivery, maintenance, and support.

The Product Designer in the perspectives team works collaboratively with other kaimahi and is responsible for assisting in the design and building of the requirements that relate to your key focus area (te reo Māori, te ao Māori, mātauranga Māori, accessibility and inclusion, Pacifica) that will be used as the base to develop all Curriculum products require within the Programme. You will play a crucial role in ensuring that all requirements and Quality Criteria / Definition of Done have been built so there is nothing left to chance in the design of products for this team. This role will also provide quality assurance testing of the developed products to ensure they meet



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the quality standards required.

Your role will have a key focus area within the team that you are a subject matter expert in and you will support all product designers.

The Product designer will work closely with their manager and the workstreams within the programme to ensure alignment across the Programme.

Ngā Haepapa | Accountabilities

As a Specialist within Te Tāhuhu o te Mātauranga | the Ministry of Education you will:

- Share specialist knowledge across the organisation and with stakeholders, working with others to inform operational level decision making.
- Contribute to an effective team with a positive approach to the work environment that encourages and supports high performance, collaboration and problem solving.
- Lead the resolution of issues, identifying risks and solutions to protect and enhance the integrity and reputation of the Ministry.
- Lead or contribute to the development and implementation of innovative and fit-for purpose solutions and frameworks for current and future challenges.
- Develop and use data and insights to make evidence-based decisions and recommendations on operational issues.
- Build capability in others through coaching, quality assurance, and proactively sharing knowledge and expertise.

As the Product Designer – Perspectives you will:

- Work with the workstream design teams and Business Analysis to inform the requirements for the required products within the programme. Ensuring consideration has been given to your key focus areas whether it be te reo Māori, te ao Māori, mātauranga Māori, Pacifica, accessibility and inclusion and or New Zealand Sign Language.
- Consider and advocate for your key perspective area within this team when assisting in the development of advice and guidance of any frameworks, and deliverables.
- Lead in the development of the Quality Criteria / Definition of Done to ensure your key focus area along with equity is built into each of the required products.
- Assist in planning to inform the design of initiatives, products, and services for the programme. Provide well thought through advice and guidance on all possible issues, risks, and solutions.
- Provide subject matter expertise within your focus area.
- Implement frameworks and methods in best practice pedagogy to support design.
- Work across the programme workstreams to confirm alignment of all products being developed.
- Ensure recommendations and requirements from business owners and stakeholder groups are included in the development of products.
- Quality review and test products that have been developed by the delivery team to ensure that they are fit for purpose and meeting the required quality assurance / definition of done.
- Provide constructive feedback on products that do not meet the required quality assurance / definition of done.
- Work collaboratively with the team to address any issues and provide potential solutions.

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- Respond to risks, issues and dependencies ensuring these are logged in the register. Own, mitigate, or escalate where they cannot be managed within the team.
- Follow Programme and Project Standards, frameworks and guidelines.
- Bring an agile mindset to all aspect of your role through understanding, collaborating, learning, and staying flexible to achieve the programme outcomes.
- Bring your specialist knowledge to bear in your work to ensure positive changes and outcomes for the sector.

You will make decisions in accordance with the Ministry's policies and delegations framework.

Wheako | Experience

To be successful in this role you will have the following experience:

- Experience in a complex organisation
- Experience in building relationships and partnerships to achieve shared outcomes.
- Experience working in programme/project environments.
- Understanding of The New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki and approaches to curriculum development and design.
- Experience in developing key project resource development and manage your own workload to compete tasks within the required timeframes.
- Knowledge of best practice pedagogy about the kinds of teaching approaches that consistently have a positive impact on student learning, in the context of a bicultural and inclusive curriculum.
- Knowledge of assessment of learning
- Understanding of educational change and implementation evidence that will enhance the behaviour change required.

Note: The following key focus areas are specific to the one of the roles within this team and it is not expected that everyone will have the experience in each area but will have strong experience in at least one.

Key Focus area experience Māori

- A graduate from a tertiary te reo Māori degree would be an advantage.
- An understanding of Te Tiriti o Waitangi and the role of the Crown to give effect to Te Tiriti.
- Knowledge of te ao Māori, and understanding of te reo, tikanga, and mātauranga Māori.
- Experience with Māori whānau, hapū, iwi, and hāpori.
- An understanding of what works for Māori learners.
- Knowledge of Māori bodies of knowledge that could be used to inform and improve the design of deliverables and/or curriculum, including the championing of mana ōrite mō te mātauranga Māori
- Te reo Māori exposure or a level of fluency to communicate effectively when required at a level acceptable to the audience.

Key Focus area experience Pacifica

- Experience working with Pacifica and helping to influence change where possible and improved outcomes for Pacific learners.
- An understanding of what works for Pacific learners.

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- Knowledge of Pacifica bodies of knowledge that could be used to inform and improve the design of deliverables and/or curriculum.

Key Focus area experience New Zealand Sign Language

- An understanding of New Zealand Sign Language.
- Experience working with New Zealand Sign Language and helping to influence change where possible and improved outcomes for learners.
- An understanding of what works for New Zealand Sign Language learners.
- Knowledge of New Zealand Sign Language bodies of knowledge that could be used to inform and improve the design of deliverables and/or curriculum.

Key Focus area experience accessibility and inclusion

- Knowledge and expertise of what is accessibility and inclusion within education.
- Knowledge and expertise in student Pathways and Transitions

Ngā Āheinga | Capabilities

To be successful in this role you will have the following capabilities and competencies:

- Good Problem solving skills
- Resilience to deal with pressure.
- Ability to identify risks and effective mitigation.
- Ability to influence and persuade others to achieve desired results.
- Proven ability to establish, build and maintain highly effective working relationships.
- Good organisational skills, able to manage and prioritise multiple tasks
- Sound knowledge of government and public sector processes.
- Passionate about equitable outcomes for all.
- Understanding of culturally sustaining practice within education settings.
- An understanding of the role of Te Tiriti o Waitangi in the education sector.
- The ability to write clearly for a variety of audiences and communicate complex information simply.
- A commitment to ongoing personal and professional development.
- Ability to work flexibly across the team and an ever-changing environment.
- Knowledge of the education sector, which could include one or more of the New Zealand curricula.
- Knowledge of the NCEA Review of Achievement Standards.
- Cultural knowledge and competency to build relationships and operate in te ao Māori and Māori communities.

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Tātai Pou | Our Cultural Competency

Tātai Pou is our Māori Cultural competency framework. It has been aligned and is complementary to the Māori Crown Relations Capability Framework (MCR). Tātai Pou is designed to support our people and organisation to give effect to the articles of te Tiriti o Waitangi in our work. The work-based capabilities have four focus areas and describe four levels of competency (high, consolidation, developing and essential) that enable us to deliver our partnership approach so that Māori enjoy and achieve educational success as Māori.

While this role is set at Developing, you will be provided with development support within Te Poutāhū to enable you to reach the next level of Confident.

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Pou Hono Valuing Māori	Developing
Pou Mana Knowledge of Māori content	Developing
Pou Kipa Achieving equitable education outcomes for Māori	Developing
Pou Aroā Critical consciousness of racial equity for Māori	Developing

Leadership Success Profile - Te Kawa Mataaho | Public Service Commission

Leadership matters. Strong leadership at every level in the Public Service will transform the experiences of New Zealanders. The Leadership Success Profile establishes “what good looks like” for leadership at all levels. Information about how the Leadership Success Profile applies to this role is available on the Ministry’s intranet.

Ngā Whakaaetanga | Approvals

Date Reviewed and Approved	May 2024
Approved By	Advisory Team