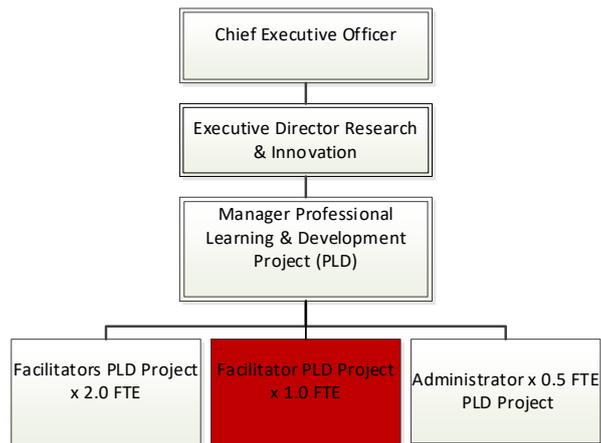


## Job Description

<b>Position Title</b>	Facilitator (Kaitoro) Professional Learning and Development (PLD) Project	<b>Team/ School:</b>	Te Āwheonui: The Centre for Professional Learning and Development
<b>Position Holder</b>		<b>Date</b>	October 2020
<b>Reports to</b>	Manager, PLD Project	<b>Location</b>	Whakatāne
<b>Agreed By (Please Sign)</b>	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date



### STATEMENT

#### The Wānanga:

- is firmly committed to the principle of equal opportunity for all, and recognizes the need to give practical effect to such responsibilities both as an employer and as an educational provider.
- provides a supportive, safe and healthy environment which is conducive to quality teaching, research and community service.
- is committed to providing a workplace free from harassment.

### PURPOSE OF POSITION

The purpose of this position is to engage with, co-construct, and provide tailored professional learning and development services for educators, students and whanau in schools, kura and Kāhui Ako (Centres of Learning). The Professional Learning and Development (PLD) project is funded by the Ministry of Education (MOE) which aims to support Māori students enjoy and achieve educational success as Māori through the provision of centrally funded professional learning and development services. Te Whare Wānanga o Awanuiārangi is an approved PLD Provider. Facilitators (accredited by MOE) agree statements of work with schools, kura, and Kāhui Ako which they then deliver. Some travel is required in this position.

## TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES;

### VISION

*Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakīia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.*

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

### MISSION

*Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua.*

*Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē.*

*Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi.*

### **Haere mai... Me haere tahi tāua.**

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future.

We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others.

*Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.*

### VALUES

**Manaakitanga:** To respect and care for students, our manuhiri, our communities and each other.

**Whanaungatanga:** To value all relationships and the kinship connections with our students, our communities and each other.

**Kaitiakitanga:** To ensure the ongoing sustainability of our organization and to protect and support the unique obligations we have to Ngāti Awa, Mataatua and wider whanau, hapu and marae.

**Pūmautanga:** To commit to excellence and continuous improvement in everything we do.

**Tumu whakaara:** To inspire and ethically lead through example and outstanding practice.

## **BACKGROUND**

Te Whare Wānanga o Awanuiārangi is a vibrant and exciting tertiary education institution providing a dynamic learning environment where students can discover their own potential for educational success.

Our programmes are designed to ensure academic excellence – we are benchmarking our programmes against those of other institutions and lifting the bar on standards. As we lift our research capacity, ongoing programme re-development will be informed by best practice.

As a Wānanga, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhuetanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, teaching delivery and student experiences.

Tikanga Māori and Te Reo Māori are central to the way in which we operate and is reflected across Te Whare Wānanga o Awanuiārangi in our programmes and practices. While some of our programmes have a high level of Māori language emphasis, others are designed to support new and emerging language learners.

Te Whare Wānanga o Awanuiārangi further provides programmes that are portable and transferable both nationally and internationally. Therefore, it is important that we explore and integrate the World view of both Māori and other indigenous peoples, and engage in and critique the world views of others.

Transformative approaches to educational achievement are a cornerstone of our broad and unique programme offerings, as we focus on providing an education that will encourage and support community development and growth, enable educational portability for our students both within Te Whare Wānanga o Awanuiārangi and the wider tertiary sector.

Operations are based at three locations – Whakatāne, Tāmaki Makaurau (*Auckland*) and Whangārei. We also deliver on marae across the Te Ika a Maui (*North Island*).

## **PROFESSIONAL LEARNING AND DEVELOPMENT (PLD) PROJECT**

Under the umbrella of the CE Office, and lead by the Project Manager, Te Āwheonu: Centre for Professional Learning and Development (PLD) is comprised of teachers and researchers who, as accredited facilitators with the Ministry of Education are committed to:

- Supporting schools, kura and Kāhui Ako to realise the vision of Ka Hikitia – Māori students enjoying and achieving educational success as Māori and builds upon learnings in previous PLD programmes including Kia Eke Panuku, Te Kotahitanga (Waikato University), He Kākano (Te Whare Wānanga o Awanuiārangi), and Star Path (Auckland University) to provide a responsive service that focusses on the potential of educators, students and whanau.
- Operating from a core understanding that the best Professional Learning and Development is resolutely transformative, collaborative, strengths based and is focussed on the needs of our students.
- Drawing on kaupapa Māori and culturally responsive and relational principles of practice.
- Using whakawhanaungatanga as a foundation for purposeful relationships with schools and educators we work with.
- Engaging and agreeing with Centres of Learning (CoL's) to deliver Professional Learning and Development services.

## DIMENSIONS AND AUTHORITY

**Staff**                *None*

**Financial:**        *Nil*

## RELATIONSHIPS

### **Internal:**

- Manager, Professional Learning and Development Project
- Other Facilitators PLD Project
- Administrator, PLD Project
- Corporate Registry Staff (IT, Finance, Marketing & Operations)
- CE Office and staff
- Other Wānanga staff

### **External:**

- Principals at Schools, Kura and Kāhui Ako (Centres of Learning)
- Staff, students and whanau in Schools, Kura, and Kāhui Ako where Professional Learning and Development Services are provided.
- Māori communities and organisations.
- Ministry of Education (local, regional and national).

## KEY RESULTS AREAS

Facilitators will work constructively and collaboratively to provide professional learning and development services in Schools, Kura and Kāhui Ako.

The role of Facilitator encompasses the following major functions or Key Result Areas:

1. Professional Learning and Development Service Engagement.
2. Delivery of Professional Learning and Development Programmes
3. Reporting and Monitoring
4. Administration
5. Team and personal effectiveness
6. Effective Communication and client focus
7. General requirements of all Wānanga employees

<b>Key Result Areas</b>	
<b>What am I meant to do?</b>	<b>How do I know I'm successful?</b>
<b>KRA 1: Professional Learning and Development (PLD) Service Engagement</b> <ul style="list-style-type: none"><li>• Promote opportunities with schools, kura and Kāhui Ako to raise the achievement and engagement levels of Māori students through the provision of tailored PLD services.</li></ul>	<ul style="list-style-type: none"><li>• Promote PLD services to schools, kura and Kāhui Ako as an accredited MOE Facilitator by making formal appointments with prior approval from MOE, or at marketing/promotional events.</li></ul>

<ul style="list-style-type: none"> <li>• Promote cultural literacy for principals, school leaders and teaching staff which ensures both the impact of their own culture on others and ways of respectfully being in another culture are understood.</li> <li>• Work with schools, kura and Kāhui Ako to co-construct Delivery Plans that lead to Statements of Work that supports the provision of tailored Professional Learning and Development programmes to enhance Māori student achievement and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally responsive pedagogies of relations across the curriculum and at all levels of the school are evidenced.</li> <li>• Co-constructed Delivery Plans that lead to Statements of Work signed by TWWOA and MoE.</li> <li>• Statements of Work endorsed by MOE and centrally funded.</li> </ul>
<p><b>KRA 2: Delivery of PLD Programmes</b></p> <ul style="list-style-type: none"> <li>• Design and deliver tailored Professional Learning and Development Programmes as per the agreed Statement of Work(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Tailor PLD that addresses identified goals to enhance Māori student achievement. Record problem identification, solution seeking, evidence-based conversations held with principals, school leaders, teaching staff and Māori communities that work for sustainable change.</li> <li>• Evidence of the schools, kura or Kāhui Ako using culturally responsive pedagogies of relations across the curriculum and at all levels that have been demonstrated to enhance Māori student achievement and engagement.</li> <li>• Evidence of programme delivery preparation and planning.</li> <li>• Programme delivery reflects the best research and exemplary practice.</li> <li>• Staff in Schools, Kura or Kāhui Ako are able to demonstrate a high level of knowledge and skills consistent with outcomes in co-constructed delivery plans.</li> <li>• Evaluation of PLD programmes shows evidence that delivery plans have been completed to the satisfaction and standards agreed with school, kura or Kāhui Ako.</li> <li>• Programme delivered meets agreed learning outcomes for staff, students and whānau. Evidence of lesson plans, quality resources, and assessment are held.</li> <li>• Evidence of evaluations held.</li> <li>• Data to support Māori student success/improvement is evidenced.</li> <li>• Use of Te Reo Māori, āhuatanga Māori and tikanga Māori is evident.</li> </ul>

<p><b>KRA 3: Reporting and Monitoring</b></p> <ul style="list-style-type: none"> <li>• Monitor and report on progress toward achieving agreed Statements of Work outcomes with school, kura or Kāhui Ako.</li> <li>• Report on Māori student success/improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of monitoring and reporting held and supplied to line manager, School, Kura or Kāhui Ako and MOE.</li> <li>• Reports for Manager provided regularly and in format agreed with Manager.</li> <li>• Reports on Māori Student success/improvement are provided to manager in agreed format and at agreed times.</li> </ul>
<p><b>KRA 4: Administration</b></p> <ul style="list-style-type: none"> <li>• Participate in and contribute to the administrative processes in the Wānanga.</li> <li>• Undertake particular tasks and responsibilities to maintain the effective and efficient administration of the programmes delivered.</li> <li>• Initiate invoices for scheduled work completed within the agreed Statements of Work.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and contribution at regular team meetings.</li> <li>• Maintain time frames for the efficient administrative management of the programme(s) as evidenced by written communications and reports.</li> <li>• Invoices generated in timely manner.</li> </ul>
<p><b>KRA 5: Team and Personal Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Provides relief to team members during leave or peak workload.</li> <li>• Documents critical functions within areas of responsibility.</li> <li>• Where appropriate carries out co-ordination duties effectively and efficiently.</li> <li>• Continual updates own knowledge and skills relating to technology, administrative systems and other related to the position.</li> </ul>	<ul style="list-style-type: none"> <li>• Team are supported as required.</li> <li>• Feedback evidences good communication is fostered with the team and educational sector.</li> <li>• Work processes are updated on an annual basis.</li> <li>• Professional development and training is undertaken as required.</li> </ul>
<p><b>KRA 6: Effective Communication and Client focus.</b></p> <ul style="list-style-type: none"> <li>• Develop effective relationships with school principals, staff, whanau and governance boards, and external agencies through provision of information and development of effective communication channels in order to influence quality thinking internally and externally, advocate across stakeholder organisations, work with agencies and other external organisations to contribute to the Quality Improvement way of working.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective relationships are built and maintained.</li> <li>• Effective communication with stakeholders.</li> <li>• A strong customer focus is maintained.</li> </ul>

### **KRA 7: General Requirements of all Wānanga Employees**

- Possess a student-centric work ethic. Actively seek to provide the best possible service to our students;
- Promote the Wānanga as a positive and dynamic learning environment;
- Commit to providing quality education;
- Strive for high student retention and success;
- Ensure your own safety and the safety of others while at work;
- Understand hazard management and identify them in the context of your work environment;
- Be culturally aware;
- Participate in the Wānanga appraisal process;
- Improve and develop yourself through training and professional development opportunities;
- Meet your obligations under the Health and Safety at Work Act 2015 by;
  - Being responsible for maintaining a safe and healthy workplace
  - Following health and safety rules, policies and procedures,
  - Reporting accidents, injuries and unsafe equipment, practices or conditions
  - Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others.
- Under the Public Records Act 2005, everyone working within Te Whare Wānanga o Awanuiārangi is responsible for creating and maintaining full and accurate records of the activities of the organisation, carried out within established records management guidelines.
- Undertake any other key duties as agreed with your Manager.

The responsibilities and expectations outlined in this job description may after consultation vary from time to time according to the needs of the Team, and the clients of Wānanga. Instructions for any variances will be communicated by the Manager.

# Person Specification

Technical/Professional Qualification	
Essential	Desirable
<ul style="list-style-type: none"> <li>• A relevant teaching qualification, at postgraduate level.</li> <li>• MOE accredited for Professional Learning and Development Service provision.</li> <li>• A full clean Drivers' Licence.</li> </ul>	<ul style="list-style-type: none"> <li>• A Masters degree related to education or working towards one.</li> </ul>
Experience	
<ul style="list-style-type: none"> <li>• Previous teaching experience, in primary and secondary education sectors.</li> <li>• Previous experience as a professional facilitator/trainer in schools and kura and with principals, and staff.</li> <li>• Previous experience facilitating the implementation of educational change management strategies to assist with Māori student educational achievement in schools and kura.</li> <li>• Negotiation experience and skills.</li> <li>• Experience working with Māori students, whanau and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in the Tertiary education sector.</li> </ul>
Skills and Attributes	
<ul style="list-style-type: none"> <li>• Knowledge of the New Zealand Curriculum (NZC) and the National Certificate of Educational Achievement (NCEA) framework.</li> <li>• Intermediate level skills in MS Outlook, Word and Excel and knowledge and experience using databases within primary or secondary schools.</li> <li>• Knowledge of Tikanga Māori and its application in educational setting.</li> <li>• Advanced oral and written skills in both English and Te Reo Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency in Te Reo Māori</li> </ul>
Competencies	Looks Like
<p><b>Values Alignment</b></p> <p>Aligning personal values with organisational values. Modelling commitment to organisational values. Identifying and committing to personal goals, aspirations, and values, and integrates these into practice.</p>	<ul style="list-style-type: none"> <li>• Examines and clarifies personal values and behaviours.</li> <li>• Communicates and models organisational values.</li> <li>• Uses organisational values in decision-making.</li> <li>• Manages own personal development and learning.</li> </ul>

<p><b>Tauira/Customer Service</b></p> <p>Proactively develops student/customer relationships by making efforts to listen to and understand the tauira/customer (both internal and external); anticipating and providing solutions to tauira/customer needs; giving high priority to tauira/customer satisfaction.</p>	<ul style="list-style-type: none"> <li>• Focuses on tauira/customer needs and meets or exceeds their requirements.</li> <li>• Clarifies tauira/customer needs.</li> <li>• Confirms satisfaction.</li> <li>• Listens and empathises.</li> <li>• Develops approaches that provide total solutions for tauira/customers.</li> </ul>
<p><b>Influencing and Negotiations</b></p> <p>Enhancing business performance and relationships by focusing on “Win-Win” outcomes with customers, colleagues, and partners. Effectively exploring alternatives and positions to reach outcomes that gain support and acceptance. Successfully enrolling support for essential strategies and actions.</p>	<ul style="list-style-type: none"> <li>• Explores needs, concerns, interests and effects upon others</li> <li>• Identifies points of agreement/disagreement around issues to generate options</li> <li>• Identifies those you need to influence for support or to remove obstacles</li> <li>• Selects and adjusts between direct, forceful, or concessionary styles to achieve desired outcomes</li> <li>• Achieves concessions or support without damaging relationships</li> </ul>
<p><b>Individual Leadership/Influencing</b></p> <p>Using appropriate interpersonal styles and methods to inspire and guide individuals (direct reports, peers and others) towards goal achievement; modifying behaviour to accommodate tasks, situations, and individuals involved.</p>	<ul style="list-style-type: none"> <li>• Use relationship skills effectively: <ul style="list-style-type: none"> <li>○ Maintain or enhance self-esteem</li> <li>○ Listen and respond with empathy</li> <li>○ Ask for help and encourage involvement</li> <li>○ Share thoughts, feelings, and rationale</li> <li>○ Provide support without removing responsibility</li> </ul> </li> <li>• Follow logical sequence in discussions</li> <li>• Focus on the situation, not the person</li> <li>• Present suggestions or point of view in an appropriate and convincing manner</li> <li>• Anticipate reactions and have a plan to deal with them</li> <li>• Ask for and gain commitment to action</li> </ul>
<p><b>Results Orientation</b></p> <p>Establishing a course of action individually or with a team to accomplish specific goals which are challenging and beyond current expectations. Working with team members to plan their assignments and appropriate allocation of resources. Establishing procedures to analyse and monitor the results of delegations, assignments or projects.</p>	<ul style="list-style-type: none"> <li>• Sets clear, challenging accountabilities and performance objectives and measure the results.</li> <li>• Commits to action individually, or in the team.</li> </ul>

<p><b>Technical/Professional Knowledge</b></p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping abreast of current developments and trends in area of expertise.</p>	<ul style="list-style-type: none"> <li>• Understands technical terminology and developments.</li> <li>• Knows how to apply a technical skill or procedure.</li> <li>• Knows when to apply a technical skill or procedure.</li> <li>• Performs complex tasks in area of expertise.</li> </ul>
<p><b>Work Standards</b></p> <p>Setting high goals or standards of performance for self and organisation; being dissatisfied with average performance; self-imposing standards of excellence rather than having standards imposed by others</p>	<ul style="list-style-type: none"> <li>• Sets high performance standards.</li> <li>• Emphasises high standards to others.</li> <li>• Shows pride when standards are met.</li> <li>• Shows dissatisfaction with substandard performance.</li> </ul>
<p><b>Attention to Detail</b></p> <p>Accomplishing tasks through concern for all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; maintaining watchfulness over a period of time.</p>	<ul style="list-style-type: none"> <li>• Clarifies details of tasks.</li> <li>• Completes all details.</li> <li>• Checks outputs for accuracy and completeness.</li> <li>• Follows established procedures.</li> <li>• Maintain checklist to cover details.</li> </ul>
<p><b>Teamwork/Collaboration</b></p> <p>Building and participating in effective teams to accomplish organisational goals. Understanding the importance of collaboration and shared values in creating a high-performance environment. Understanding teams are to drive for better results and enhanced performance; teamwork is as important as teams.</p>	<ul style="list-style-type: none"> <li>• Contributes to team development, shares ideas and achievement of results.</li> <li>• Clarifies roles and responsibilities, and priorities.</li> <li>• Looks to help others.</li> <li>• Supports team decisions and shares accountability within the team.</li> <li>• Works co-operatively and exchanges information freely.</li> </ul>