

## Job Description

### Position Title

**Leadership – Design and Facilitator**

### Overview of UniServices

At UniServices, we bring ideas to life. We partner with the best minds in academia and business to apply intelligent thinking to ideas that have the potential to change the world.

Together with our partners, we look to the future, imagine the possibilities, and innovate for public and private good. For nearly 30 years, we have collaborated with hundreds of organisations on thousands of projects in New Zealand and around the world.

At UniServices, our imagination knows no bounds. With the full strength of the University of Auckland behind us, our team is dedicated to working with our customers to make a difference to people's lives.

### Overview of Future Learning Solutions

At Future Learning Solutions, we “bring to life the future of learning” through well-executed, innovative and research-based approaches. Our aim is to raise the achievement of learners and strengthen the capability of teachers, principals and the education system.

In partnership with University Research experts, we will leverage capability of the University to create and deliver education solutions in New Zealand and the Pacific. We will partner with our clients, build and deliver quality solutions, monitor, evaluate, review and continuously improve our services.

Future Learning Solutions will take the lead, driving opportunities for new and renewable contracts and will provide a centralised leadership and administrative delivery model for education contracts, programmes and services. By taking this lead, we will deliver outcomes for our clients while operating a financially sustainable and commercial operation for UniServices.

### Reports to:

**Programme Manager**

### Roles reporting to the position:

N/A

**Primary objective of the position:**

To lead or facilitate the effective professional learning and development initiatives and/or training, coaching and mentoring of teachers, leaders and school communities within specified contract outcomes utilising specialised sector knowledge and expertise.

**Functional relationships with:**

**Internal**

- Programme Managers
- Programme Coordinator(s)
- Service Delivery Lead(s)
- Director - Future Learning Solutions
- Marketing & Communications Lead
- UniServices Finance team

**External**

- Client Funders
- FoE Accountants

**Financial Responsibility:**

As per

**Responsibilities and Accountabilities:**

Key Result Area	Performance indicators	Critical Tasks
Facilitation	<ul style="list-style-type: none"> <li>• Adult learner competency levels improve as expected (feedback, evidence and competency assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate professional learning and development for teachers as required.</li> <li>• Adopt a learner-centric approach to delivery of professional services.</li> <li>• Deliver programmes of work within an adult learning framework that builds capability of the adult learner resulting in outcomes for students.</li> <li>• Guide the learner through their personal journey of new learning, self-assessment and reflection - aiming to bring about an underlying shift in the way they are "putting learning into action" in the classroom.</li> </ul>

<p>Planning &amp; Reporting</p>	<ul style="list-style-type: none"> <li>Action plans are in place and reflect knowledge of current and future pedagogical theories and application.</li> <li>Contribution to annual planning is evidenced.</li> <li>Reporting requirements are delivered on time and as expected by stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Keep abreast of emerging theory, curriculum and pedagogical knowledge, converting into action plans and practice.</li> <li>Prepare and document weekly planning for effective use of time.</li> <li>Contribute to the annual planning of responsible areas.</li> <li>Provide reporting information in the agreed format as agreed with manager.</li> <li>Comply with contractual obligations for reporting to client and management.</li> </ul>
<p>Relationship Management</p>	<ul style="list-style-type: none"> <li>Buy-in and strength of relationship is evident from variety of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and maintain relationships across the broader education community – including COLs, principals, boards, parents, community leaders etc.</li> <li>At a ministry level develop interactive relationships with local ministry staff.</li> <li>Act as the ambassador of UniServices and the University through all engagements.</li> </ul>
<p>Evaluation Management</p>	<ul style="list-style-type: none"> <li>Client/funders feedback recognises that the FLS evaluation and reporting against contract and participant outcomes is adding value and has an innovative approach.</li> <li>Quality checks on needs assessments show that the delivery of services met the needs of the recipient.</li> <li>Evaluation documentation meets contractual and management requirements.</li> <li>Self-improvement initiatives are evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>Provide innovative thinking for value add evaluation and reporting against contract and participant outcomes.</li> <li>Conduct professional learning and development needs assessments ensuring delivery is appropriately tailored to audience.</li> <li>Manage all programme delivery evaluation documentation complying with contractual and management obligations.</li> <li>Conduct self-reflection after each delivery, analyse participant feedback and use a critical inquiry approach to evaluate effectiveness adjusting practice where appropriate.</li> </ul>

## Person Specification

### Leadership – Design and Facilitator

<b>Essential</b>	<b>Preferred</b>
(these are the qualifications, attributes and experience essential to perform the position)	(these are the qualifications, attributes and experience that would add value to performing the position and may increase the chance of being promoted)
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>• Tertiary degree and relevant teaching accreditation</li> <li>• Relevant training and certification in mentoring, facilitation, coaching or training, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Project Management training to a recognised international standard</li> <li>• Formal Change Management training and/ or experience</li> </ul>
<b>Experience and Personal Qualities</b>	
<ul style="list-style-type: none"> <li>• In-depth and up-to-date curriculum knowledge and understanding of effective pedagogical strategies that are evidence based, culturally competent and responsive.</li> <li>• Has held a 'trusted advisor' status in a working and/or academic environment.</li> <li>• Is learner-centric and can articulate the methodology behind this type of approach.</li> <li>• In-depth knowledge in at least one specialist curriculum or leadership context.</li> <li>• Experience in a range of education settings with diverse learners</li> <li>• Knowledge of formative and summative assessment strategies, principles, tools and procedures</li> <li>• Knowledge of strategies for accelerating student achievement</li> <li>• Demonstrates experience of learning assessment frameworks and evaluation methodologies.</li> <li>• Can articulate key messages effectively and communications clearly.</li> <li>• Has established successful relationships that have resulted in positive outcomes for all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to evaluate effectiveness and impact of programmes</li> <li>• Is experienced in adult learning principles – Malcolm Knowles</li> </ul>