

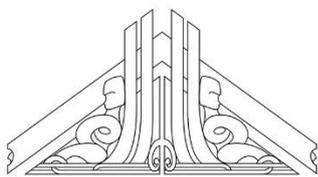
# TOI-OHOMAI

Institute of Technology

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Learning Facilitator</b>
<b>Department:</b>	Student Support Services Team
<b>Reports To:</b>	Team Leader – Learning Support and Engagement
<b>Salary Range:</b>	T3 \$56,684 – \$66,687 (37.5 FTE)
<b>Job Purpose:</b>	<p>The Learning Facilitator is a member of the Student Success Team, within the wider Student Support Team. The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining the integrity, independence and mana of the student.</p> <p>More specifically the Learning Facilitator will;</p> <ul style="list-style-type: none"><li>• Facilitate the development of academic knowledge and learning skills to students and directed focus areas as required;</li><li>• Provide seminars, workshops and/or one on one sessions for students and directed focus areas that facilitates effective learning and skills development;</li><li>• Arrange additional tuition and negotiate alternative teaching strategies for students as required;</li><li>• Develop positive working relationships with Faculty teaching staff to positively affect practices that minimise academic learning barriers affecting student achievement and completion;</li><li>• Model a student focused philosophy of service which encourages skills development and independence.</li></ul>
<b>Date:</b>	July 2020

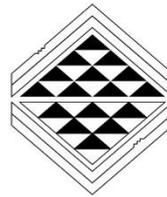
**Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values**



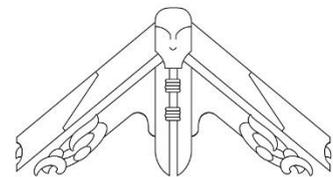
WHANAUNGATANGA



TOITUTANGA

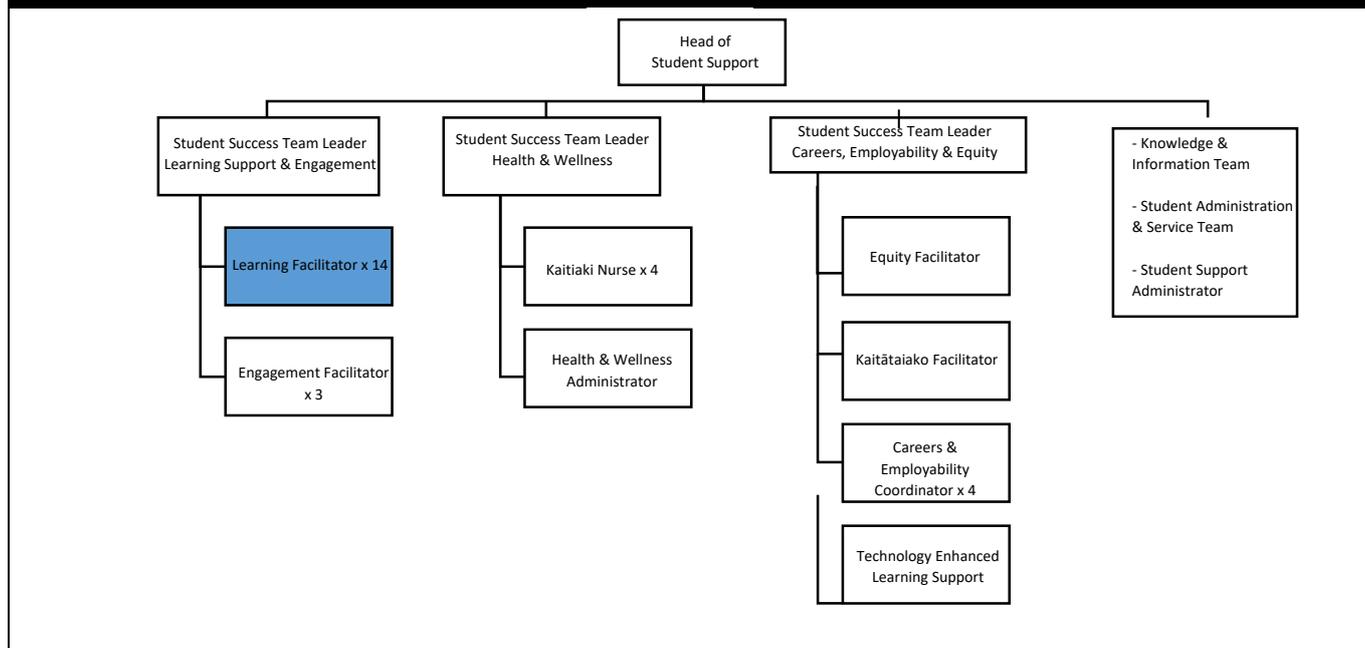


MANAAKITANGA



KOTAHITANGA

## Organisational Context:



## Toi Ohomai Institute of Technology Strategic Intent 2017 – 2020

Globally, education is undergoing disruptive change driven by technology; learner expectations of employment outcomes; as well as employer & government expectations of relevance and value. Delivery models have changed more in the past 10 years than in the previous 100 years and are expected to change even more rapidly. In this context Toi Ohomai will systematically and continuously adapt to ensure that its education models and practices are relevant; that our technology, systems and processes meets future business needs; that staff capability and culture embraces change; and our physical asset base meets future learning needs, with a specific focus on improving access to education and enabling employment opportunities throughout the Bay of Plenty.

Toi Ohomai's ability to produce the best possible outcomes for our students, communities and business through seamless connectivity with our regional stakeholders, and Iwi in particular, is critical to the social, cultural, environmental and economic wellbeing of the wider Bay of Plenty region.

Toi Ohomai's Strategic Intent is to:	We will:
<b>1. Have meaningful and effective partnerships</b>	a. Be a strategic education partner to Iwi, industry and the communities in the region. b. Recognise Iwi of the region as rights holders. c. Work collaboratively with other education providers. d. Work closely with government agencies.
<b>2. Deliver tertiary education, research and technology transfer to meet the needs of the region.</b>	a. Ensure that we understand and meet the tertiary education needs of the region. b. Provide accessible and adaptable pathways for learners. c. Develop our discipline and research strengths to align with those of the region. d. Be active in technology transfer and applied research for industry.
<b>3. Be innovative and support innovation</b>	a. Create an organisational culture that encourages and supports innovative practice. b. Develop activities that support new innovators and entrepreneurs in our region.

	<ul style="list-style-type: none"> <li>c. Embrace and share new technologies and practices in education and industry.</li> <li>d. Build our capability and delivery of STEM subjects and courses.</li> </ul>
<b>4. Be learner-centred</b>	<ul style="list-style-type: none"> <li>a. Offer a range of services to support student success prior to enrolment, during their study and beyond graduation.</li> <li>b. Tailor our educational delivery to suit the needs of the learners and to enhance their employability.</li> <li>c. Ensure our campuses, programmes, delivery and support mechanisms engage and support Maori and Pasifika students to achieve success.</li> <li>d. Create a culturally-safe environment for all learners.</li> </ul>
<b>5. Be a sustainable organisation</b>	<ul style="list-style-type: none"> <li>a. Ensure that we are financially responsible and sustainable.</li> <li>b. Develop revenue streams appropriate to our core purpose.</li> <li>c. Maintain the highest standards of health and safety for our staff and students.</li> <li>d. Develop the capability of our staff to meet the future needs of the organisation.</li> <li>e. Minimise our negative environmental impact.</li> <li>f. Contribute to the social cohesion of our communities.</li> </ul>
<b>Resource Management:</b>	
<b>Financial Authorities:</b>	<b>Staff Authorities:</b>
Budget owner: <i>No</i> Delegated Financial Authority as per Toi Ohomai's Delegations Policy: <i>No</i>	Number of Direct Reports: <i>None</i> Number of Indirect Reports: <i>None</i> Responsible for contract staff, and/or coaching, training of others: <i>No</i> Responsible for new employee hire: <i>No</i>
<b>Functional Relationships:</b>	
<b>INTERNAL</b>	<b>EXTERNAL</b>
<ul style="list-style-type: none"> <li>• Student Success Team and wider Student Support Team</li> <li>• Faculty Teaching staff</li> <li>• Academic Development Team</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Academic Learning Support Networks</li> <li>• Other ITPs</li> <li>• Students</li> </ul>
<b>Key Competencies are framed by Toi Ohomai's Strategic Intent</b>	
The delivery of all key responsibilities should align to the delivery of Toi Ohomai's Strategic Intent and values.	
The following list articulates the generic key responsibilities that the Learning Facilitator will provide. In addition to these the employee may also be required to undertake reasonable tasks and project beyond these responsibilities.	
<b>Key Competencies:</b>	<b>Expected Outcomes:</b>
<b>Meaningful and effective partnerships</b> The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining integrity, independence and mana of the student. <ul style="list-style-type: none"> <li>• Developing and maintaining meaningful relationships with students that effectively identifies and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all Toi Ohomai values as daily practice Whanaungatanga, manaakitanga, kotahitanga and toitutanga;</li> <li>• Annual Learning Support Plan contributed to and implemented;</li> <li>• Positive relationships with liaison teaching staff are developed and maintained;</li> </ul>

<p>facilitates the reduction of academic learning barriers;</p> <ul style="list-style-type: none"> <li>• Developing and maintaining meaningful relationships with the wider Student Support Team that effectively facilitates cross functional collaboration;</li> <li>• Engaging with other relevant key people and teams where collaboration would be beneficial in supporting improved student completions and achievement;</li> <li>• Developing positive working relationships that influence Faculty Teaching Staff to change practices that perpetuate academic learning barriers affecting student achievement and completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationships with other support area staff are developed and maintained;</li> <li>• Regular and meaningful reporting of delivery of services is maintained, demonstrating the support for improved student completions and achievement.</li> </ul>
<p><b><i>Delivery of tertiary education, research and technology transfer to meet the needs of the region</i></b></p> <p>The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining integrity, independence and mana of the student.</p> <ul style="list-style-type: none"> <li>• Facilitating the development of academic knowledge and learning skills to students and directed focus areas as required;</li> <li>• Provide seminars, workshops and/or one on one sessions for students and directed focus areas that facilitates effective learning and skills development;</li> <li>• Arrange additional tuition and negotiate alternative teaching strategies for students as required;</li> <li>• Encouraging and assisting students to access the range of support services available as required;</li> <li>• Working with Faculty Teaching Staff on learning pedagogy and eradicating academic learning barriers affecting student achievement and completion;</li> <li>• Assisting Faculty Teaching Staff in developing contextualised learning resources that can be embedded within teaching that supports specific academic learning needs of their students;</li> <li>• Assisting Faculty Teaching Staff in the development of appropriate assessment and reporting of student literacy and numeracy skills;</li> <li>• Administering and reporting literacy and numeracy testing as required;</li> <li>• Delivering a contextualised student support service within the various areas that meets the unique regional needs of Toi Ohomai.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of a contextualised learning support to students enhancing learning capability and reducing academic learning barriers, for improving student completions and achievement;</li> <li>• At risk students and directed focus areas are supported with positive outcomes;</li> <li>• Learning resources and improved practices are embedded within various learning environments; Literacy and numeracy testing and reporting requirements are met;</li> <li>• Annual Learning Support Plan deliverables are met.</li> </ul>
<p><b><i>Be innovative and support innovation</i></b></p> <p>The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining integrity, independence and mana of the student.</p> <ul style="list-style-type: none"> <li>• Investigating innovative strategies for facilitating better learning capability and reducing academic barriers that meets the diversity of our students and their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulated learning strategies are implemented, meeting the diversity of our students and their academic learning needs;</li> <li>• Current and innovative learning support practices are implemented and reviewed</li> </ul>

<p><b><i>Be learner-centred</i></b></p> <p>The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining integrity, independence and mana of the student.</p> <ul style="list-style-type: none"> <li>• Identifying students who are faced with academic learning challenges and supporting them appropriately to achieve;</li> <li>• Facilitating students to enhance their own engagement in the learning process;</li> <li>• Developing and implementing individualised learning plans (ILPs) when and where gaps in their knowledge and skills are identified;</li> <li>• Ensuring that learning support provided is culturally responsive to the diversity of Toi Ohomai students;</li> <li>• Put the perspective of the student at the forefront of decision making and work to create quality learning support service;</li> <li>• Model a student focused philosophy of service which encourages skills development and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and culturally responsive academic learning support is delivered that is informed by the perspective of the students;</li> <li>• Individual Learning Plans (ILPs) are implemented with positive student completions, and achievements;</li> <li>• Skills development shows a focus on students' knowledge development, and enhancing learner independence.</li> </ul>
<p><b><i>Be a sustainable organisation</i></b></p> <p>The role aims to support improved student completions and achievement. Focusing on developing skills and knowledge for better learning capability that reduces academic learning barriers while maintaining integrity, independence and mana of the student.</p> <ul style="list-style-type: none"> <li>• Collecting, collating and sharing information of academic learning barriers impacting student completions and achievement for providing a resource that can be utilised to develop effective solutions across the region;</li> <li>• Monitoring and reviewing the effectiveness of academic learning support to ensure services are appropriately co-ordinated, focused and are achieving positive outcomes for Toi Ohomai students;</li> <li>• Maintain records of the processes and outcomes of learning support, including a reporting system;</li> <li>• Contributing to the development of self-assessment, evaluation and continuous improvement processes across the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Collected data and records are maintained for the purposes of advising proactive approaches to learning support, and for reducing academic learning barriers that impact student retention and completion;</li> <li>• Team reviews of services are completed;</li> <li>• Reports and updated contact logs are maintained Annual Learning Support Plan contributed to in partnership with team.</li> </ul>

**Note:**

The above Key Performance Indicators are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

**Person Specification:****Qualifications****Essential:**

- Minimum of a degree level qualification in a relevant discipline
- Certificate in adult learning and teaching or similar teaching qualification

**Desirable:**

- National Certificate in Adult Literacy & Numeracy Education (Vocational) Level 5

**Knowledge / Experience****Essential:**

- At least 3 years tertiary or vocational teaching experience, and/or
- At least 3 years proven experience in providing academic literacy support to tertiary students in a range of areas (literacy, numeracy, study skills etc.), and
- Demonstrated experience in working with a range of student profiles and identification of learning needs, especially foundation learners

**Desirable:**

- In depth understanding and knowledge of learning pedagogies
- In depth knowledge of barriers affecting student achievement
- In depth understanding and knowledge of culturally responsive practices
- Intermediate to advanced IT skills for educational purposes
- Experience in delivery of Literacy and Numeracy for Adults Assessment Tool (LNAAT)
- Experience in working with students with English as another language

**Skills and Attributes****Essential:**

- A passion for supporting learners to achieve their education goals
- Excellent facilitation skills
- Excellent written skills
- Confidence in working through a variety of Microsoft and Google education platforms
- Ability to work in a culturally competent way with all stakeholders
- Ability to build and maintain positive working relationships
- Flexible and adaptable team member
- Able to complete tasks within tight timeframes
- Ability to work well on own as well as in a large team environment

**Desirable:**

- Experience in working with a large team for a consistent delivery of services
- Experience with leading small projects within short timeframes

**Change to Job Description:**

From time to time it may be necessary to consider changes in the job description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Job Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.