

## Enviroschools Facilitator



### Context / Kaupapa

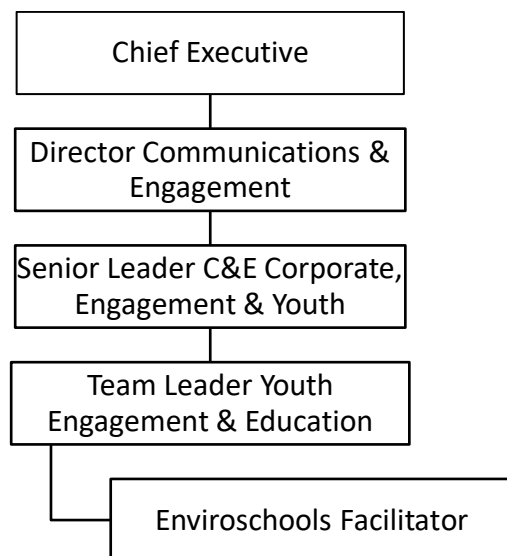
Enviroschools is a nationwide environmental action-based programme supported by Toimata Foundation and a large network of regional partners. Early childhood centres and schools commit to a long-term sustainability journey, where tamariki/students connect with and explore the environment, then plan, design and take action in their local places in collaboration with their communities.

Environment Canterbury is the regional partner for the programme in Canterbury and works to build and strengthen the relationship between young people, our region and the work we do by leveraging educational opportunities and providing support for schools and communities.

### Purpose / Te Arotahi Matua

To effectively facilitate the Enviroschools programme in schools and early childhood centres – guiding and motivating Enviroschools participants to create a sustainable, resilient school community.

### Position / Nohoanga



### Accountabilities / Ngā Kawenga Takohanga

#### Facilitation

- Facilitate the Enviroschools programme in schools and early childhood centres empowering students to design and take action for a more sustainable community.
- Guide, support and motivate Enviroschools to develop their own journey based on the Enviroschools process.

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- Assist with planning and facilitating Enviroschools events such as teacher professional development and student hui contributing to creating a strong network of Enviroschools.
- Participate in national Enviroschools kaupapa training and other national and local professional development opportunities.

#### Teaching

- Deliver best practice Environmental Education for Sustainability (EEFS) showing an appreciation of te ao Māori and the contribution Māori perspectives and wisdom bring to sustainability. Ensure good te reo Māori pronunciation.
- Support teacher planning to integrate EEFS learning and action into all areas of school life.
- Support a YEET culture of reflective practice seeking feedback and measuring outcomes e.g. feedback from teachers, students and peers.

#### Relationships

- Develop and build supportive relationships with local school communities linking schools to community projects and expertise to progress environmental education outcomes.
- Connect and develop relationships with staff of key funding partners to look for opportunities to collaborate and meet stakeholder outcomes.
- Work closely with YEET colleagues collaborating in schools to add value to other Environment Canterbury programmes.
- Contribute content to Environment Canterbury's communication channels e.g. website, newsletters, social media

### Working Relationships / Ngā Hononga Matua


#### Within the organisation / Ki rō Kaunihera

- Accountable to Team Leader Youth Engagement and Education
- Enviroschools Regional Coordinator – two way flow of information - Coordinator ensures Facilitators maintain consistent practice, coordinates day to day activity, and escalation of any programme issues.
- Work closely with other members of the YEET team seeking opportunities to integrate Environment Canterbury learning programmes and resources into the Enviroschools kaupapa.
- Develop relationships with staff of other sections within Environment Canterbury who can support action in school communities e.g. biodiversity officers, GIS
- Work with members of the Communications and Engagement Group to stay up-to-date with current Environment Canterbury activity and information.

#### Outside the organisation / Ki waho Kaunihera

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- Contribute toward our effective, strong and valued relationship with all Papatipu Rūnanga within the Canterbury rohe and Te Rūnanga o Ngāi Tahu. To demonstrate our council's commitment to recognise and provide for the kaitiaki responsibility Ngāi Tahu has for the natural environment. This will include sharing of knowledge and information, creating opportunities for increased participation in decision making processes, effective engagement and development of existing working relationships.
- Collaborate with staff of territorial local authorities.
- Communicate and liaise with staff/educators at educational institutions to maintain programme engagement and awareness of issues from a stakeholder perspective.
- Lead teachers and Envirogroups in participating schools and early childhood centres.
- Community experts who can support student action and learning, including other Enviroschools Facilitators.

### Special Conditions / Ngā Herenga Matua

- Childrens Worker

The accountabilities of this role are such that the role meets the definition of a “children’s worker, being “a person who works in, or provides, a regulated service, and the person’s work—

(a) may or does involve regular or overnight contact with a child or children (other than with children who are co-workers); **and**

(b) takes place without a parent or guardian of the child, or of each child, being present

Therefore employment in this role is subject to a satisfactory Police Vetting check at time of hiring and every three years thereafter.

- May be required to work outside normal hours of work.
- Work required in outdoor or classroom environments.
- May be required to occasionally work away from home.


### Health and Safety / Hauora me te Haumarū

Environment Canterbury is proactive in advocating robust Health and Safety practices; we take health, safety and wellbeing very seriously.

So far as it is reasonably practicable you need to ensure the Health and Safety of yourself, your team, contractors and visitors. You must comply with current Health and Safety legislation, regulations and guidelines, organisational policies, procedures and our code of conduct.

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## Delegations and Authorities / Ngā Tuku Mana me ngā Whaimana

Delegated authority to make decisions in accordance with Council approved delegations, and authority for decision making in accordance with policies and guidelines for financial, people management and media related activities.

## Capabilities / Ngā Pūmanawa me te Āheitanga

### Qualifications / Tohu Mātauranga

- A Current Class 1 Drivers; licence essential.
- A tertiary degree in a relevant field of education and/or the environment e.g. education, ecology, environmental science or education for sustainability.
- A Diploma in Teaching is an advantage.

### Experience / Mātau ā-wheako

- At least three years teaching experience or facilitation of youth programmes and/or project management experience.
- Practical experience in facilitating and coordinating collaborative experiential, multi-disciplinary programmes that explore one or more portfolio activities.
- An understanding of and experience in EEFS (Environmental Education for Sustainability) processes and practices is an advantage.
- Experience of the Enviroschools programme is an advantage
- An understanding of Te Tiriti o Waitangi and tikanga is an advantage.
- Knowledge of educational structures within and beyond Canterbury and of the New Zealand curriculum.
- Ability to plan and evaluate outcomes.
- Manage and work within a budget.


### Core competencies / Ngā mea matatau

Specific behaviours at the Team Member level sit beneath each of the following organisational competencies. To identify the competency expectations at this level view the competency framework in the HR Kete or the Environment Canterbury Careers website.

Customer Focus	Ensuring that the customer perspective is a driving force behind decisions and activities. Initiating and maintaining relationships inside and outside the organisation.
Business Acumen	Using an understanding of the organisation's position to contribute to effective strategies and tactics by using economic, financial and industry information. Thinking from the ratepayers' perspective.
Achieving Outcomes	Translating strategic priorities into operational reality; aligning communication, accountabilities, resources, internal processes and ongoing measurement systems to ensure that strategic priorities yield measurable and sustainable results.
Leading Change	Identifying and driving organisational and cultural changes needed to adapt strategically to changing demands, technology, and internal initiatives; using new approaches to

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	improve results by transforming organisational culture, systems, or services.
Common Purpose	Working towards a compelling view of the future by engaging with the organisation's vision; understanding and aligning to the common purpose.
Building Capability	Attracting, developing, engaging, and retaining talented individuals allowing the organisation to meet current and future organisational challenges. Sharing authority, responsibilities and decision making to enable individuals to stretch their capabilities and accomplish strategic priorities.

The above statements are intended to describe the general nature and level of work being performed; they are not an exhaustive list of all responsibilities, duties and skills required of the position and incumbent. However, from time to time the Enviroschools Facilitator will be required to accept and carry out other duties.

<b>Band</b>	4	<b>Position Code</b>	CRELCSE.008
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I agree to undertake the responsibilities detailed in this job description:


**Name/Ingoa:** \_\_\_\_\_

**Signature/Tohu:** \_\_\_\_\_

**Date Signed/Wā haina:** \_\_\_\_\_

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