Te Kura Matatini ki Otago / Otago Polytechnic

TE WHAKAATURAKA MAHI / JOB DESCRIPTION

Position Title ***Te tūraka mahi*** **:** Facilitator	**Area** ***Te Tari*****:** Capable NZ
Reports to (title) ***Ka whakaratatia e*****:** Head of School	**SP10 placement:** NTA

Primary purpose *Te take matua*

The Facilitator contributes to Capable NZ's distinctive model of work-based learning by empowering ākonga to recognise, extend, and apply their professional knowledge and capability in ways that transform both self and practice. You will guide ākonga individually and in groups to articulate their experience, deepen their understanding, and integrate theory with practice through guided reflection, applied learning, and work-based research.

You will engage in facilitation and academic mentoring across Independent Learning Pathway (ILP) and Professional Practice (PP) programmes, as applicable to your programme allocation, enabling ākonga to design and navigate self-directed learning and inquiry pathways that link real-world experience with theoretical and methodological insight.

Relationships of trust, respect, and responsiveness will underpin your work, fostering a learning environment that upholds academic integrity, inclusivity, and the values of Capable NZ and Otago Polytechnic. Through this facilitation, you will contribute to a consistent, high-quality learner experience that reflects these values and standards, inspiring ākonga to transform their professional practice and contribute new knowledge and leadership within their fields.

Competency levels for Facilitation are outlined at the end of this job description (Appendix 1).

Key responsibilities/accountabilities *Ko ngā takohaka matua / ko kā kaweka matua*

In order of importance, state the major responsibilities / accountabilities of the position and what is achieved

Key responsibilities / accountabilities ***Ko ngā takohaka matua / ko kā kaweka matua***	**Outcome** **Kā hua**
Profiling and Interviewing	• Make contact with potential ākonga to discuss their CV, prior experience, and possible qualification pathways. • Conduct profiling/interviewing to assess readiness, learning needs, and programme fit, providing accurate information about Capable NZ processes and expectations. • Make a professional recommendation regarding programme entry or alternative pathways based on the learner's background and aspirations. • Work with administration to progress the applicant to enrolment or close the enquiry, ensuring timely communication and accurate record keeping in accordance with Capable NZ procedures.
Facilitation	• Support ākonga to progress through their programme of study at undergraduate, graduate and Masters level. • Build and maintain effective relationships with ākonga, ensuring they are correctly enrolled, well-oriented to their programme, and fully understand the learning process and expectations.

	• Maintain regular contact and provide prompt responses to submitted work to support timely completion. • Ensure accessibility and responsiveness to learner needs, providing guidance that connects ākonga to appropriate learning resources, support services, and opportunities for reflection and growth. • Demonstrate cultural responsiveness and inclusive practice when working with a diverse range of learners and colleagues, ensuring facilitation and mentoring approaches uphold Te Tiriti o Waitangi and create safe, respectful learning environments. • Work collaboratively with colleagues to ensure quality assurance and learner readiness for assessment, engaging in peer review that strengthens collective practice and quality outcomes. • Identify and respond to issues affecting ākonga engagement, progress, or wellbeing, following established processes and maintaining communication with the Head of School. • Accurately document meetings, communications, and learner milestones in accordance with Capable NZ administrative and quality assurance practices.
Academic Mentor	• Support ākonga engaged in Professional Practice programmes at graduate, master's, or doctoral level to design, develop, and complete work-based research projects. • Build and maintain effective academic relationships with ākonga, providing intellectual guidance and academic oversight that fosters independence, critical inquiry, and integration of theory, practice, and reflection. • Guide and advise ākonga in defining the aims and objectives of their inquiry, addressing methodological and ethical considerations, and supporting them through any required approval processes. • Maintain regular academic contact and provide timely, formative feedback on submitted work to sustain engagement and academic progress. • Ensure accessibility and responsiveness to learner needs, connecting ākonga with relevant research resources, professional and academic networks, and opportunities for reflection and knowledge sharing. • Demonstrate cultural responsiveness and inclusive practice when working with a diverse range of learners and colleagues, ensuring facilitation and mentoring approaches uphold Te Tiriti o Waitangi and create safe, respectful learning environments. • Work collaboratively with colleagues to uphold academic quality and scholarly standards, contributing to peer review and continuous improvement processes that strengthen professional and academic practice. • Identify and respond to issues affecting ākonga engagement, academic progress, or research integrity, following established processes and maintaining communication with the Head of Programmes. • Accurately document meetings, communications, and learner milestones in accordance with Capable NZ administrative and quality assurance practices.
Assessment	• Maintain current assessment capability through participation in training, calibration, and professional development to ensure consistent and valid practice.

	• Prepare thoroughly for each assessment, demonstrating sound professional judgment informed by programme documentation, graduate profiles, and NZQA level descriptors. • Contribute effectively to the assessment process, engaging in professional dialogue and consensus decision-making to ensure fairness, reliability, and integrity. • As Lead Assessor, coordinate and oversee assessment panels, ensuring clear communication, timely documentation, and adherence to quality and moderation requirements. • Provide clear, constructive feedback to ākonga and facilitators that supports learning, reflection, and continuous improvement. • Uphold assessment standards that reflect Capable NZ's quality framework and Otago Polytechnic's commitment to credible and transparent learner achievement.
Observe principles and practices of Equal Employment Opportunity and Diversity	• Fair treatment in the workplace is delivered and observed
Fulfill Safety and Wellbeing responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Safety and Wellbeing Policies	• Achievement of a healthy and safe work and learning environment • New and existing hazards will be pro-actively identified and managed • Incidents, accidents and occupational illnesses immediately reported • Safe work methods will be adhered to including the use of Personal Protective Equipment
Fulfil our individual and collective responsibilities, accountabilities and expectations as outlined in Otago Polytechnic Policies and The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021	• Uphold the responsibilities outlined in The Education (Pastoral Care of Tertiary and International Learners) Code of Practice, contributing to a safe, supportive environment that prioritises ākonga wellbeing and success. Participate in required training to confidently apply the Code within your role. • Integrate Te Tiriti o Waitangi principles and actively support equitable outcomes to create and support opportunities for ākonga voices to be heard, enabling responsive actions that meet ākonga needs and foster their achievement. • Contribute to a research-informed environment that supports reflective, evidence-based facilitation and learning. • Meet Otago Polytechnic's compulsory professional-development requirements and maintain currency in facilitation, assessment, and reflective practice through ongoing learning
Fulfill Information Management responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Information Management Policy	• Create, maintain and store full and accurate records of activities, transactions, and decisions carried out in the course of daily business. • Records are to be disposed of only when legally authorised to do so, as per Disposal Authorities: DA424 and GDA 6 and 7 • Otago Polytechnic records are not to be created or maintained in any personal or private cloud storage services (e.g. DropBox)
Demonstrate organisation's values on a daily basis	• Alignment to organisation behaviors is adhered to ensuring consistency in approach and delivery of outcomes • Our values are consistently demonstrated.

Inherent Requirements:

Inherent requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job
- Meet the productivity and quality requirements of the position
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

Key working relationships *Kā honoka mahi matua*

Key working relationships *Kā honoka mahi matua*	**Nature and purpose of contact *Te āhua me te take o te honoka***
Head of School	Formal Leader. Provide strategic and operation advice (both ways). Provide assistance and seek instruction on a wide range of matters.
Capable NZ Team	Collegial support and advice, work distribution, peer discussions in a self-leading team environment. Work in partnership with others.
Wider TMP Team & OP	Collegial support and advice.
External partners, including but not limited to industry, community, mana whenua and external stakeholders	Work in partnership to understand needs and how we can meet these.

Decision making authority *Kā rakatirataka whakatauka*

Decisions expected *Kā whakatauka tūmanako*	**Recommendations expected *Kā taunaki tūmanako***
Prioritisation of work load and portfolio to bring about maximum organization benefit	Priorities determined
Approvals in accordance with the Delegations of Authority; sign off letter of appointment and variations as required.	Decisions and Expenses approved in line with budget and delegation in a timely and accurate manner. These are as per Otago Polytechnic policies as amended from time to time

Position dimensions *Kā āhuataka tūraka*

List the releant financial and staffing dimensions for which this position is accountable.

- **Sales/revenue:** Nil
- **Budget:** Nil
- **Number of employees reporting directly:** Nil

Selection Criteria – Knowledge & Skills *Whakariteka Kōwhiritaka - kā mātauraka me kā pūkeka*

Essential:

- Experience in professional practice as a tertiary teacher
- Māori facilitators require experience in tikanga-based learning with iwi cohorts & Māori ākonga
- Diverse experience in a range of workplace settings
- Experience in specialist area of qualification
- Understanding of relevant theory and research methodologies

Desirable:

- Ability to understand ākonga's profession or discipline

Selection Criteria – Education and Experience *Whakariteka Kōwhiritaka - kā kuraka me kā wheako*

Essential:

- Hold equivalent academic qualifications that are being facilitated

Desirable:

- Hold academic qualification higher than those being facilitated

Personal Attributes *Kā Āhuatanga Whaiaro*

- An effective Te Tiriti o Waitangi partner by supporting the values and tikaka of mana whenua throughout your mahi.
- Demonstrates integrity, professionalism, and reliability in all interactions.
- Collaborative and learner-centred, contributing positively to a respectful, culturally responsive team culture.
- Reflective and self-aware, showing commitment to continuous learning and improvement.
- Adaptable and open to new ideas, systems, and evolving ways of working that enhance learner outcomes and organisational effectiveness.
- Shows initiative, effective time-management, and a positive attitude under pressure, contributing to innovation and improvement across programmes and processes

This position description outlines the key accountabilities/ responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Appendix 1: Competency Model

Facilitation Definition

Competency standards define professional practice, provide guidance for the professional performance of effective facilitators and act as a framework for professional development. This competency framework sets out the level required of each area of competency and is designed to help facilitators articulate/demonstrate their level of expertise.

Developing Facilitator – the effective practitioner, the practicing thinker

Discipline Theory, Knowledge and Skills	Is knowledgeable of core theories, skills and contextual influences relating to the qualification area, and can apply them to assist ākonga. Knowledge of adult learning theory and principles of adults' approaches to learning, including experiential learning, reflective practice, identity, motivation and cultural expectations.
Education Theory and Knowledge	Has the background knowledge to understand and maintain robust processes. Is familiar with NZQA levels of qualifications and skills outcomes at each level. Understands the application of the taught curriculum to the graduate profile, or NZQA unit standards. Ability to interpret Graduate profiles and institution requirements and translate these to a candidate or inquirer.
Information and Resource Management	Understands how to access and use information and resources relevant to ākonga needs.
Portfolio Building Skills	Understands and practices the questioning, listening, summarizing analysis and synthesis skills that assist ākonga in portfolio building; using appropriate language. Uses analytical skills to apply judgment. Understands a range of facilitation tools and associated techniques and is able to work with candidates using them.
Communication Skills	Applies communication skills to: • Clarify ākonga needs, steps, goals; • Builds ākonga confidence and engagement; • Facilitate ākonga self-understanding and skills development; • Communicate the CapableNZ process effectively.
Relationship Management	Develops and maintains effective relationships with ākonga and colleagues. Understands and recognizes the diversity of ākonga and in which programme they are learning in. Applies professional standards and boundaries to all interactions with ākonga.

Professional Practice and Development	Actively develops knowledge and skills for effective practice. Applies high standards of professional and ethical standards to interactions with ākonga.
Capable NZ Knowledge and Practice	Is familiar with Capable NZ programme documentation and processes. Understand the differences in the learning journey versus taught practices. Reads Capable NZ documents and theory. Completes administrative requirements as required, planning for own workload, personal and professional development and performance reviews. Meets legislative requirements. Examines own work practices to ensure personal effectiveness and efficiency.

Competent Facilitator – the reflective practitioner, the advanced thinker

Discipline Theory, Knowledge and Skills	Explains and articulates a range of theories and relevant models to practice. Experienced and knowledgeable of adult learning theory, principles of adults' approaches to learning, experiential learning, reflective practice, identity, motivation and cultural expectations.
Education Theory and Knowledge	Skilled in understanding and application of cognitive skills hierarchy, qualification levels and skills and the application to graduate profiles. Maintains robust processes in the oversight of Capable qualifications.
Information and Resource Management	Guides ākonga in selecting and applying enquiry methods.
Portfolio Building Skills	Demonstrates ability and confidence in the key skills of the portfolio building process (questioning, listening, summarizing, analysis and synthesis of information) and using appropriate language. Uses analytical skills to apply judgment. Applies facilitation tools and techniques with competence.
Communication Skills	Skilled and able to assist ākonga individually and/or in groups to: • Clarify their progress/obstacles; • Build their reflective competence, engagement: • Set goals and strategies for personal success; • Communicate the Capable NZ process effectively.
Relationship Management	Develops and maintains a network of ākonga relationships in a range of professional settings.

	Continuously enhancing knowledge and skills to work effectively and appropriately with diverse ākonga in a range of programmes. Has awareness of the importance of relationships and boundaries to enable good learning to occur, which keeps ākonga and facilitators safe and is able to intentionally shape and direct the engagement with ākonga.
Professional Practice and Development	Maintains currency as a facilitator through further education and professional development activities. Contributes to the professional development of colleagues. Applies high standards of professional and ethical standards to interactions with ākonga.
CapableNZ Knowledge and Practice	Sound knowledge of Capable NZ programme documentation and processes, the differences in the learning journey versus taught practices, and Capable NZ documents and theory. Completes administrative requirements as required, planning for own workload, personal and professional development and performance reviews. Meets legislative requirements. Examines own work practices to ensure personal effectiveness and efficiency. Guides others in developing effective work practices.

Advanced Facilitator – the critically reflective practitioner, the master thinker

Discipline Theory, Knowledge and Skills	Is able to critically apply and integrate a range of theories and models into discussion and facilitates learning using a wide variety of innovative strategies. Can lead others in developing knowledge and skills of adult learning theory, principles of adults' approaches to learning, experiential learning, reflective practice, identity, motivation and cultural expectations.
Education Theory and Knowledge	Experienced in writing and design of academic curriculum and academic processes relating to specialist area. Can monitor and review qualification processes for robustness.
Information and Resource Management	Is able to design research methodologies related to the qualifications that require enquiry.

Portfolio Building Skills	Displays expertise in assisting the process of portfolio building and its related skills and tools with a broad or specialized group of ākonga. Uses well developed analytical skills to apply judgment. May develop generic or specific tools, and is able to evaluate them for practice.
Communication Skills	Demonstrates expertise in the communication of strategies for self -awareness, self-development, engagement, goal setting and reflective competence. Is able to communicate the Capable NZ process to both ākonga and groups at any level.
Relationship Management	Models best practice in relationships with ākonga and professional networks.
Professional Practice and Development	Demonstrates advanced knowledge and skills as a facilitator in areas of specialisation. Provides leadership in the professional development of colleagues. Applies high standards of professional and ethical standards to interactions with ākonga.
CapableNZ Knowledge and Practice	Provides leadership in writing or reviewing programme documentation and processes, and developing Capable NZ models based on APL, WBL, and PP theory. Completes administrative requirements as required, planning for own workload, personal and professional development and performance reviews. Meets legislative requirements. Examines own work practices to ensure personal effectiveness and efficiency. Lead and guide others in developing effective work practices.