



# Job description

Haere mai

This job description is your go-to place for all the ins and outs of this role at Internal Affairs

## Facilitator - National Capability Services - Māori

### National Library, Information and Knowledge Services

The Facilitator – National Capability Services Māori is responsible for delivering professional leadership and advice to schools with Kura Kaupapa Māori and Māori medium a particular target audience. The purpose of this role is to strengthen our commitment to Māori learners to provide services that support the equitable access to library services for all young New Zealanders. They are responsible for developing capability in the library and education sectors by facilitating engagement, learning and connections between schools, school communities and online networks. Our Capability Services include professional learning and development opportunities, targeted professional learning programmes and professional learning material across the priority areas of reading engagement, digital literacy, school library development and connecting with culture and heritage.

- **Reporting to:** Poutiaki Rauemi, Services to Schools
- **Location:** Auckland
- **Salary range:** Information Management, Band G

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### What we do matters – our purpose

Our purpose is to serve and connect people, communities and government to build a safe, prosperous and respected nation.

In other words, it's all about helping to make New Zealand better for New Zealanders.

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### How we do things around here – our principles



#### We make it easy, we make it work

- Customer centred
- Make things even better

#### We're stronger together

- Work as a team
- Value each other

INTERNAL AFFAIRS

Te Tari Taiwhenua

## **We take pride in what we do**

- Make a positive difference
  - Strive for excellence
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## **Working effectively with Māori**

Te Aka Taiwhenua – our Māori Strategic Framework – enables us to work effectively with Māori. Te Aka Taiwhenua is underpinned by our mātāpono – Kotahitanga, Manaakitanga, Whānaungatanga, He Tāngata. As DIA is an agent of the Crown, Te Tiriti o Waitangi/The Treaty of Waitangi is important to everything we say or do. We recognise it as an enduring document central to New Zealand’s past, present and future. Building and maintaining meaningful relationships is important to work effectively with Māori, stakeholders and other agencies. We accept our privileged role and responsibility of holding and protecting the Treaty of Waitangi / Te Tiriti o Waitangi.

| What you will do to contribute  | As a result we will see   |
|---|---|
| <p><b>Development and Facilitation</b></p> <ul style="list-style-type: none"> <li>• Development and facilitation of professional development, targeted programmes and capability services through a range of delivery channels in both English and te reo.</li> <li>• Contribution towards the development of resources in te reo Māori for a te ao Māori audience to support programme delivery by collaborating with colleagues in Online Services and Reading Services teams.</li> <li>• Participating and contributing to national development initiatives and pilot programmes to support the implementation of new services.</li> <li>• Facilitation of online and face to face delivery of targeted in school support and programmes.</li> <li>• Providing expertise and support to schools on the development and management of libraries through multi-modal delivery channels (for example, participation and contribution to 0800 Advisory Service, Services to Schools web presence.</li> </ul> | <ul style="list-style-type: none"> <li>• Services to Schools are recognised as providing high quality professional content, services and programmes with positive impacts achieved.</li> <li>• Staff knowledge and skills are evident in the programmes and services produced.</li> <li>• High quality resources to support priority learners are developed and made accessible.</li> </ul>   |
| <p><b>Relationship building</b></p> <ul style="list-style-type: none"> <li>• Participating in a range of national and regional forums, networks and collaborations to build relationships, strengthen awareness of customer needs, facilitating collaborative problem-solving and strategies to maximise the school library's impact for learners.</li> <li>• Building strong relationships with school communities including Kura Kaupapa Māori and other schools delivering the curriculum in te reo Māori.</li> <li>• Working with school librarians, teachers and targeted communities to meet their needs, including support for Māori educational achievement.</li> </ul>   | <ul style="list-style-type: none"> <li>• Seen as high performing, highly engaged and innovative team member who inspires others to achieve.</li> <li>• Positive and productive internal and external relationships are evident.</li> <li>• Collaborative and partnership approaches are developed and sustained to achieve impact.</li> </ul>   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Developing and maintaining a current broad knowledge base across the Library, Educational and Digital sector and the unique needs of targeted communities and priority groups.</li> <li>• Commitment to the Services to Schools strategy</li> <li>• Actively participates in finding innovative solutions for service improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff knowledge and skills are evident in services developed and delivered.</li> <li>• The services provided receive wide recognition for the quality and contribution they make.</li> <li>• High quality services and programmes to support priority learners are developed and made accessible.</li> <li>• Seen as an active learner, who builds the skills and works with others to find innovative solutions for service improvement.</li> </ul> |

| What you will do to contribute  | As a result we will see   |
|---|---|
| <b>Health and safety (for self)</b> <ul style="list-style-type: none"> <li>• Take responsibility for keeping self free from harm</li> <li>• Follow safe working procedures</li> <li>• Report incidents and hazards promptly and suggest remedies where appropriate</li> <li>• Know what to do in the event of an emergency</li> <li>• Co-operate in implementing rehabilitation plan</li> </ul> | <ul style="list-style-type: none"> <li>• Health and safety guidelines are followed</li> </ul> |

| Who you will work with to get the job done |   | Advise | Collaborate with | Influence | Inform | Manage/lead | Deliver to |
|--|---|--------|------------------|-----------|--------|-------------|------------|
| Internal                                   | Services to Schools managers and staff  | ✓      | ✓                | ✓         | ✓      |             | ✓          |
|  | Other National Library, IKS, DIA colleagues   | ✓      | ✓                | ✓         | ✓      |             | ✓          |
| External                                   | Community based education agencies and organisations, networks and information providers focussed on libraries, literacy and learning | ✓      | ✓                | ✓         | ✓      |             | ✓          |
|  | Customers – school management teams, school library staff, teachers and learners  | ✓      | ✓                | ✓         | ✓      |             | ✓          |

| Your success profile for this role   | What you will bring specifically  |
|--|---|
| <p>At DIA, we have a Capability Framework to help guide our people towards the behaviours and skills needed to be successful. The core success profile for this role is <a href="#">Specialist</a>.</p> <p><b>Keys to Success:</b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Interpersonal savvy</li> <li>• Navigating complexity</li> <li>• Communicating with influence</li> <li>• Technical and specialist learning</li> </ul> | <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated success in developing and delivering professional learning and development programmes in an education or library context, across a range of channels (face to face and online).</li> <li>• Demonstrated experience in working in an online environment to deliver professional learning programmes and develop web based content.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated knowledge and understanding of directions and developments in the New Zealand schooling sector, Kura Kaupapa Māori and other schools delivering the curriculum in te reo Māori.</li> <li>• Ability to draw on networks and identify wider education trends, including in Māori education, to contribute to delivering programmes to meet identified priority needs.</li> <li>• Knowledge of the New Zealand curriculum and the school library landscape in New Zealand and internationally, awareness of the</li> </ul> |

| Your success profile for this role | What you will bring specifically  |
|------------------------------------|---|
|                                    | <p>challenges and opportunities this presents.</p> <ul style="list-style-type: none"> <li>• Knowledge of programme development approaches to support adult learning styles across a range of settings (face-to face, online self-paced or facilitated).</li> <li>• Knowledge of National Library collections, services and policies as they relate to schools</li> <li>• Knowledge of learning and literature resources for children and young adults including in te reo Māori.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Skilled facilitator of adult learning across a range of settings</li> <li>• Excellent advocacy and communication skills (written, oral and listening) in te reo Māori and English</li> <li>• Self-motivated, with problem solving and decision-making skills.</li> <li>• Ability to identify wider education trends, in Māori education and to contribute to developing successful service development approaches</li> </ul> <p><b>Other requirements:</b></p> <ul style="list-style-type: none"> <li>• Tertiary qualification in librarianship and /or teaching and relevant experience an advantage</li> <li>• Relevant learning and facilitation knowledge and experience.</li> </ul> |