



Role Description

Enviroschools Facilitator

The Facilitation role is working with schools and early childhood centres that are participating in the Enviroschools Programme. This role involves guiding, motivating and advising schools on their journey towards creating a sustainable school community.

1. Skills, experience and personal attributes

The following five principles guide all levels of the Enviroschools Programme:

- **Empowered Students** are enabled to participate in a meaningful way in the life of their schools and community, their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.
- **Learning for Sustainability** recognises the types of teaching and learning that foster student empowerment, decision-making, action and sustainable outcomes.
- The principle of **Māori Perspectives** honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.
- **Respect for the Diversity of People and Cultures** acknowledges the unique gifts, contributions and perspectives of individuals and groups, reinforcing the need for participatory decision-making in Enviroschools.
- **Sustainable Communities** act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

Knowledge and experience of all or some of these principles would be an advantage.

The ideal person for an Enviroschools Facilitator role will:

- **Have experience with a holistic approach to environmental education.** Including knowledge and understanding of the key concepts and practices of sustainability and experience of action-learning and genuine student participation, and how this operates in schools.
- **Understand school/ ECE systems:** experience of how schools/ ECE centres operate including knowledge of the formal curriculum. Teaching qualifications and experience would be an advantage.
- **Enjoy working in a team and comfortable with a range of communication styles.** Inclusive style of working that brings people together and empowers others. Confident facilitating both adults and students/ children through a process of change. Ability to convey ideas to a wide audience. Excellent written skills.
- **Be a creative thinker.** Ability to come up with innovative ideas for supporting schools to integrate the programme into the whole of school life. A practical approach and ability to help schools set their own priorities.
- **Have excellent organisational skills** including event management, administration and computer skills.
- **Be enthusiastic and dedicated.** A personal commitment to environmental issues and the principles of sustainability. A willingness to work in an environment concerned with bringing about change and the flexibility needed to work in such an environment. A reflective role model, learning and assessing their own practice and lifestyle.
- **Be self-motivated** and able to work independently.

1. Key Tasks and Performance Indicators

Key tasks

Facilitate the Enviroschools Programme in individual schools, kura and early childhood centres. This involves guiding, supporting and motivating Enviroschools to develop their own journey based on the Enviroschools Process (refer pages 24 and 25 of the Enviroschools Handbook). Key aspects are:

- Assist and encourage the whole school/ centre to *explore the programme* – students/ tamariki, all staff, Board of Trustee members, whānau and community members.
- Support teachers to *develop the curriculum*.
- Ensure teachers are comfortable with using Enviroschools resources and approaches to *engage students in a whole school process*.
- Assist the school/ centre to *form an Envirogroup* and define staff roles/responsibilities for supporting the Enviroschools Programme. Maintain good communication with the Envirogroup and lead teacher(s).
- Facilitate the process to *create a whole school/ centre vision map*.
- Support the school's Envirogroup to steer the planning and implementation of *environmental projects for learning and action*.
- Assist the school to integrate EE and sustainability into their *policies, care codes and strategies*.
- Encourage and support the school/ centre to *identify and strengthen community partnerships*. Highlight opportunities for the school to make links with local programmes, people and resources.
- Follow the action learning cycle and *keep the process going*. Encourage the school to reflect on, document and celebrate their progress. Establish an annual reflection process with schools that links to setting priorities for the coming year.

Support the regional network of enviroschools:

- Assist the Regional Coordinator with programme promotion and the school/ ECE centre selection process.
- Participate in, and support the planning of, regional networking and professional development events for schools/ centres.
- Participate in the Enviroschools Reflections for schools/ centres in the region and support any associated celebration event(s).

Contribute to a collaborative regional approach:

- Maintain regular and open communication with the Enviroschools Regional Coordinator.
- Develop peer support relationships with other facilitators.
- Attend scheduled Regional Enviroschools meetings.
- Support the Regional Coordinator with reporting to funding agencies (as required).

Invest in personal professional development:

- Take time to reflect on your practice as a facilitator, identify your professional development needs and how to meet them.
- Participate in Level 1 Enviroschools training and attend the Annual Enviroschools Hui whenever possible.
- Identify and attend other formal professional development opportunities such as workshops and conferences.
- Take opportunities to learn from other facilitators, schools/ centres and community experts, and read relevant books, journals etc.

2. Functional Relationships

Main relationships

- Enviroschools Regional Coordinator
- Enviroschools Facilitators in your region
- Lead teachers and Envirogroups in participating schools, kura and early childhood centres
- Other Environmental Education providers or providers of complementary education programmes
- Community experts who can support student action and learning

Additional relationships

- Toimata Foundation's national team
- Staff in Councils who are responsible for funding of the Enviroschools Programme
- Schools (including Boards of Trustees)
- Enviroschools Facilitators in other regions
- Local media/journalists
- General public and community groups