

POSITION TITLE

Senior Educator

LOCATION

Museums Wellington

POSITION STATUS

Full Time Permanent

POSITION OBJECTIVE

The purpose of this position is to lead the education services across all Museums Wellington.

CONTEXT

Museums Wellington is part of the Wellington Museums Trust (trading as Experience Wellington), a registered charity established by Wellington City Council as a Council Controlled Organisation (CCO) to manage and develop its cultural and arts visitor experiences.

Our purpose is: **Working with and for Wellington to create remarkable art, culture and science experiences that generate vitality: enriching the city we love.**

Our vision is: **Engaged, curious communities**

Our three strategic pillars are:

- **We Change Lives:** We are committed to deepening our engagement with existing audiences and developing new audiences for our remarkable visitor experiences.
- **Embracing Te Ao Māori:** We are committed to Te Tiriti o Waitangi and embrace Te Ao Māori. We reflect this in our work and what our audiences see, feel and experience.
- **Leading the Way:** We are committed to improvement of our organisation effectiveness.

The **Senior Educator** will contribute to the achievement of this vision by ensuring that high standards of professional achievement are maintained for all Museums Wellington sites – Wellington Museum, Nairn St Cottage, Space Place @ Carter Observatory and Cable Car Museum.

KEY RESPONSIBILITIES

The **Senior Educator** will be responsible for:

- Manage and oversee the Learning team (2 full time + 1 part-time fixed term).
- Developing learning programmes including preparation, promotion, delivery, quality control and evaluation of all programmes.
- Developing and delivering informative, challenging and engaging learning programmes at Museums Wellington sites that receive consistently positive feedback from peers, teachers and students.
- Managing the negotiation with the Ministry of Education for Learning Experiences Outside the Classroom (LEOTC) contracts and fulfilling all reporting requirements.
- Develop a learning strategy for Museums Wellington.
- Overseeing Children & Young Person's strategy as applies to Museums Wellington.
- Maintaining close working relationships with external education, community, cultural, and creative sector partners.

WORKING RELATIONSHIPS

Internal: The **Senior Educator** will:

- Be accountable to the Deputy Director Engagement.
- Be accountable for the Learning Team.
- Work as an active and contributing member of Museums Wellington Lead Team (Management Team).
- Work closely with the Museums Wellington teams and in a collegial manner with all other staff.

External: The **Senior Educator** will develop and maintain positive relationships with individuals, groups and organisations relevant to the position including:

- Colleagues in educational institutions and other education professionals;
- Colleagues in equivalent positions in other cultural institutions particularly in the museum sector;
- Key Museum and Trust stakeholders;
- Community groups, arts practitioners, social agencies;
- Tangata whenua.

DELEGATIONS

Financial Delegation Level C - approved budgets up to \$500

KEY RESULT AREAS

| KEY TASKS/ACCOUNTABILITIES | PERFORMANCE INDICATORS |
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| 1. LEARNING | |
| <ul style="list-style-type: none"> ▪ To develop and manage, (in consultation with other Museums Wellington staff) education programmes which effectively support learning experiences at all Museum Wellington sites. | <ul style="list-style-type: none"> ▪ All programmes are planned effectively, achieving desired purposes. |
| <ul style="list-style-type: none"> ▪ To develop and manage quality curriculum-based education programmes effectively, ensuring cultural diversity and an awareness of Accessibility and Te Ao Māori. | <ul style="list-style-type: none"> ▪ Programmes are planned and delivered effectively with culturally diverse content. Effective and concise resources are developed for teachers. |
| <ul style="list-style-type: none"> ▪ To ensure the Museums Wellington education programmes run effectively and efficiently. ▪ Liaises with teachers, sending resources in a timely manner. | <ul style="list-style-type: none"> ▪ Booking requests are responded to in a timely fashion and accurate booking information is recorded. Resources are received by teachers in a timely manner. |
| <ul style="list-style-type: none"> ▪ To ensure all information for Museums Wellington education programmes are recorded, including ensuring accurate and up-to-date mailing lists and databases for promotional, analytical and reporting purposes are maintained. | <ul style="list-style-type: none"> ▪ Visitor information is accurately recorded and presented to the requirements of the LEOTC contract, Trust and WCC reports. ▪ Database is maintained and contact details are kept up-to-date. |
| <ul style="list-style-type: none"> ▪ To promote the Museums Wellington education programmes and ensure bookings meet or exceed targets. | <ul style="list-style-type: none"> ▪ Promotional material is prepared and sent in a timely fashion. Positive feedback and evaluations are consistently received from teachers and students. Education targets are met. |
| <ul style="list-style-type: none"> ▪ Contribute an informed learning and education experience perspective to Museum management, programme and exhibition planning and delivery. | <ul style="list-style-type: none"> ▪ Museum planning and management decisions take account of Learning and education perspectives. |
| 2. SELF MANAGEMENT AND ORGANISATION | |
| <ul style="list-style-type: none"> ▪ Plans and manages own workload and works effectively without supervision. | <ul style="list-style-type: none"> ▪ Feedback from Manager is positive, desired results achieved. |
| <ul style="list-style-type: none"> ▪ Prioritises tasks and manages time and resources to ensure desired results are achieved on time, within budget and to required standard. | <ul style="list-style-type: none"> ▪ Desired results achieved on time, within budget and to required standard. |
| <ul style="list-style-type: none"> ▪ Maintains high quality documentation and provides accurate and timely plans and reports to Manager as required. | <ul style="list-style-type: none"> ▪ Timely, informative and accurate reports and documentation prepared and available. |
| <ul style="list-style-type: none"> ▪ Participates in relevant training programmes, mentoring, coaching and teaching others, and learning from others. | <ul style="list-style-type: none"> ▪ Self and team learning is optimised. |

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| 3. LEADERSHIP AND PLANNING | |
| <ul style="list-style-type: none"> ▪ Contribute as a member of the Museums Wellington management Lead Team to the development and realisation of its strategic direction and business plan. ▪ Bring a strategic focus to all aspects of the Learning team's work. ▪ Manage and oversee the Ministry of Education LEOTC contract and reporting. | <ul style="list-style-type: none"> ▪ The Director and other members of the management team receive timely and relevant advice that influences strategic planning and policy development. ▪ The Senior educator's work supports agreed strategies and priorities. ▪ Accurate reports are produced on time. ▪ LEOTC contract is renewed and all reporting requirements are met. |
| 4. RESOURCE MANAGEMENT | |
| <ul style="list-style-type: none"> ▪ Ensure the effective and efficient operation of the Learning team's work and that outputs are delivered on time and within budget. ▪ Develop and implement quality improvements to systems and practices. ▪ Regularly review priorities and processes within the team to maximise value for money. ▪ Ensure that all Trust policies and procedures are followed particularly in respect of Human Resources, Financial Management, and Health and Safety. | <ul style="list-style-type: none"> ▪ The annual business plan ensures the effective and efficient use of resources to achieve agreed objectives and performance targets within budget. ▪ Systems and practices are efficient and effective, achieving desired results. ▪ Efficiency gains are achieved without compromising effectiveness or quality. ▪ Full compliance with policies and procedures is achieved. |
| 5. STAFF MANAGEMENT | |
| <ul style="list-style-type: none"> ▪ Encourage team-work and the sharing of expertise and knowledge. ▪ Provide leadership to staff so that they strive for excellence particularly in respect of the provision of customer focused service delivery. ▪ Staff have clear understanding of the outputs to be delivered and associated performance expectations. | <ul style="list-style-type: none"> ▪ Staff work effectively as a team and achieve required outcomes. ▪ Feedback from team members is positive. ▪ Staff communication with stakeholders, colleagues and public is consistently positive, and productive relationships are developed and maintained. ▪ All staff have current job descriptions, performance agreements and an annual professional development plan. |
| <ul style="list-style-type: none"> ▪ Staff receive regular and constructive feedback on their performance. | <ul style="list-style-type: none"> ▪ Performance is monitored through formal and informal feedback and any performance concerns are addressed immediately and according to policy. |
| <ul style="list-style-type: none"> ▪ Staff have access to professional development and training relevant to their roles. | <ul style="list-style-type: none"> ▪ Identified training and/or professional development requirements are addressed within a realistic timeframe. |
| 6. OTHER | |
| <ul style="list-style-type: none"> • Attend Museums Wellington events if required. • Other duties as allocated by Deputy Director Engagement or Director. | <ul style="list-style-type: none"> • Represents Museums Wellington in a professional and appropriate manner. |
| 7. HEALTH AND SAFETY | |
| <ul style="list-style-type: none"> ▪ You actively contribute to the development of a zero harm culture by maintaining personal knowledge of, and following Experience Wellington's health and safety policies, plans and procedures | <ul style="list-style-type: none"> ▪ You are able to respond knowledgeably about Experience Wellington's goal of a zero harm culture and the critical procedures designed to promote health and safety and to prevent harm to workers and visitors e.g. what to do during and |

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| <ul style="list-style-type: none"> ▪ You ensure that your decision making is aligned with the Trust’s health and safety policies, procedures and plans ▪ You model good health and safety behaviours at work ▪ You report concerns about aspects of the work place that may be considered a health and safety risk to you, other workers or visitors | <p>after an earthquake and evacuation procedures (measured through the Annual Staff Engagement Survey and Annual Performance Appraisal)</p> <ul style="list-style-type: none"> ▪ Health and safety procedures are followed e.g. hazards are notified, incidents and near-misses are reported ▪ There are no preventable incidents that result in harm or injury to you, other workers or visitors |
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COMPETENCY PROFILE

Core Competencies – *Effective performance in the following core competencies is set out in the Core Competencies Guide below.*

- Commitment/ Accountability
- Applying expertise/ Creativity & Innovation
- Customer focus
- Communicating effectively
- Working together/ Teamwork

PERSON PROFILE

Skills, experience and qualities required for this role:

- Relevant teaching qualifications are preferable.
- Excellent learning skills in classroom and non-classroom environments – appropriate planning and delivery for different levels and subjects, group management skills.
- Good knowledge of current museum and educational theory including curriculum developments.
- An understanding and experience of Te Ao Māori is preferable.
- Sound pronunciation of basic Te Reo Māori as a minimum level of competency.
- Positive and flexible attitude.
- Excellent oral and written communication – skilled at researching, preparing and delivering information to various audience levels and subject areas.
- Good liaison and networks in the identified communities of interest.

SALARY

Manager Band 3: \$59,546 - \$73,556

CORE COMPETENCIES GUIDE

Commitment/ Accountability

Effective performance includes:

- Takes responsibility for own performance and development. (Prepares, participates, sets high standards, follows through, and is receptive to feedback).
- Takes responsibility for accurate budgeting and to operate within approved budget and delegated authority.
- Approaches change positively.
- Effectively handles conflicting and changing priorities. Is organized and manages time well.
- Displays professionalism, integrity, honesty and commitment to the Trust’s vision and goals.

Applying Expertise/ Creativity & Innovation

Effective performance includes:

- Maintains currency and applies knowledge/skills/best practice/new technology/cultural and arts sector trends relevant to the position.
- Applies creativity and seeks innovative solutions to achieve desired outcomes.
- Shares expertise with colleagues and coaches/mentors new staff.
- Seeks appropriate professional development to enhance knowledge, skills or experience.
- Uses expertise to add value, to improve team or Trust performance and learns from mistakes.

Customer Focus

Effective performance includes:

- Demonstrates commitment to internal and external customers by actively listening and clearly identifying their needs.
- Responds promptly to customer needs, goes the extra mile, keeps them informed of progress and follows up.
- Maintains helpful, courteous working relationships with customers, even when the situation makes this difficult.
- Seeks feedback from customers and acts on it (e.g. follow up/refer on, identify and action service improvements).
- Looks for ways of making systems and processes more customer friendly.

Communicating Effectively

Effective performance includes:

- Conveys information clearly and concisely in a style and/or method of delivery which best meets the needs of the people receiving the message.
- Uses language and behaves in a way that recognizes cultural uniqueness.
- Creates open channels of communication, keeping people informed about events and decisions that affect them.
- Listens actively and attentively (e.g. asks appropriate questions to obtain, understand and confirm information, checks understanding of what others are saying, and observes to perceive underlying issues and concerns).
- Establishes and builds rapport with people at all levels both inside and outside Trust institutions to achieve benefits for the Trust.

Working Together/ Teamwork

Effective performance includes:

- Develops cooperative and supportive relationships with colleagues.
- Values, respects and consults team members and acknowledges their contribution.
- Builds enthusiasm throughout projects and encourages others to do the same.
- Participates in problem solving, discussions and communication to resolve differences and conflict.
- Maintains productive networks.
- Is accessible and approachable for colleagues.

Leadership

Effective performance includes:

- Creates an environment where staff feel valued, where cultural uniqueness is acknowledged and appreciated and where creativity and innovation are encouraged.
- Empowers staff, delegates effectively, gives staff room to make decisions, takes reasonable risks and exercises initiative in their areas of responsibility.
- Is open and honest with staff, approachable and available, actively encouraging feedback, and responding in a timely manner.
- Takes the time to recognize and celebrate accomplishments (encourages, appreciates, recognizes, tells others).
- Regularly communicates and reinforces the Trust's vision and strategic objectives within own team and ensures team has a clear understanding of their role in achieving those objectives.

- Exercises sound judgment in decision-making, involving others as appropriate, and communicating the outcomes.

Coaching For Performance

Effective performance includes:

- Acknowledges effort and achievement letting each individual know that their work is important and worthwhile.
- Challenges and fully utilizes all team members, encourages creative & innovative dealing effectively with performance issues as they arise.
- Agrees realistic and measurable performance standards with staff.
- Conducts fair, consistent, timely performance planning and review meetings, encouraging two-way communication that addresses all aspects of performance and development.
- Actively encourages staff to broaden skills, and to reach their full potential and ensure adequate resources are available to meet these needs.
- Makes time for on-going coaching and constructive feedback.