

## POSITION DESCRIPTION

---

<b>TITLE:</b> Waimarino Environmental Education Coordinator – Project Tongariro	
<b>REPORTS TO:</b> Project Tongariro CEO	<b>DIRECT REPORTS:</b> Nil
<b>LOCATION:</b> Southern Ruapehu District	<b>DATE:</b> February 2024 to December 2025

### The primary purposes of the Education Coordinator role is to:

- Initiate, develop and build relationships of trust and collaboration with schools and community partners in the Southern Ruapehu District;
- Promote, support and achieve education and conservation outcomes that foster an appreciation of the uniqueness of the flora and fauna of Tongariro National Park and surrounds;
- Provide specialist advice, best practice guidance, capability support and quality assurance, especially to teachers and students;
- Integrate te ao Māori, tikanga and te reo throughout the programme by working alongside local Iwi representatives; and
- Facilitate interactions and opportunities between schools and community partners in ways that align and contribute to Project Tongariro’s organisational goals and values, including support and involvement with the Kiwi Forever Programme.

### Goals of Project Tongariro:

- Harness and connect like-minded people
- Work together to improve our place
- Create opportunities for others
- Share and grow knowledge and experience in conservation
- Achieve organisational sustainability and resilience

### Values of Project Tongariro:

*Kaitiakitanga:* Strong conservation ethics, a spiritual connection to the whenua and caring about our environment.

*Maumaharatanga:* We value the tradition of our story and that of others.

---

---

*Manaakitanga - mahi tahī:* We value working collaboratively with respect, honesty, integrity and aroha.

## Overview of the role

The Project Tongariro Education Coordinator role has been an established position for about a year and a half. It has been a success for those schools and kura participating. It aims to support collaborative conservation education in the southern Ruapehu District. The localities in which the education coordinator will work include National Park, Ōwhango, Ohakune, Raetihi, and Waiouru. At the moment there are a total of 9 schools directly involved in the programme. In total there are 14 educational organisations (i.e., kōhanga reo, early childhood organisations, kura and schools) currently operating within these localities and a number of affiliated community organisations identified as potential stakeholders to this project. These community organisations include, but are not limited to, Ngāti Rangi, Ruapehu District Council, Horizons Regional Council and the Department of Conservation.

The role a part-time education coordinator (25-30 hours per week in the first instance) to coordinate conservation education opportunities and increase connectivity and collaboration between stakeholders. The coordinator will be instrumental to facilitating interactions between educational and community organisations, which will include businesses and the wider community at times. They will also be responsible for securing additional assistance and support for project-based conservation learning when required.

The successful applicant will be willing to work from home and use their own vehicle to travel to and from schools and organisations. Mileage will be paid for vehicular expenses and a laptop provided, if necessary. The education coordinator will have a wide range of skills and personal attributes as identified in the key areas of accountability below. These include the ability to carry out the physical aspects of the job such as carrying equipment, digging holes, shovelling mulch, etc.

Support for the education coordinator will be through the Project Tongariro CEO and other members of PT (such as Governance Board Members) or others as nominated by her. Learnings as documented through strategic records from the development of the Kids Greening Taupō programme (a Project Tongariro conservation education programme established in 2015) will be instrumental to programme development. The scoping report undertaken by Project Tongariro about the feasibility of a conservation education programme in the Southern Ruapehu District will serve as a foundation of knowledge from which the education coordinator can work from. Below is a list of key documents that will help inform this role and can be forwarded on to potential applicants upon request.

- [Supporting Conservation Education in the Southern Ruapehu District: A Scoping Report \(2022\)](#)
- Stakeholder's Guide: A Collaborative Community Approach to Conservation Education (2017)
- Teacher's Guide: A Collaborative Community Approach to Conservation Education (2017)

- Kids Greening Taupō website ([www.kidsgreeningtaupo.org.nz](http://www.kidsgreeningtaupo.org.nz))

<b>Key Areas Of Accountability</b>	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Ascertain the needs of community partners and schools.</li> <li>• Promote, empower, and involve others in developing collaborative conservation education opportunities that align with goals and values of Project Tongariro, community partners and schools.</li> <li>• Willingly share ideas with and seek advice and support from others.</li> <li>• Build and maintain strong collaborative relationships aimed at achieving the programme's vision and goals. Manage interdependencies.</li> </ul>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>• Promote, enable, and facilitate connectivity and collaboration across participating schools and partnering organisations.</li> <li>• Work alongside teachers to integrate conservation education and the principles of a collaborative community approach into their respective curriculum.</li> <li>• Provide best practice guidance and trusted advice for participating schools.</li> <li>• Lead monitoring, evaluating, and reporting on programme progress.</li> <li>• Identify and apply for funding opportunities.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Provide direction and motivation to participants and stakeholders in order to achieve programme goals.</li> <li>• Facilitate project work across the programme to deliver education and conservation outcomes.</li> <li>• Coach and develop teacher and student capability in Conservation Education.</li> <li>• Facilitate authentic youth leadership opportunities.</li> <li>• Role model the programme's values and goals.</li> </ul>
<b>Work management</b>	<ul style="list-style-type: none"> <li>• Collaborate and report regularly on programme progress to the Project Tongariro CEO, highlighting any obstacles preventing the achievement of performance goals.</li> <li>• Complete all duties and responsibilities in accordance with Annual Action Plan as co-constructed between Coordinator and the CEO</li> <li>• Incorporate feedback from the CEO and others as nominated by the CEO to improve performance.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Responsible for keeping themselves and others safe while at work, complying with Project Tongariro's Health and Safety Plan and good practice guidance provided by Education Outside the Classroom.</li> </ul>

<b>Formal Qualifications, Training and Legal Requirements</b>	<b>Required</b>	<b>Desirable</b>
Current First Aid Certificate	✓	
Obtain a clear NZ Police Vet check	✓	
Drivers Licence (Vehicle Use)	✓	
A tertiary qualification in (preferably) education, community engagement, ecology or another relevant field		✓
<b>Key Knowledge/Skills/Experience</b>		
Project management, planning and monitoring skills applicable to educational/conservation/community outcomes	✓	
Excellent facilitation, communication and interpersonal skills (e.g., flexibility, listening skills, an enabler)	✓	
Knowledge of and passion for; New Zealand nature, ecological processes, key environmental issues facing biodiversity diversity.	✓	
A proven track record in working with schools, teachers and youth, particularly 'youth-led' and project-based initiatives underpinned by conservation, environmental and sustainability education	✓	
Knowledge of and passion for the unique ecology of the landscapes, flora and fauna of the Tongariro National Park and surrounds.		✓
Understanding of and connection to community conservation efforts in the Ruapehu district		✓
Understanding of te ao Māori, including te reo and tikanga		✓
<b>Working both independently and collaboratively</b>	✓	
<ul style="list-style-type: none"> <li>● Demonstrates high degree of intrinsic motivation and ability to work independently for long periods of time</li> <li>● Works well with others in a collaborative context and is able to find solutions which achieve own goals and those of others through various means like: <ul style="list-style-type: none"> <li>-Helping others willingly and is willing to accept help</li> <li>-Asking others for their ideas and input</li> <li>-Maintains a highly approachable demeanour.</li> </ul> </li> </ul>		
<b>Communication</b>	✓	
<ul style="list-style-type: none"> <li>● Communicates clearly and constructively, verbally and in writing</li> <li>● Engages with others; listening and showing respect for their input, suggestions and feedback</li> </ul>		

<ul style="list-style-type: none"> <li>● Puts forward suggestions, ideas and feedback</li> <li>● Shares relevant information with colleagues</li> <li>● Considers their audience and adapts their communication accordingly</li> </ul>		
<p><b>Partnership &amp; Consultation</b></p> <ul style="list-style-type: none"> <li>● Builds positive relationships with stakeholders to encourage involvement</li> <li>● Actively listens in order to understand stakeholder needs</li> <li>● Welcomes and positively explores differences of opinion; open to changing own point of view</li> <li>● Stays calm in the face of challenging or emotive situations</li> <li>● Understands how to engage with Māori and can do with confidence</li> </ul>	✓	
<p><b>Results Focused</b></p> <ul style="list-style-type: none"> <li>● Can be counted on to consistently work towards achieving goals successfully and safely</li> <li>● Monitors own progress and is willing to try different approaches in order to be successful</li> <li>● Is proactive in highlighting barriers which affect the delivery of services/results</li> <li>● Acknowledges others progress and success; giving feedback and credit where it's due</li> </ul>	✓	