

Instructor Development Advisor

Position description

About Te Pou

Te Pou is the national centre for workforce development for the Aotearoa New Zealand mental health, addiction and disability sectors.

Te Pou supports organisations to implement policy and plan and develop their workforce with practical resources, consultation and education. Te Pou uses a sound evidence base that builds better services to improve people's lives.

Blueprint for Learning (Blueprint) is a leading provider of training in mental health and addiction dedicated to both workforce development and community training. We aspire to enhance the wellbeing of people and communities through inspirational learning.

Te Pou and Blueprint are part of the Wise Group, a family of peak performing charitable entities working in areas from frontline service to software development.

Te Pou and Blueprint recognise the importance of whānau, hapū and iwi within Aotearoa. Our goal is to establish high trust collaborative relationships with Māori and to align our services to consider and reflect Māori aspirations and equity within our work.

Our work is internationally recognised and focused on supporting and growing workforce capability and capacity. With NZQA certification via Blueprint for Learning, we're also focused on providing quality evidence-based education and training to the wider community.

Purpose

This role, reporting to the Programme Manager, Mental Health First Aid (MHFA) Aotearoa New Zealand, is critical for the ongoing success of the quality implementation of MHFA programmes in Aotearoa.

The role will be responsible for engaging with MHFA instructors, and overseeing instructor quality and performance alongside programme fidelity.

Focus

This role will be responsible for the screening and acceptance of new instructors, providing mentoring support following new instructor training to new instructors, ongoing support to new instructors, development and maintenance of quality standards, reviewing instructor performance and programme delivery to ensure consistency and quality. The aim is to help instructors improve their practice to deliver high quality MHFA programmes.

To be successful in this role you will need to be able to undertake the following:

Instructor recruitment, support and development

1. Respond to incoming enquiries about MHFA programmes, and new instructor training.
2. Assess, review and approve individuals wishing to undertake MHFA new instructor training to ensure they have the right motivation, knowledge, skills and experience to be a MHFA instructor.
3. Work with MHFA Trainers during new instructor training to manage and assist participants.
4. Provide mentoring to new instructors once training has been completed
5. Establish relationships with new instructors to ensure safe and consistent delivery of the MHFA programmes. This involves check-in's post new instructor training at 3, 6 and 9 months.
6. Discuss a development plan for a new instructor with the MHFA Programme Manager and/or Project Lead as required for areas of development that have been identified, with ongoing monitoring of the development plan once implemented with the new instructor.
7. Respond to incoming enquiries from new instructors including extension and deferment requests, course delivery and facilitation enquiries.
8. Review monthly, centralized evaluations from new instructor training, and MHFA 2-day workshops. Collate feedback, and report back to MHFA Programme Manager and Project Lead.
9. Consult and contribute to the monthly instructor newsletter and participate in community of practice sessions with the instructor pool and master trainers, and other opportunities to proactively engage and communicate with instructors.
10. Exercise discretion to ensure the maintenance of quality and safety and to ensure adherence to the Instructor Code of Conduct and Instructor Agreement.

Quality standards

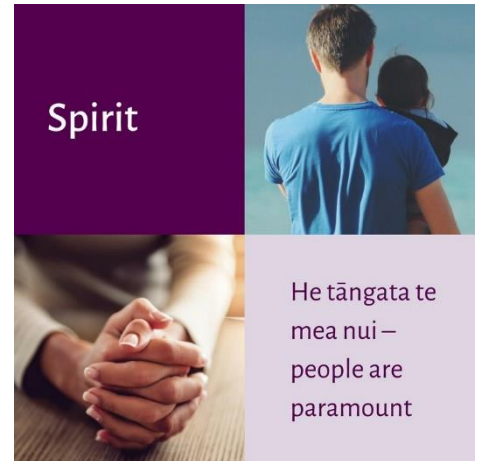
11. Develop and maintain a range of quality standards to assess and measure instructor performance and programme fidelity.
12. Undertake instructor observations in line with the quality standards to ensure quality of programme delivery and instructor skills.
13. Maintain a schedule of instructor observations that is as efficient as practicable.
14. Discuss delivery observations with the instructor and identify any required actions within an action plan to be implemented with the instructor.
15. Maintain file documentation in respect to the observation process
16. Provide summary reports as required.
17. Use data, including workshops evaluations, to lead and influence the continuous improvement of current delivery, processes, programmes and procedures. This includes

reporting outcomes and sharing results.

18. Work with the MHFA Programme Manager and/ or Project Lead to conduct any instructor disciplinary investigations.

Requirements

Attributes



Inspirational: Inspiring others to be their best

Brave: The courage to meet challenges in pursuit of a better world

Adaptive: Ability to change to suit different conditions

Connectors: Connecting people and ideas for creative outcomes

Futured: Foresightful, forward looking and prescient

Ethical: Ethics before ego

Aroha: Love, caring, compassion and empathy for others

Whānau: Nurturing a family-like culture

Essential

- › Relevant tertiary qualification
- › An understanding of adult education principles
- › A minimum of five years facilitation experience
- › Excellent interpersonal skills with ability to provide feedback and support people's development
- › Excellent communication skills, both written and verbal
- › Excellent time management and attention to detail to ensure work is planned in order to meet agreed timeframes
- › A commitment to evidence based practice in mental health
- › A strong ability to participate and collaborate as a member of the team
- › Demonstrated ability to work independently, autonomously, show initiative, set priorities, monitor workflows and be adaptable
- › Commitment to personally apply the principles of Te Tiriti o Waitangi in the work you do
- › Embrace diversity and demonstrate inclusive behaviours both personally and within your work
- › Reflect the essential level of *Let's get real*

- › Values lived experience of disability and or mental distress and or substance use issues and recovery
- › Able to travel

Preferred

- › Workshop facilitation experience in the mental health and or addiction sector
- › Coaching and mentoring experience