

International Student Wellbeing Strategy Project Coordinator

Role Description

Job Purpose

The project coordinator oversees the planning, implementation, and tracking of ISANA NZ's Project funded under the Ministry of Education's International Student Wellbeing Strategy commencing 24 January 2018 and concluding by 31 December 2018. A set of focused specified deliverables and conditions are outlined in schedule 1 of the contract and appended. The project coordinator will be expected to be knowledgeable of the work and purposes of ISANA NZ with the ability to ensure coordination of the project to enhance the wider work of ISANA NZ in respect of the promotion of ISANA services, membership and external relations.

Primary Duties and Responsibilities

- Recruit, support and manage project teams
- Help define project scope, goals and deliverables
- Define tasks and required resources
- Plan and implement projects
- Coordinate communication and agreements with regional partners
- Manage budget and financial accountabilities
- Allocate project resources
- Create schedule and project timeline
- Manage internal files, other materials and track records of deliverables.
- Ensure quality assurance, monitoring and reports on project progress including ensuring Conditions 3.1 (b) & (c) and 4 of Schedule 1 are met.
- Implement and manage change when necessary to meet project outputs
- Evaluate and assess result of project working with Ministry of Education as per condition 3.1 (a) of Schedule 1

Education & Experience

- Understanding of providing professional development workshops
- Theoretical and practical education project management knowledge
- Knowledge of teaching and training and associated techniques and tools for delivery
- Understanding of the New Zealand education sector and international education
- Knowledge of preparing funding submissions and reports based on evaluating the framework for funding initiatives

Competencies

- Critical thinking and problem solving
- Ability to work independently with excellent decision-making and leadership capabilities
- Contract negotiation
- People management skills
- Adaptability
- Effective time management skills with the ability to prioritise and handle deadlines

Personal Attributes

- Strong interpersonal skills
- Friendly, efficient and flexible
- Shows initiative and lateral thinking
- Team player with the ability to work independently

SCHEDULE 1 – AGREEMENT DETAILS

1. BACKGROUND

The International Student Wellbeing Strategy

The Ministry of Education (the Ministry), in conjunction with the wider international education sector, has an on-going focus on strengthening the wellbeing of international students. The *International Student Wellbeing Strategy* (the Wellbeing Strategy) launched in June 2017, is a whole-of-government strategy led by the Ministry of Education.

The Wellbeing Strategy provides an outcomes framework for government and non-government organisations to coordinate and collaborate on achieving a shared vision for international students in New Zealand. That vision is: "International students feel welcome, safe and well, enjoy a high quality education and are valued for their contribution to New Zealand".

The Wellbeing Strategy is a student-centred strategy. It goes further than the Education (Pastoral Care of International Students) Code of Practice which specifies outcomes and processes required of education providers, and recognises that international student wellbeing goes beyond the campus and is affected by the support of the wider community.

The Wellbeing Strategy is designed to:

- better support international students so they feel welcome, safe, and well, enjoy a high-quality education and are valued for their contribution to New Zealand
- coordinate government and non-government stakeholders in the international education sector to identify priorities and implement initiatives supported by the Education (Pastoral Care of International Students) Code of Practice.

The international student wellbeing funding

Implementation of the Wellbeing Strategy is supported by an allocation from the Export Education Levy (EEL), which is a levy paid by education providers receiving tuition fees from international students.

Initiatives were selected by international education leaders representing students, communities, education providers and government, and are expected to meet most of the following criteria:

- fill an identified support gap, and have an enduring impact on supporting one or more International Student Wellbeing Strategy goals
- identify leveraging/collaboration/partnering opportunities
- demonstrate the capability and capacity required to successfully deliver on intended outcomes
- include well-designed implementation and evaluation plans
- be cost-effective (considering impact relative to costs)

- be innovative, taking advantage of new technologies to maximise reach and impact
- not duplicate or crowd out existing services provided to international students.

Priority themes for this funding round are, inclusion/social connectedness, mental health and information provision.

This funding activity aims to improve wellbeing outcomes for international students. In so doing it will enhance New Zealand's reputation as a desirable location for international students and contribute to building our international education sector.

2. PURPOSE

2.1. ISANA, the International Education Association New Zealand (the recipient) to add enhancements to its existing professional development programme of workshops being run in Auckland, Wellington, Christchurch, Dunedin, Hamilton, Palmerston North and Nelson. The enhancements are as follows:

(a) Professional development workshops

- Adding Hawkes Bay and Bay of Plenty as additional locations for professional development workshops.
- Increasing the number of workshops from 7 to 10 in a year.
- Workshops will cover topics such as dealing with critical incidents, managing mental health issues, developing cultural competence and religious literacy, and fostering community and belonging amongst international students, and with domestic students. Workshops will be delivered by skilled facilitators who are either experts in the field or have ample experience working in a given area of the industry.
- Enhancing workshop follow-up with mentoring and 'community of learning' support, by providing opportunities for workshop participants (preferably ISANA members) to be paired up and mentored through regular online meetings with other more experienced ISANA members.
- Delivering a series of ten interactive webinars around the topics discussed during the workshops.
- Updating an annotated bibliography of New Zealand focused international student experience research and commissioning research into identified gaps.

(b) Community engagement training

- Providing community engagement training for personnel from communities wishing to assist in welcoming and enhancing inclusion of international students. Community engagement training will be crafted in consultation with local communities and regional education

bodies along with ISANA NZ local members. The training events can include workshops, such as developing intercultural competencies.

- Making ISANA resources on community engagement programmes available to local communities.

(c) Mental health training

- Work with Wintec to coordinate mental health first aid training across the country to avoid duplication and build on what Wintec are already doing in this area.

3. CONDITIONS

3.1. The recipient must:

- (a) Work with the Ministry of Education to develop a monitoring and evaluation framework for this project in alignment with the International Student Wellbeing Strategy monitoring and evaluation framework which will be developed in 2018.
- (b) Complete the Update Report at the required date.
- (c) Complete the Result Card at the required date.

4. REPORTS

4.1. The recipient will provide to the Ministry of Education the following reports at the following times:

No.	Report	Description	Date due
1	Half year Update Report to 30 June 2018	The half year Update Report will provide monitoring and evaluation information on results to date and outline solutions to any issues that may need addressing.	30 June 2018
2	Result Card covering complete period of the initiative	On completion of the initiative, the Result Card will be completed based on information gathered through the monitoring and evaluation framework for the initiative.	Within one month of completion of the initiative or 15 Jan 2019 whichever is soonest