Academic Staff Member

Kaupapa | Purpose

To demonstrate professional leadership in the provision of quality teaching across agreed courses within Academic Delivery and Development

Reports to: Programme Manager

Team: Academic Delivery and Development

Date: October 2025

Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values



Ngā mahi | Do

Development of Programmes, Courses and Resources

The role of an Academic Staff Member is to develop and design high quality programmes, course and/or learning resources that are relevant to the level, subject content, learner characteristics and delivery modes used to meet learner and industry / professional body expectations.

Key competencies:

- Structure and present learning resources using understanding of pedagogy and instructional design to facilitate effective learning
- Revise and/or update course documents using Toi Ohomai templates and processes and ensure these meet programme / qualification outcomes and levels.
- Use subject and teaching expertise to review and continuously improve programmes /courses and teaching/learning resources.

- Engage with industry and seek feedback from industry peers, subject experts, learners and moderators to inform teaching and maintain currency of learning resources
- Develop teaching resources with embedded literacy and numeracy and that are contextualised to both the course content and the learner characteristics.
- Maintain currency with all Toi Ohomai, NZQA, and TEC requirements in relation to course and programme requirements.

Measures:

- Student feedback on teaching and quality or learning resources
- Peer Observations and Feedback
- Employer/Industry Feedback
- Reflective Journal
- Teaching Portfolios
- Examples of Teaching Resources
- Examples of Literacy and Numeracy Resources
- Consultation Logs – Consultation with Industry
- Formative notes on Student achievement and / or pastoral care

Inform, Understand and Support Learners

Academic Staff Members are to understand their learners and use this understanding to tailor support to meet the needs of their learners. Learners are treated equitably and Academic Staff Members are cognisant of their responsibilities for pastoral care. They recognise that individual differences distinguish one student from another.

Key competencies:

- At the start of the course, work with learners to develop and agree learning outcomes (in addition to those set for the course/programme) and approach to achieving these.
- Use initiatives to develop a learning community and shared responsibility for achieving agreed outcomes with learners
- Design and implement diagnostic tools, and strategies to understand learners' strengths and weakness.
- Develop learning plans with students to engage learners and help them their learning and career goals.
- Employ a wide range of learner engagement strategies and adapt their use to respond to learner's needs.

Measures:

- Student feedback – first impressions and student satisfaction data
- Student evaluations of teaching
- Peer feedback including peer teaching observations and attestations
- Gain reports from Adult Literacy Numeracy Assessment Tool (ALNAT) (where appropriate)
- Portfolios
- Learner Facilitator reports
- Student Notes

Teach and Facilitate Student Learning

Academic Staff Members will provide equitable opportunities for learners to develop and apply critical thinking, problem solving, and soft skills in their learning and work environments. Practice will be adjusted to reflect the diverse interests, abilities, skills, knowledge family/Whanau and peer relationships of learners. This will be achieved through:

Key competencies:

- Setting high expectations of learners while maintaining respectful and professional relationships.
- Being aware of the influence context and culture have on learner engagement and apply this understanding and use a range of approaches to strengthen learner achievement.
- Building on learner's strengths to develop their confidence, self-esteem, social engagement, civic responsibility and their respect for individual, cultural, religious and ethnic differences.
- Collaborating with learners to agree on teaching and learning approaches to meet agreed outcomes.
- Developing learning communities that engage learners as partners in the learning process.
- Facilitating open, respectful discussion, sharing of ideas and experiences and encourage learners to engage in their own investigation and research.
- Using a wide range of technologies to add value to student learning experiences
- Facilitating group learning processes and using a variety of delivery models/modes to develop learners' ability to communicate, work with others and problem solve
- Monitoring student engagement and progress and adjust teaching style to adapt to the learning styles of the student cohort.
- Integrating theory with practice and embedding real world examples and experiences in teaching.

Measures:

- Student feedback particularly student evaluations of teaching and focus group outcomes
- Student course completions
- Student Records
- Peer Observations of Teaching
- Peer Attestations
- Publications
- Reflective journal
- Portfolios

Assess Learning Achievement

Academic Staff Members are to design and use both formative and summative assessments to monitor student learning and measure student achievement.

Key competencies:

- Design and implement formative assessments to enable learners to measure their progress in meeting course learning outcomes.
- Design and implement valid and reliable assessment tasks that measure whether course outcomes are met.
- Develop, share and use clear marking guides/schedules with learners and other markers
- Pre-moderate (validate) assessments prior to their use to ensure they are valid fair and equitable.
- Undertake both internal and external moderation in accordance with approved moderation plans
- Provide a summary report of all assessment and moderation activity to support approval of final course and qualification results.

Measures:

- Moderation reports
- Student results
- Student records
- Student Complaints / Appeals
- Peer Attestations

Provide Feedback and Report Learner Achievement

Academic Staff Members provide timely, consistent and fair feedback to their learners on their learning progression and achievements and ensure results reported in the student record system have been quality assured.

Key competencies:

- Provide accurate and comprehensive feedback to learners on their performance, including feedback on strengths and weaknesses and indications of their overall performance, in agreed timeframes.
- Provide personalised feedback that demonstrates respect for the student and recognises student's work and life experiences.
- Engage with the approval and reporting of student results processes and manage any student appeals or requests for reconsideration of results
- Monitor learner cohort performance against expected institutional targets.

Measures:

- SLT / Programme Cluster minutes
- Progressive Formative spreadsheet
- Student notes
- Course EPI data
- Peer attestations
- Student Feedback
- Portfolios

Evaluate the effectiveness of own teaching and commitment to continuous improvement

Academic Staff Members evaluate their effectiveness as a teacher, to critically reflect on their own practice and to use their understanding to continuously improve their course, teaching and outcomes for learners.

Key competencies:

- Continuously engage with learners to gain feedback on practice and use this to address issues arising
- Engage in peer observation of teaching processes.
- Evaluate own teaching effectiveness using appropriate data
- Implement agreed action plans and monitor effectiveness in achieving intended outcomes
- Contribute to critical reflection of programme, course and student outcomes and the preparation of the APER

Measures:

- APERs / Evaluation / Self-assessment reports
- EPI data (over 5 year period)
- Student feedback, evaluations of teaching and student satisfaction data
- Peer Observations
- Professional reflective journals

Maintain currency in own discipline and as a teacher

Academic Staff Members are required to maintain currency and competence in their area of expertise and in the field of adult teaching and to effectively manage their professional learning / development.

Key competencies:

- Maintain active engagement with relevant industry(s)/professional and share knowledge of development/innovations.
- Evaluate effectiveness of teaching using student and peer feedback
- Engage in evidence-based self-assessment of own teaching and course relevance and identify and address areas for improvement.
- Actively seek out opportunities to develop teaching / industry knowledge / expertise and share discoveries with colleagues
- Use understanding of legislative and policy context to contribute to practice that adds value to learners and stakeholders

Measures:

- Professional development/industry/research activity reports
- Research publications / presentations
- Peer attestations
- Industry logs and stakeholder feedback
- Representation on LACs
- Representations on institutional committees

Note:

The above Key Competency Indicators are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

Demonstrate commitment to:

Te Tiriti o Waitangi. Through our developing understanding of our obligations and our connection with Te Tiriti o Waitangi as both individuals and as an organisation.

Ākonga at the Centre. Through prioritising the experience, wellbeing, and success of our ākonga in our decision-making process.

Equity. Through recognition, empowerment, and inclusion we can give greater acknowledgement of the unmet needs of Māori, Pacific and disabled ākonga and their whānau.

Vocational Education and Training Excellence. Through quality provision for all ākonga, meeting the regional needs of employers and communities.

Pūkenga | Have

Qualifications

Essential:

- Bachelors level qualification in a relevant field or Trade Qualification equivalent;
- And at least a qualification one level above the qualification being taught.

Desirable:

- Certificate in Adult Teaching or similar adult teaching qualification.

Knowledge/Experience

Essential:

- At least 4 years working in the relevant industry

Desirable:

- Teaching experience at a tertiary level.

Skills and attributes

Essential:

- Experience in the development of student learning material
- Excellent verbal and written communication skills.
- Ability to be self-motivating and able to work effectively individually and within a team.
- A high level of professional and ethical conduct.
- Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of the Treaty of Waitangi/Te Tiriti O Waitangi and bicultural issues in education
- Interested in continued enhancement of personal knowledge and abilities.
- Excellent time management skills.
- Positive proactive and energetic working style.
- A commitment to continued enhancement of personal knowledge and abilities.

Desirable:

- Understanding of and knowledge and experience in teaching at a tertiary education level;
- PC based computer literacy skills that enable word processing of technical reports, processing of data on spreadsheets;
- Knowledge of tertiary sector

Change to position description:

From time to time, it may be necessary to consider changes in the job description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Position Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.

Waiaro | Be

Authentic and Inclusive: Promote an environment of inclusion and authenticity, where all contributions are valued, . Be courageous to disrupt inequities for all, including Māori, Pacific and disabled peoples. Hold the conviction that meaningful partnerships with Māori/iwi will contribute to progress for all.

Connected: Integrate waiora-sustainable thinking into your everyday mahi, meeting the needs of the present, without compromising our ability to meet our needs for the future. Embrace the interconnectedness of environmental, social, economic and cultural wellbeing.

Collective: Seek progress over perfection, moving forward with aroha, empathy and persistence. Maintain a focus on results and delivery to build a sustainable, world class, vocational education and training network. Lean into transformation, challenge the status quo and choose courage over comfort to create better results for Toi Ohomai, employers, ākonga and their whānau.

Self-awareness: Navigate yourself, and lead others through change with confidence, understanding how to create the conditions you and others need to thrive. Demonstrate humility, be reflective and self-aware, always seeking to grow personally and as a leader.

Ako: Hold lifelong learning as vital in connection, hauora, and continuous improvement both personally and professionally. No matter your role, recognise your mahi contributes to making a positive difference for our ākonga and their whānau, and their ability to create thriving communities. Recognise Te Tiriti o Waitangi as a powerful mechanism for taking positive action in Aotearoa, and a pathway to achieve equity for all.

Mana tāngata: Contribute to a connected, creative, compassionate workplace, where teams are committed to growth, learning and achieving our shared purpose. Create a safe environment for learning and development, in all you do, including Te Tiriti, equity, academic and professional excellence. Recognise kaimahi and whānau wellbeing are interconnected, when we support personal and professional growth we contribute to Te Oranga/participation in society.

Ngā Hononga Mahi | Working relationships

Internal: Other Academic Staff Members, Faculty Management and Support and Support Staff

External: Students, Perspective students, Industry stakeholders

Professional Networks

Resource delegations and responsibilities:

Financial: N/A

People: N/A