

Academic Staff Member

Kaupapa | Purpose

Reports to: Team Manager

Team: Wintec | Te Pūkenga

Date: April 2024

Ngā mahi | Do

- To create a positive and supportive learning environment by using effective teaching strategies and promoting learning consistent with student needs and professional standards to ensure successful student outcomes.
- To contribute positively and appropriately as a member of a teaching team
- To fulfil necessary administrative, research and course development obligations.
- Facilitating Learning
- Applies a variety of quality teaching and learning strategies underpinned by sound educational theory;
- Delivers high quality learning experiences using a variety of technology that provides for individual learning needs, incorporates literacy and numeracy, and enables students to demonstrate their knowledge and skills;
- Develops and maintains supportive relationships with and between learners by ensuring a culturally safe learning environment that accommodates a wide range of perspectives and provides for individual learning and support needs;
- Planning and Preparation
- Plans and prepares in advance current teaching resources, lesson plans, learning outcomes, effective blended delivery methods and effective assessment methods etc, for all modules;
- Responds to student feedback by reviewing and updating teaching resources to ensure ongoing improvement of teaching content;
- Discipline and Subject Area

- Maintains up to date knowledge in subject area and utilises this knowledge in course material;
- Shares knowledge with colleagues;
- Ensures professional/industry certification and industry contacts are maintained;
- Curriculum Development and Flexible Delivery Design
- Participates in the development and facilitation of blended learning programmes;
- Assessment of Student Learning
- Applies a variety of formative and summative assessment tools that are valid, sufficient, fair and transparent;
- Informs students of assessment criteria and scheduling in a timely manner, ensures students receive constructive feedback on their progress, and participates in moderation activities.
- Reflective Practitioner
- Regularly engages in critical reflection of own teaching practice using formal and informal feedback and self-reflection;
- Ensures the aspects of diversity, international student experience, Maori learners and Treaty based practice is applied to own teaching practice;
- Professional Development
- Participates in Wintec and other professional development activities in their own discipline and as a tertiary educator to maintain currency and meet strategic priorities;
- Applies these learnings to enhance educational outcomes;
- Completes tutor training requirements, i.e. ATTP Level 5 or equivalent, and holds or is currently studying towards one qualification higher than the level being taught;
- Regularly engages with industry, community, employers, and field of practice.
- Engages in peer support, observation, mentoring and/or peer review exercises, and is sought by students for expertise in subject area and/or teaching practices.
- Applies current research to teaching practice;
- Participates in research and/or technology transfer and/or consultancy as part of the School/Centre's RDT plan;
- Shares the results of research within the team.
- Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge;
- Significant hazards are eliminated, isolated and/or risk minimised;
- Staff in the area of responsibility are involved in the hazard management process;

- Relevant H&S training is identified and completed for key staff and those with specific job/training requirements;
- Work accidents and incidents are reported as soon as possible after occurrence; investigation reports are completed and recommendations considered.

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

- Certificate in Adult Teaching or equivalent;
- Tertiary qualification one level above the level required to teach;
- Holds current certification, license, registration application to the position (e.g. electrical, nursing, building practitioner, forklift, first aid).
- Experience with learning technologies e.g. Moodle, Blackboard. Experience training, coaching or facilitating.
- Able to exercise judgement in problem solving;
- Ability to be innovative, to question the status quo and to adapt to changing circumstances;
- Ability to use initiative;
- Highly developed interpersonal and relationship skills;
- Demonstrated ability to work with colleagues to resolve issues and meet agreed outcomes.

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 | Te Pūkenga, 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: Academic Staff, Administration Staff, Advisors/Consultants, Dean of Faculty, Department Managers, Directors, Head of School/Centre Directors, Team Managers, Team Leaders/Coordinators.

External: Business/Industry/Community, Employers and employer groups, Government Agencies, ITO's, SAWIT and Students.

Resource delegations and responsibilities:

Financial: Nil

People: Nil