

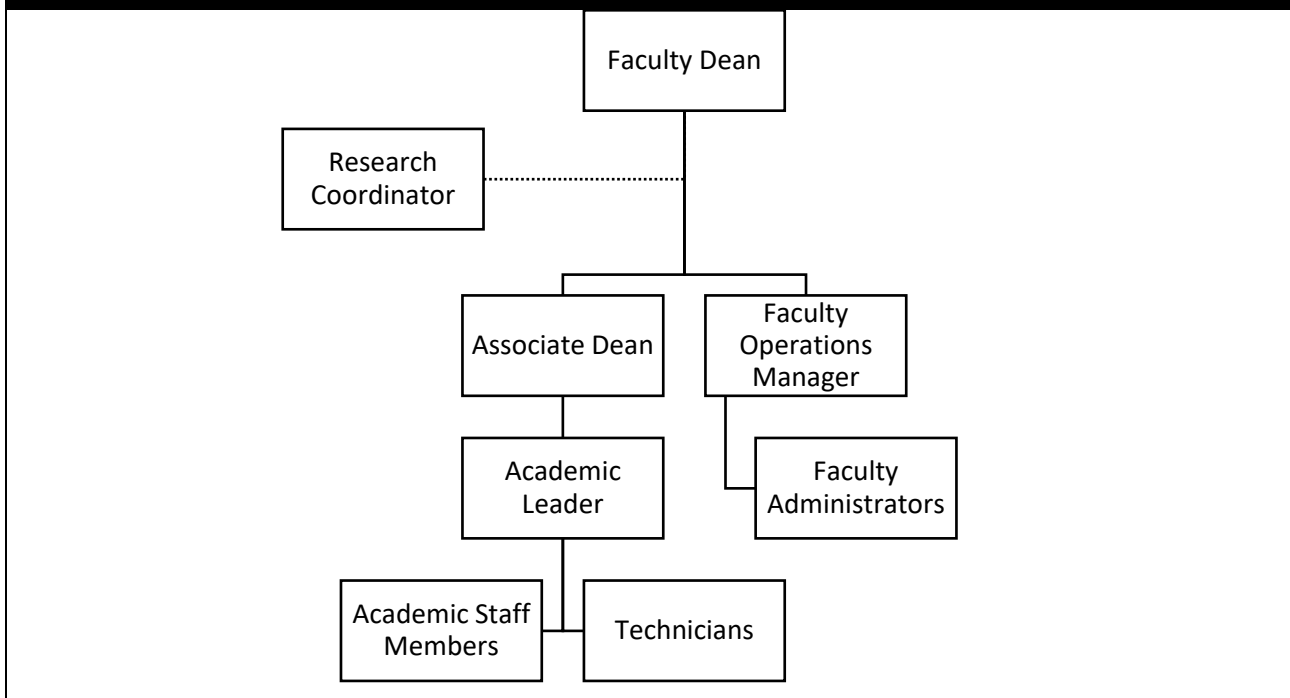
TOI-OHOMAI

Institute of Technology

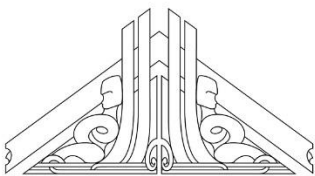
JOB DESCRIPTION

Job Title:	Academic Staff Member (ASM)
Department:	Faculty of Health, Education & Environment
Reports To:	Academic Leader
Job Purpose:	To demonstrate professional leadership in the provision of quality teaching across agreed courses with the Faculty of Health, Education & Environment – Education Department
Date:	March 2021

Organisational Context:



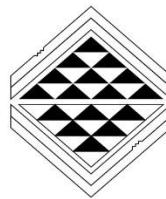
Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values



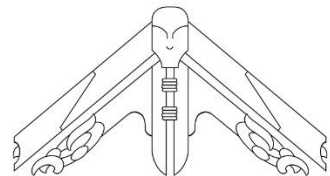
WHANAUNGATANGA



TOITUTANGA



MANAAKITANGA



KOTAHITANGA

Toi Ohomai Institute of Technology Strategic Intent 2017 – 2020

Globally education is undergoing disruptive change, driven by technology; learner expectations of employment outcomes; as well as employer & government expectations of relevance and value. Delivery models have changed more in the past 10 years than in the previous 1000 years and are expected to change even more rapidly. In this context Toi Ohomai will systematically and continuously adapt to ensure that its education models and practices are relevant; that our technology, systems and processes meets future business needs; that staff capability and culture embraces change; and our physical asset base meets future learning needs, with a specific focus on improving access to education and enabling employment opportunities throughout the Bay of Plenty.

Toi Ohomai's ability to produce the best possible outcomes for our students, communities and business through seamless connectivity with our regional stakeholders, and Iwi in particular, is critical to the social, cultural, environmental and economic wellbeing of the wider Bay of Plenty region.

Toi Ohomai Institute of Technology will:	We will:
1. have meaningful and effective partnerships	<ul style="list-style-type: none">a. Be a strategic education partner to Iwi, industry and the communities in the region.b. Recognise Iwi of the region as rights holdersc. Work collaboratively with other education providers.d. Work closely with government agencies.
2. deliver tertiary education, research and technology transfer to meet the needs of the region.	<ul style="list-style-type: none">a. Ensure that we understand and meet the tertiary education needs of the region.b. Provide accessible and adaptable pathways for learners.c. Develop our discipline and research strengths to align with those of the region.d. Be active in technology transfer and applied research for industry.
3. be innovative and support innovation	<ul style="list-style-type: none">a. Create an organisational culture that encourages and supports innovative practice.b. Develop activities that support new innovators and entrepreneurs in our region.c. Embrace and share new technologies and practices in education and industry.d. Build our capability and delivery of STEM subjects and courses
4. be learner-centred	<ul style="list-style-type: none">a. Offer a range of services to support student success prior to enrolment, during their study and beyond graduation.b. Tailor our educational delivery to suit the needs of the learners and to enhance their employability.c. Ensure our campuses, programmes, delivery and support mechanisms engage and support Maori and Pasifika students to achieve success.d. Create a culturally-safe environment for all learners.
5. be a sustainable organisation	<ul style="list-style-type: none">a. Ensure that we are financially responsible and sustainable.b. Develop revenue streams appropriate to our core purpose.c. Maintain the highest standards of health and safety for our staff and students.d. Develop the capability of our staff to meet the future needs of the organisation.e. Minimise our negative environmental impact.f. Contribute to the social cohesion of our communities.

Resource Management:	
Financial Authorities	Staff Authorities:
Budget owner: No Delegated Financial Authority as per Toi Ohomai's Delegations Policy:	Number of Direct Reports: Nil Number of Indirect Reports: Nil Responsible for contract staff, and/or coaching, training of others:

Functional Relationships:	
Key internal and/or external contacts	Nature of the contact most typical <i>e.g. courtesy, giving/receiving information, explaining things, liaising, advising, gaining co-operation, facilitating, influencing and persuading, resolving minor conflicts, mediating, negotiating, formal negotiation, supervising, leading.</i>
INTERNAL	Students, Staff
EXTERNAL	Industry Stakeholders, Prospective Students, Professional Networks

Key Competencies:	Expected Outcomes:
<i>The position of Academic Staff Member encompasses the following major functions or Key Competencies:</i>	
1. 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.	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
2. 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.	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Student feedback – first impressions and student satisfaction data Student evaluations of teaching Peer feedback including peer teaching observations and attestations

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Gain reports from Adult Literacy Numeracy Assessment Tool (ALNAT) (where appropriate) • Portfolios • Learner Facilitator reports • Student Notes
<p>3. Teach and Facilitate Student Learning</p> <p>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:</p>	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>4. Assess Learning Achievement</p> <p>Academic Staff Members are to design and use both formative and summative assessments to monitor student learning and measure student achievement.</p>	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Moderation reports • Student results • Student records • Student Complaints / Appeals • Peer Attestations

<ul style="list-style-type: none"> • 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. 	
<p>5. 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.</p>	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • SLT / Programme Cluster minutes • Progressive Formative spreadsheet • Student notes • Course EPI data • Peer attestations • Student Feedback • Portfolios
<p>6. 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.</p>	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>7. 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.</p>	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Performance 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.

Person Specification:

This section is designed to capture the expertise required for the role at the 100% fully effective level. (This does not necessarily reflect what the current jobholder has.) This may be a combination of knowledge / experience, or equivalent level of learning through experience or key skills, attributes or job specific competencies.

Qualifications	
Essential:	Desirable:
<ul style="list-style-type: none"> • Relevant Masters Qualification, or willingness to study towards one. • Current Annual Practicing Certificate, or ability to apply for one. • 5 years of practitioner experience • 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 	<ul style="list-style-type: none"> • Certificate in Adult Teaching or similar adult teaching qualification.

Knowledge / Experience	
Essential	Desirable
<ul style="list-style-type: none"> • 5 years of practitioner experience • 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. • 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. • Community and Health stakeholder networks 	<ul style="list-style-type: none"> • PC based computer literacy. • Knowledge of tertiary sector.

Change to Job 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 Job Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.

JOB DESCRIPTION – Appendix

Job Title:	Senior Academic Staff Member (SASM)
Department:	Teaching & Learning
Reports To:	Academic Leader
Job Purpose:	<p>SASMs are expected to demonstrate academic leadership to their peers and to mentor and support other academic staff members.</p> <p>They are expected to use understanding of themselves and others to adapt teaching practices to the individual needs of learners and to build learning communities that maximise learner achievement.</p> <p>They will use their skills, knowledge and experience to mentor and support others to further develop their teaching practice. They are also expected to engage in activities to advance teaching practice and share their knowledge with others.</p>
Date:	March 2021
<i>This Appendix is to be used in conjunction with an Academic Staff Member Position Description and describes additional key responsibilities associated with being a Senior Academic Staff Member</i>	

Key Competencies are framed by Toi Ohomai's Strategic Intent

The delivery of all key competencies should align to the delivery of Toi Ohomai's Strategic Intent and values.

The following list articulates the generic key responsibilities of the role. In addition to these the employee may also be required to undertake reasonable tasks and projects beyond these responsibilities.

Key Competencies:

Develop academically sound programmes and/or courses and relevant teaching resources

- Support others to further develop their teaching and learning resources
- Develop exemplars and/or support others to develop learning resources that embed contextualised literacy and numeracy.
- Lead programme reviews including seeking feedback from industry peers, subject experts, learners and moderators
- Demonstrate academic leadership in qualification/ programme/course development/ redevelopment

Inform, understand and support learners

- Work with others to ensure all course/programme information for learners is up-to-date for the start of teaching
- Use and share engagement strategies that enable learners to share knowledge, experience and understanding and that build reciprocal learning opportunities
- Identify and monitor factors that correlate with poor student performance and use data and understanding to design effective engagement strategies
- Develop and share with other kaiako/teachers resources for learners who require additional support to meet learning needs (remedial resources) or extend their learning (extension resources)

Teach and facilitate student learning

- Initiate and incorporate innovative approaches to engage and facilitate student learning in face-to-face and/or on-line delivery.
- Facilitate student-led and/or work-integrated learning activities
- Tailor delivery style, content and practice to adapt to the learning style and cultural views of diverse communities
- Trial and evaluate new technologies and their potential to add value to teaching and learning
- Support others to further develop their teaching practice and model and/or share current teaching and learning innovations into delivery
- Use evidence of student performance, student feedback, peer observation and self-reflection to evaluate own performance and to trial new initiatives

Assess learning and achievement
<ul style="list-style-type: none"> • Design and use formative and summative assessments to enable learners to assess their own level of learning and help them to plan to address learning gaps • Review, revise and design assessment methodologies for programmes and courses • Develop, implement and share innovations in formative and/or summative assessment • Provide advice and support to others to develop their confidence and capability in preparing, delivering and managing valid and reliable assessment and moderation
Evaluate effectiveness of own teaching and commitment to continuous improvement
<ul style="list-style-type: none"> • Lead discussion and debate with learners to identify factors impacting on their learning and design interventions to address these • Undertake peer observations and provide advice, guidance and support to others • Lead and participate in evaluative teams to rigorously determine the effectiveness of courses/programmes and teaching initiatives • Initiate discussions of programme performance and gain consensus on recommended course of action across team • Advocate for change in course/programme design/delivery using evidence to support recommended actions
Maintain currency in own discipline and as a teacher
<ul style="list-style-type: none"> • Evaluate effectiveness of teaching using student and peer feedback • Share best practice and assist others to develop their skills and knowledge of teaching. • Mentor and support others to develop their practice. • Engage in innovative practice and/or research, evaluate outcomes and share findings with colleagues