

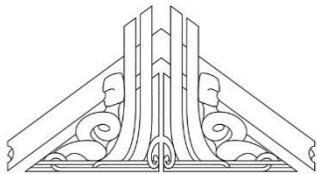
TOI-OHOMAI

Institute of Technology

JOB DESCRIPTION

Job Title:	Academic Staff Member
Department:	Health, Education & Environment
Reports To:	Academic Leader
Job Purpose:	To demonstrate professional leadership in the provision of quality teaching across agreed courses within Teaching and Learning.
Job Size & Salary Band:	\$62,664 - \$73,173 (37.5 hours FTE)
Date:	December 2019

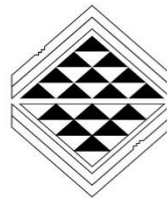
Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values



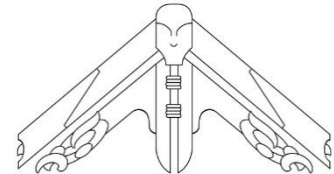
WHANAUNGATANGA



TOITUTANGA

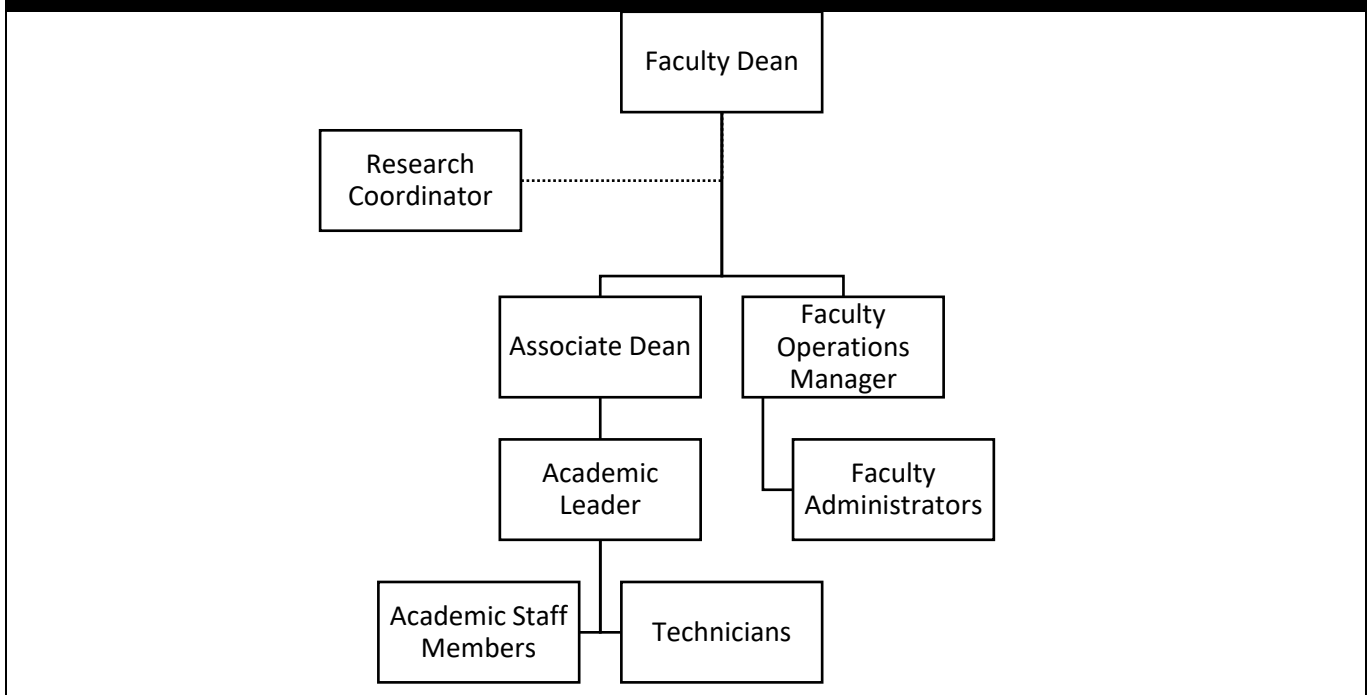


MANAAKITANGA



KOTAHITANGA

Organisational Context:



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's Strategic Intent is to:	We will:
1. <i>have meaningful and effective partnerships</i>	<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 holders. c. Work collaboratively with other education providers. d. Work closely with government agencies.
2. <i>deliver tertiary education, research and technology transfer to meet the needs of the region.</i>	<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. <i>be innovative and support innovation</i>	<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. <i>be learner-centred</i>	<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. <i>be a sustainable organisation</i>	<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:**

Budget owner: No
 Delegated Financial Authority as per Toi Ohomai's
 Delegations Policy: No

Staff Authorities:

Number of Direct Reports: Nil
 Number of Indirect Reports: Nil
 Responsible for contract staff, and/or coaching, training of
 others: Nil
 Responsible for new employee hire: No

Functional Relationships:**INTERNAL**

- Other Academic Staff Members
- Faculty Management and Support
- Support staff

EXTERNAL

- Students
- Perspective Students
- Industry Stakeholders
- Professional Networks

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:**Measures:****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.

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|---|---|
| <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 of 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.

<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. • 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"> • 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
<p>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:</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>Assess Learning Achievement 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 	<ul style="list-style-type: none"> • Moderation reports • Student results • Student records • Student Complaints / Appeals • Peer Attestations

<ul style="list-style-type: none"> • 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. 	
<p>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>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>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:	
Qualifications	
Essential:	Desirable:
<ul style="list-style-type: none"> At least Bachelors level qualification in a relevant field; And at least a qualification one level above the qualification being taught. 	<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"> At least 4 years working in the relevant industry 	<ul style="list-style-type: none"> Teaching experience at a tertiary level.
Skills and Attributes	
Essential:	Desirable:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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:	DEU Coordinator
Department:	Faculty of Health, Education and Environment
Reports To:	Academic Leader Nursing
Job Purpose:	The DEU Coordinator is responsible for providing Clinical teaching, assessment and support to student nurses according to supervision and assessment standards agreed between the Agency and Toi Ohomai. These standards are in accordance with the requirements of Nursing Council New Zealand and NZQA. To oversee development, maintenance, and support for all members of DEUs.
Date:	September 2020

This Appendix is to be used in conjunction with an Academic Staff Member Position Description and describes additional key responsibilities associated with being a DEU Coordinator

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:	Expected Outcomes:
<p><i>Meaningful and effective partnerships</i></p> <ul style="list-style-type: none"> ● Promotes and educates stakeholder staff on the concepts and philosophies of the DEU ● Orientates new DEU staff members to specific roles ● Communication with clinical placement coordinators/managers Clinical Nurse Leader on a regular basis ● Ensures agencies have practicum resources and materials required to maximise student learning and assessment processes ● Students are orientated to placement ● Initiate regular liaison with DEU staff and monitor student progress ● Attend relevant meetings relating to clinical practicums, including pre and post moderations 	<ul style="list-style-type: none"> ● Positive relationships are maintained with colleagues and any issues / concerns are dealt with in a professional & timely manner ● Prompt communication of any concerns to the Clinical Placement Lead and Toi Ohomai team ● Participation in meetings as a positive team member ● DEU areas are well supported and DEU staff educated on philosophy/concept
<p><i>Delivery of tertiary education, research and technology transfer to meet the needs of the region.</i></p> <ul style="list-style-type: none"> ● Develop and facilitate clinical learning / teaching that is linked to the theoretical component of the course ● Assist students learning to meet outcomes and identify specific needs ● Assist in developing a learning contract when specific learning needs are identified ● Ensure students deliver care that meets the client's needs for nursing input and that meet professional and legislative standards and requirements 	<ul style="list-style-type: none"> ● Students are supported in successfully achieving their learning outcomes ● Nurse students receive supervision from a visiting SNE/ALN ● Action plans are developed to support students who are not progressing with their achievement ● of learning outcomes, in conjunction with the Clinical Placement Lead

<ul style="list-style-type: none"> ● Promote a research / evidence-based culture ● Encourage students to enter the ethical debate and display an understanding of the socio-political context of Nursing / Midwifery / Health ● Act as a resource person for students 	
<p><i>Be innovative and support innovation</i></p> <ul style="list-style-type: none"> ● Complete daily documentation / records regarding student placement, performance and supervision ● Support agency review and audit processes as directed by Clinical Placement Lead ● Encourage students to actively participate in programme evaluation ● Ensure assessment processes are implemented and meet with Toi Ohomai requirements 	<ul style="list-style-type: none"> ● Administrative requirements are met ● Student practicum absences are recorded on the CAF & clinical team are advised
<p><i>Be learner-centred</i></p> <ul style="list-style-type: none"> ● Encourage students to develop reflective practice in the clinical setting ● Encourage students to be increasingly self-directed in their own education ● Organise and facilitate student debriefing during the practicum experience. Respond to student and agency concerns ● Advocate for student learning experience ● Address issues of concerns that students have related to clinical practice by timely referral to ward / agency staff and the Toi Ohomai team ● Provide accurate and constructive feedback at regular interval to students to promote professional growth 	<ul style="list-style-type: none"> ● A supportive mechanism / process of student debriefing is provided during the clinical experience ● Pastoral support is provided to nurse students and they are referred to agencies for support here / where appropriate
<p><i>Be a sustainable organisation</i></p> <ul style="list-style-type: none"> ● When able, support primary lecturer where requested within clinical skills lab ● Initiate and complete annual performance appraisal with Line Manager according to policy ● Seek performance feedback from students and preceptors ● Undertake ongoing, relevant post-graduate education to achieve personal objectives ● Attend relevant course / conferences 	<ul style="list-style-type: none"> ● An openness and willingness to learn is displayed ● Participation in professional development opportunities made available is evident ● Supporting primary lectures where possible in clinical skills labs

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:**Qualifications****Essential:**

- Registered Comprehensive Nurse / Registered General Obstetric Nurse, plus Registered Midwife for Midwifery Service or Registered Psychiatric Nurse (as appropriate)
- Current NCNZ Annual Practising Certificate
- Post-Graduate Certificate Qualification
- Minimum 3 years post registration experience

Desirable:

- Preceptorship course successfully completed
- Has, or is working towards, Adult Teaching Qualification

Knowledge / Experience**Essential:**

- In depth experience in the nursing / healthcare industry
- Recent clinical practice experience

Desirable:**Skills and Attributes****Essential:**

- Excellent skills including:
- Ability to work from plans and ideas
 - Excellent oral and written communication skills, particularly at an inter-personal level
 - Ability to be self-motivating and able to work independently; and as part of a team
 - Display of 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
 - Interest in continued enhancement of personal knowledge and abilities
 - PC based computer literacy skills

Desirable:

- Understanding, knowledge and skills in education and training programmes