

TOI-OHOMAI

Institute of Technology

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>
Job Size & Salary Band:	\$76,095 - \$83,050
Date:	November 2019

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

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)

<p>Teach and facilitate student learning</p> <ul style="list-style-type: none"> • 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
<p>Assess learning and achievement</p> <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
<p>Evaluate effectiveness of own teaching and commitment to continuous improvement</p> <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
<p>Maintain currency in own discipline and as a teacher</p> <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



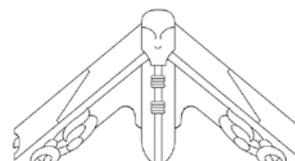
WHANAUNGATANGA



TOITŪTANGA



MANAAKITANGA



KOTAHITANGA