

Lecturer/Academic Lead – BEd Primary, Pacific



Change starts here; transform your career and make a difference

When you work for MIT you become a member of an innovative and passionate team, dedicated to getting students into great jobs. You will be encouraged to learn and grow, both as an individual and as a professional. You will live and breathe our Values: We are Real, Manaakitanga, We are Connected and We are Excellent. A career at MIT gives you the opportunity to transform lives and communities.

Reports to: Head of School (Arts and Education)

Location: Greater Auckland

Directorate: Academic Operations

Grade/Band: Academic Scale

Purpose of position:

To establish and maintain the highest standard of teaching and an effective learning environment for Education students at Manukau Institute of Technology.

To establish and maintain the highest standard of industry networks and relationships. This role will involve facilitation and maintenance of positive external relationships with those supporting the student learning journey.

Continue the development of a visionary new programme based on school-based teacher education to graduate qualified teachers who can support bilingual and mainstream learning. Working closely with partner schools and other invested parties to deliver a programme to be taught from 2021 (pending approval).

To meet key performance requirements as set by the School.

To be flexible in teaching across (if required) and contributing to the success of all programmes within the School working collaboratively within a professional team.

To maintain currency of practice and ability to teach across multiple programmes within the School through active research, professional development and/or further study.

Accountabilities:

1.0 GENERAL RESPONSIBILITY TO STUDENTS

- 1.1 To remain aware of the general welfare of students.
- 1.2 To identify the specific and general needs of students.
- 1.3 To provide appropriate guidance and support irrespective of age, gender, culture, social background and level according to student needs.
- 1.4 To establish and maintain a research ethic in students.

- 1.5 To develop the research, analytical, evaluative, theoretical and communication skills of students.
- 1.6 To provide students with professional skills that will sustain them throughout their career as creative professionals.
- 1.7 To make students aware of the various contexts in which they produce their work.
- 1.8 To provide students with a resource of ideas and motivational material from which to produce work.

2.0 TEACHING RESPONSIBILITY

- 2.1 To provide an effective learning environment for all students irrespective of level, age, gender, social or cultural background.
- 2.2 To employ techniques and resources suited to the various levels, age, gender, and social or cultural background of students that align closely with the conceptual framework and aim of the programmes.
- 2.3 To establish achievable and clear learning objectives and outcomes of a standard suited to the levels required.
- 2.4 To continuously monitor the effectiveness of teaching techniques and resources employed in terms of the prescribed outcomes and objectives of the qualification.
- 2.5 To keep individual students informed of their weaknesses and strengths in terms of the prescribed outcomes and objectives of the qualification, based on the generic performance criteria for studio practice and contextual studies.
- 2.6 To provide course content relevant to the needs and interests of the various students.
- 2.7 To keep course content up to date with contemporary developments and attitudes of subject area.
- 2.8 To give all students the required support, irrespective of cultural, social, gender background or level, in order for them to achieve the prescribed outcomes and objectives of the Education programmes.

3.0 ASSESSMENT

- 3.1 Performance criteria is clear to students prior to the commencement of the course, module or task.
- 3.2 Performance criteria accords with outcomes and objectives of course, module or task.
- 3.3 Assessment will be standards based.
- 3.4 Marking occurs in respect of given performance criteria only.
- 3.5 Performance criteria and methods ascertained in respect of the age, gender, social or cultural background of students.
- 3.6 Assessment to be both formative and summative. Formative assessment results will give clear indicators to students as to where further effort is needed to satisfy summative assessment requirements.
- 3.7 Assessment results recorded accurately and within Institute policies and procedures
- 3.8 Assessment methods continuously evaluated, and assistance sought as required.
- 3.9 Student evaluations sought through out to ascertain module quality and effectiveness, with adjustments made where appropriate.

4.0 DEVELOPMENT

- 4.1 To remain up to date with contemporary developments in the field of education.
- 4.2 To remain familiar with developments and attitudes in current teaching methods.
- 4.3 To maintain active membership of the appropriate professional organisations.

- 4.4 To meet prescribed staff development requirements.
- 4.5 Meet all performance indicators, including engagement in self-evaluation and appraisal requirements and deadlines.

5.0 TEACHING RELATIONSHIPS

- 5.1 To liaise with peers and managers in a positive and constructive manner.
- 5.2 To share information and resources with peers and managers
- 5.3 To maintain a team, as opposed to an individualistic, attitude in relationships with peers and managers.

6.0 ADMINISTRATION

- 6.1 Deadlines are met and meetings attended as required.
- 6.2 Assessment and attendance records are accurate and organised and filed in line with MIT policy
- 6.3 Procedures are followed that ensure personal and group safety.
- 6.4 Attendance is punctual.

Health & Safety

You are to take reasonable care for your own safety and ensure no actions or in-actions on your part compromise the safety of others. You are expected to actively encourage and participate in MIT's health and safety culture by complying with MIT health and safety policies, processes, and procedures as well as following any reasonable instruction related to health and safety.

Te Tiriti O Waitangi

All team members to champion and support MIT's commitment to Te Tiriti o Waitangi and to demonstrate, through your behaviour and actions support for MIT as a culturally responsive environment for all students, staff and other persons within your area of responsibility.

All team members to attend Te Tiriti o Waitangi and/or Biculturalism in Aotearoa New Zealand training opportunities. Where appropriate team members are to be actively engaged in MIT Te Tiriti o Waitangi professional development training.

Organisational obligations

- Provide professional and ethical behaviour in your actions by ensuring compliance with external legislation and industry standards, and alignment with MIT's The Way We Work and MIT Values.
- As an employee of MIT you are required to familiarise yourself with and comply with all organisation policies and procedures.
- MIT's reputation is enhanced within industry and the community by all that you do
- Promote activities and initiatives that assist MIT achieve its vision and mission

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and the incumbent

MIT Values

Our Values highlight what's important and how we like to get things done at MIT. They span the beliefs, principles and attitudes that make up the spirit of our organisation. Our Values are:

WE ARE REAL

We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

MANAAKITANGA

We genuinely care for others. So we make people feel welcome through kindness, understanding and respect. We make them feel appreciated by acknowledging their contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.

WE ARE CONNECTED

We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable. Because we want our networks to be strong and our relationships to be genuine and long-lasting.

We are well connected, open and approachable.

WE ARE EXCELLENT

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success.

We get great results and celebrate success.

Job Dimensions:

FINANCIAL AUTHORITY: n/a

BUDGET SIZE: n/a

REVENUE: n/a

STUDENT EFTS: n/a

FTE: 1.0

Direct Reports:

N/a

Relationships:

Internal:	External:
All employees	Students and Alumni
	Industry partners – Principals, school leaders
	Partner Schools
	Associate Teachers
	Teaching Council
	NZQA

Experience & Qualifications:

A minimum of a Master's degree relevant in Education – eg MEd, MEdLd, MEdPrac, MTch

Current Full New Zealand Drivers Licence

Current Full Certification with the Teaching Council of Aotearoa New Zealand

Minimum 5 years of experience in working with young people in school/s catering to learners across years 0-8 and their families in senior school leadership role/s (or alike)

Ability to speak a Pacific language and experience in teaching and leading immersion and/or bilingual classrooms

Wide network of Pacific cultural contacts within and outside of Education (Primary and Intermediate Schools)

Experience working with adult learners would be advantageous

Competencies:

- **Inspiring Others:** using interpersonal styles and methods that inspire and guide individuals toward higher levels of performance; modifying behaviour to accommodate tasks, situations and individuals involved.
- **Leadership:** modelling the vision and values, being action orientated, making decisions taking into account associated issues and shaping team or group priorities to reflect the organisation's vision and values.
- **Outward Looking Orientation:** keeping MIT's purpose, values, students, customers, stakeholders and external environment at the forefront of your relationships, decision making and actions.
- **Student Commitment:** an active commitment to students' aspirations, learning and achievements.
- **Accountability:** Drive for results and commitment to delivery.

- **Business Acumen:** developing and incorporating an understanding of the competitive business environment as well as an awareness of economic, social and political trends that impact the organisation's strategy.
- **Decisiveness:** formulates clear decision criteria, makes sound decisions and commits to and implements or initiates action promptly.
- **Facilitating Change:** the ability to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
- **Impact and Influence:** the ability to persuade, convince and influence others.