

English Language Teacher/Teacher Trainer

Position: Full-time, Permanent
Contract/Grade: Senior Academic Staff Member Grade

INTRODUCTION

Christchurch Polytechnic Institute of Technology (CPIT), the largest South Island Polytechnic and one of Canterbury's three major tertiary institutions, is located in the centre of Christchurch city with an additional campus in Opawa. Emphasis is on "applied" learning where theoretical education is combined with a hands-on approach. CPIT prides itself on the emphasis it places on excellence - such as the increasing number of teaching awards it attracts and its achievement of high levels of recognition in educational audits - and on the many diverse and dynamic partnerships it has with industry, the community and a wide range of interest groups in the city.

CPIT welcomes approximately 30,000 student enrolments each year including both full and part-time, domestic and international, professional, paraprofessional and trades focussed. Students and staff of a myriad nationalities attend throughout the year during the day, evening or weekend. Te Wānanga o Ōtautahi provides a place of belonging for those wanting to engage in te ao Māori or Fale Pasifika.

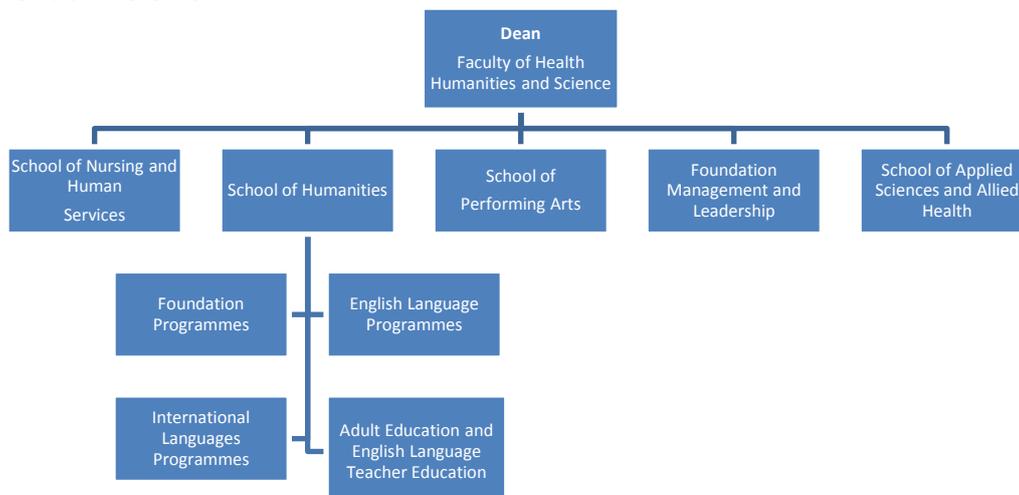
Over 1800 staff teach and support learning in vocational programmes and courses across a comprehensive range of career and subject areas at varying levels from foundation to degrees, graduate diplomas, diplomas and certificates to short term modules and courses customised for business, industry or special interest clients.

A challenging and exciting education environment demanding responsiveness to the diverse needs of students, employers and our region makes CPIT a dynamic and engaging place in which to work.

FACULTY AND SCHOOL INTRO

The School of Humanities is a new school, established in May 2008. It comprises the areas of Foundation education, English language, International Languages and Adult Education. The school is large and diverse, delivering in excess of 700 EFTS (Equivalent Full Time Students) with over 50 FTEs (full time equivalent academic staff). There is a high level of training and experience in teaching and learning in the school and effective professional development is an important feature of quality management.

ORGANISATION STRUCTURE



PRIME FUNCTION/PURPOSE OF THE JOB

To function as an effective member of the Adult Education team, with particular responsibilities in English Language Teacher Education.

To take responsibility for shaping and delivering English language programmes based on the needs of adult students from non-English speaking backgrounds.

To take responsibility for organizing and at times delivering professional development in the language teaching/learning domain.

DELEGATED AUTHORITY AND RESPONSIBILITIES

Financial As delegated by the Head of School
 Human Resource
 Other

PROFESSIONAL PROFILE

ESSENTIAL	PREFERRED
<p><i>Education/Qualifications:</i></p> <ul style="list-style-type: none"> ● English Language Teaching qualifications to minimum Cambridge RSA / Trinity Diploma level ● Cambridge CELTA or CELTA plus DELTA trainer approval ● Recognition by UCLES as a CELTA trainer and experience in undertaking CELTA training either internationally or in New Zealand ● At least a bachelors degree 	<ul style="list-style-type: none"> ● Cambridge CELTA or CELTA plus DELTA Assessor status
<p><i>Experience</i></p> <ul style="list-style-type: none"> ● Experience in teaching adults from non-English speaking backgrounds ● An understanding, preferably accompanied by experience, of the second language learning process ● An understanding of the issues of cultural adjustment for students from other countries (see adjustments to other description) ● 	<ul style="list-style-type: none"> ● Overseas Teaching experience ● Experience of delivery of professional development workshops ● Experience of organization of professional development programmes ● Experience in a senior teacher role
<p><i>Skills/Knowledge</i></p> <ul style="list-style-type: none"> ● Excellent communication skills in English, both verbal and written ● Energy, enthusiasm, and an ability to create a communicative classroom environment ● A reputation for making positive contributions to the work team as well as sharing responsibility regarding needs-based course design and resources ● Patience, resilience and flexibility in responding to routine as well as to changing situations or demands ● The ability to demonstrate that excellence is a standard that is routinely maintained 	
<p><i>Personal Attributes</i></p> <ul style="list-style-type: none"> ● Is credible and self-confident ● Has highly developed communication skills ● Works to understand others and help others in flexible ways ● Works cooperatively with others ● Has good self-control and has appropriate expectations of self and others ● Demonstrates initiative, flexibility and assertiveness 	<ul style="list-style-type: none"> ● Experience of working in teams in language school environments

KEY TASKS

1. Teaching

Manage the teaching and learning situations in selected programmes and courses:

Expected results ASM

- 1.1. Effective planning, preparation and organisation for all classes so students know what is expected of them. This includes setting and effectively communicating learning objectives, and regularly updating course materials to ensure currency and meet changing educational needs and industry requirements.
- 1.2. Creation of an environment conducive to learning and where students are motivated to learn.
- 1.3. Effective use of a variety of appropriate teaching and learning strategies.
- 1.4. Effective organisation/development/deployment of learning resources.
- 1.5. Maintenance of academic quality standards.
- 1.6. Provision of regular, effective feedback to students regarding progress and achievement. This includes:
 - Setting and marking of student assessments (eg practical tests, assignments, test papers, internal examination papers) within School quality deadlines.
 - Ensuring that all assessments meet the quality assurance and moderation requirements set out in curriculum document / CPIT and Faculty policies and guidelines / Unit Standards requirements or specific industry requirements, as appropriate.

Expected results SASM, PASM – all of the above plus

- SASM - Maintains excellence in teaching delivery and assists others.
- PASM: Provides leadership in teaching delivery (desirable).

2. Student Responsibilities

Academic Staff will exhibit genuine concern for students as individuals and members of the class/course/programme.

Expected results ASM

- 2.1. Maintains professional relationships with students to help meet individual learning needs.
- 2.2. Learning guidance provided to students within and outside the classroom context, as appropriate.
- 2.3. Recognises student learning difficulties and arranges for appropriate support (e.g. referral to learning assistance, including NESB assistance; referral to career, course or personal counselling; referral to student loan/scholarship support).

SASM: Plans and implements strategies for improvements to assist those with learning difficulties.
- 2.4. Provides support and assistance to resolve conflict between students.
- 2.5. Practise in non-racist and non-sexist ways and sensitivity to students and colleagues with special needs demonstrated.

Expected results SASM, PASM – all of the above plus

- Interviews and/or selects students for courses and programmes using CPIT/Faculty/School procedures, as required.
- Participates in reviews of teaching and learning effectiveness and student satisfaction, in accordance with CPIT and Faculty/School processes.
- Maintains excellence in meeting student responsibilities, and assists others.
- PASM: Provides leadership in meeting student responsibilities (preferably).

3. Planning and Development

Academic Staff will contribute to planning and development activities in relation to courses, programmes, the School, Faculty and CPIT.

Expected results ASM:

- 3.1. Contributes vision and innovation to the work team.
- 3.2. Develops course materials.
- 3.3. Contributes to course and programme development.
- 3.4. Contributes to ongoing planning within the School and Faculty.
- 3.5. Contributes to marketing activity in and on behalf of the School/Faculty/CPIT.

Expected results SASM – includes all of the above plus

Lead/manages course/programme/curriculum innovation and development. This includes and is not limited to:

- Design of objectives and content to be appropriate for student, industry/community needs
- Design of assessment programmes that meet CPIT and industry requirements

- Evaluation of courses and programmes in line with CPIT/Faculty/School requirements.
- Actively supports and contributes to the objectives, direction and operation of the School/Faculty and CPIT.
- Provides support and assistance to part-time staff in integrating theory to practice/workplace activity, and ensuring School and CPIT policies are followed.
- Provides support and assistance to part-time staff in integrating teaching and learning theory into their sessions.
- Contributes to Advisory Committee (or the equivalent) meetings or requests, as required.

4. Administration

Complete administration requirements promptly.

Expected results ASM

- 4.1. Plans and co-ordinates the administration requirements of the courses and programmes taught, (including work experience, where required by the curricula,) in accordance with School/Faculty/Programme requirements.
- 4.2. Contributes to course, workgroup and other relevant meetings of staff.
- 4.3. Completes student and course/programme records accurately and forwards them to Faculty Administration, as required. (e.g. attendance records, assessment results)
- 4.4. Completes all personal administration records accurately and forward them to the Head of School (e.g. leave forms, leave planners, work time records).
- 4.5. Follows all policies, practices and procedures of the School, Faculty and CPIT.
- 4.6. Participates in organisational systems, such as appraisal.

Expected results SASM/PASM all of the above plus

- Coordinates others meeting administrative requirements and provides a leadership example in this regard.

5. Research

Actively contribute to the research outputs of the school, including publication and presentation.

Expected results ASM

- 5.1. Participates in school research activities.
- 5.2. If employed on research conditions, delivers the research outputs negotiated.

Expected results SASM and PASM – all of the above plus

- Designs and implements small scale research into effective teaching and/or learning.
- PASM: Is a research exemplar (if research is the PASM's area of expertise).
- PASM: Is a research leader and assist others with achieving research excellence (if research is the PASM's area of expertise).

6. **Professional Commitment** Maintain professional currency and teaching skills suitable to the role of educator and which support CPIT's quality objectives.

Expected results ASM

- 6.1. Maintains professional relationships with staff to further overall objectives of the School, Faculty and CPIT.
- 6.2. Develops and maintains communication and support networks within work experience organisations, as required.
- 6.3. Maintains professional relationships and liaison with staff in other tertiary institutions, as appropriate.
- 6.4. Contributes to external moderations processes as required.
- 6.5. Maintains professional relationships with industry an relevant professional organizations
- 6.6. Plans and negotiates use of development time with the Head of School to meet teaching development needs, CPIT's learning profile needs and professional currency needs.
- 6.7. Implements these negotiated programmes for own professional development
- 6.8. Represents the course/programme/School in meetings or industry gatherings as required.
- 6.9. Liaises with consumer groups and representatives to seek their feedback and input into the courses and programmes taught, as required.
- 6.10. Responds to feedback
- 6.11. Uses feedback on performance from students, peers and Head of School to identify own educational needs and finds opportunities to meet these
- 6.12. Seeks and uses opportunities to maintain professional credibility and competence
- 6.13. Evaluates and reflects on own practice in order to identify directions and strategies for improvement
- 6.14. Participates in the broader professional and academic life of CPIT.

Expected Results SASM/PASM – all of the above plus

- Takes responsibility for the effective outcome of work teams.
- Actively contributes to the broader academic and professional life of CPIT.
- Maintains very high standards of professional commitment, as outlined in the above list.
- PASM: Meets all of the above results and is considered a top level leader/expert in education of this profession by industry and/or other educators in the professional field.
- Assists with the induction of new colleagues.
- PASM: Demonstrates professional activities which contribute in a positive way to the reputation of CPIT and/or the profession (eg national or external examining/moderating, research, consultancy, research and publications)

7. Contribution to CPIT

Seek ways to assist CPIT in achieving its vision, mission, values, strategic goals and operational requirements.

Expected results ASM

- 7.1. Compliance with legislation and policy adopted by CPIT in order to meet legislative requirements. This includes health and safety requirements, and may involve the staff member undergoing medical checks to establish baseline health at the commencement of employment and regular checks thereafter.
- 7.2. Participates in activities seeking staff opinion and feedback, as requested.
- 7.3. Participates in the continuous improvement culture by recommending change and improvement, which will assist with efficient delivery of operational and strategic goals.
- 7.4. Participates in committees/working groups, as required.
- 7.5. Contributes and participates in projects from time to time.
- 7.6. Performs other duties related to an academic staff member's role, as may be reasonably required from time to time.

Expected results SASM, PASM

- Is a role model for others.

NOTES:

The successful applicant is required to commit to CPIT's staff profile which encompasses foci on students, learning and teaching, innovation, flexibility and continual learning, research, biculturalism, internationalization, disability awareness, environmental awareness and sustainability, health and safety and IT literacy.

All of the information provided above is intended to describe the general nature and level of work being performed. It is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and incumbent. From time to time, the incumbent will be required to accept and carry out other relevant duties as assigned by the Head of School Humanities.

ADDITIONAL INFORMATION

1. Student Evaluation

Each lecturer is required to implement a system of obtaining from students, evaluation on the course in general and on their performance to assist professional development. Assistance is available in the School or through the Staff Development Coordinator.

2. Staff Appraisal

CPIT has in place a staff appraisal process in relation to job performance. All staff are required to take part in the process.

3. Staff Training and Professional Development

Academic staff who do not have a teaching qualification are required to enrol in the Certificate of Adult Teaching. CPIT is a learning organisation where professional development is supported. Staff are asked to develop a professional development plan with their Manager.

4. CPIT Profile

For CPIT to develop and prosper, all staff are expected to demonstrate a range of skills, knowledge and attitudes that contribute positively to the organisation's fundamental purpose which is to provide quality learning for students. We have an integrated approach to defining, describing and developing a positive learning culture among staff and we align this approach at all levels to the mission, values, goals and strategic direction of the institution.

5. Health and Safety

Applicants for positions are asked to declare and relevant health related needs or issues on the Confidential Information form provided to Human Resources with your application for appointment. This information is not used for short listing but we do expect you to discuss your needs as part of the interview process or when accepting an employment offer where this is relevant. Confidentiality is assured and applicants will not be differentiated on the basis of disabilities or health requirements unless these render applicants unable to undertake the task requirements. Employees may be required to undertake a health check where baseline data is needed for specific positions e.g. a hearing test for those involved in engineering workshops.

6. Probationary Period

Every lecturer appointed for the first time to a tenured (permanent) position must serve a probationary period of two years, which may be reduced in certain circumstances or extended for up to a further year. People appointed to limited tenure (fixed term) positions may be required to serve a probationary period. Confirmation of appointment at the end of the probationary period is by the decision of the Chief Executive Officer communicated in writing.

7. Intellectual Property

Intellectual property developed by Employees in the course of their employment belongs to CPIT. This includes but is not limited to programme/course/lesson plans, course descriptors, notes, assignments, tests, evaluations.

8. Employment Terms and Conditions

Appointment is within the terms of the employment law and for the first 30 days of employment CPIT is legally required to employ staff on the terms and conditions of the Academic Staff in Tertiary Education Collective Agreement (ASTE). At CPIT we also have another collective employment agreement which covers the terms and conditions of employment for academic staff members. If the staff member joins a union (ASTE or ATTI), the terms of that union's collective agreement applies in accordance with the legislation current at the time of joining. If the staff member does not join a union, s/he remains on an individual employment agreement and we can mutually agree the terms and conditions.

9. Equal Opportunities Employer

CPIT is committed to equality and diversity and makes a determined effort to develop an inclusive environment to achieve a balanced gender representation and increase the number of Maori and other under represented groups on staff. We are an active provider of opportunities for differently abled people and recognise that all staff, are not only our employees, but have multi faceted lives that from time to time may require flexibility from CPIT to assist in meeting their other commitments.

APPLICATION DETAILS

Applications for appointment must be marked:

CELTA Trainer/SASM

Ref: FH 3279

Applications should be addressed to:

Senior HR Advisor
Christchurch Polytechnic
Institute of Technology
P O Box 540

Email: hr@cpit.ac.nz
Phone: 03 940 8623
Fax: 03 940 8616

CHRISTCHURCH

***Applications Close
25 August 2008***

The standard application form provides the Institute with a common set of information about each candidate but applicants should not limit themselves to that form. Personal applications set out in the applicant's own style including a curriculum vitae and particular references to the job description and personal profile are welcomed. CPIT reserves the right not to appoint or to appoint by invitation in the event the recruitment process is deemed to be unsuccessful.