

Job Description
Faculty of Health, Humanities & Science

Lecturer – Adult Education



Position: Full-time, permanent
Contract/Grade: Principal Academic Staff Member

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 Wānaka 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.

CPIT has developed recognised strengths in the area of Staff Development. Academic staff are required to complete an education qualification to a minimum level of Certificate in Adult Teaching. Many staff choose to take this further and there is a growing community of high quality educators committed to pursuing excellence through professional development. Additionally, the Adult Education programmes provide training and development for staff from other organisations, e.g. voluntary and community organisations, PTEs and the corporate sector. In short, CPIT is seen increasingly as a regional centre of excellence in the field and it provides rewarding and attractive career opportunities for education trainers and developers.

The Adult Education Programmes reside in the Faculty of Health, Humanities & Science. The Faculty commands around 2000 EFTS (equivalent full time students) and enrolls in excess of 10,000 students annually. The Faculty comprises three schools: The School of Humanities, the School of Nursing and Human Services and the School of Applied Science and Allied Health. The Adult Education Programmes are housed in the School of Humanities.

ORGANISATION STRUCTURE

The Dean has overall responsibility for leadership and management of the Faculty.

This position is responsible to: Head of School – Humanities

Immediate Supervisor: – Head of School Humanities

Positions reporting to this position: team members of the Adult Education area (currently four tutors)

DELEGATED AUTHORITY AND RESPONSIBILITIES

Financial: Manage the budget for the Adult Education Team and as delegated

Human Resources: As delegated

Other: As delegated

PRIME FUNCTION/PURPOSE OF THE JOB

- To enthusiastically lead the vision and development of the Adult Education area/programmes in keeping with Faculty and CPIT strategic directions and Kaupapa
- To be responsible for the smooth day to day running of quality education programmes within the area of Adult Education
- To undertake the ongoing administration, planning and management of the programmes

- To develop and lead an effective team
- To oversee the design of new programmes and qualifications
- To establish/maintain links with relevant professional and industrial groups for advice & support

PROFESSIONAL PROFILE

ESSENTIAL	PREFERRED
Education/Qualifications: <ul style="list-style-type: none"> • A Post Graduate Qualification in Education 	<ul style="list-style-type: none"> • Masters or PhD in an Adult Education field, completed with a research component
Experience: <ul style="list-style-type: none"> • Experience and skills in teaching adults and/or adult educators • Experience in academic leadership • Experience in research activity in teaching and learning 	<ul style="list-style-type: none"> • Experience in training and development of adult educators • Experience of coordinating, developing and managing change in programmes, courses • Has published relevant research
Skills/Knowledge: <ul style="list-style-type: none"> • An understanding of NZQA protocols and processes • A high level of skill as an adult educator • Knowledge of current research in learning and teaching at tertiary level • Awareness of the current pedagogy & practice of flexible learning approaches • Competence in the use of technology for teaching & learning • A demonstrated awareness of equity, cultural and bicultural issues and a commitment to biculturalism. 	<ul style="list-style-type: none"> • Involvement in academic processes in the ITP sector • Demonstrated competence in all other areas through qualifications and/or previous experience.
Personal Attributes: <ul style="list-style-type: none"> • Has professionalism, flexibility and a willingness to learn • 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 • Is willing to commit to CPIT staff profile which encompasses foci on students; learning and teaching; innovation, flexibility and continual learning; research; biculturalism; internationalisation; disability awareness; environmental awareness and sustainability; health and safety; IT literacy. 	<ul style="list-style-type: none"> • Has a passion for teaching & learning at tertiary level • Has the ability to motivate adult learners • Has the ability to both lead and contribute to the adult education team

KEY TASKS

1 Teaching

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

- Certificate in Adult Teaching, EQL5

- Diploma in Adult Education, EQL6
- Diploma in Teaching (Tertiary), EQL7
- Workplace Assessment courses

Expected results

- 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 (e.g. 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.
 - Monitor assessment of Recognition of Prior Learning Process
- 1.7 Maintains excellence in teaching delivery and provides good teaching models to course participants.
- 1.8 Provides leadership in teaching delivery.
- 1.9 Oversees pre and post assessment moderation in the adult education unit

2. Student Responsibilities

Exhibit genuine concern for students as individuals and members of the class/course/programme and as a teacher of adult educators, model such practice for others.

Expected results

- 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.
- 2.4 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). Plans and implements strategies for improvements to assist those with learning difficulties as appropriate.
- 2.5 Provides support and assistance to resolve conflict between students.
- 2.6 Practice in non-racist and non-sexist ways and sensitivity to students and colleagues with special needs demonstrated.
- 2.7 Interviews counsels students for courses and programmes using CPIT/Faculty/School procedures, as required.
- 2.8 Participates in review of teaching and learning effectiveness (including conducting staff appraisals) and student satisfaction, in accordance with CPIT and Faculty/School processes.
- 2.9 Maintains excellence in meeting student responsibilities, and assists others.
- 2.10 Provides leadership in meeting student responsibilities (including administering student evaluation processes).

3 Planning and Development

Contribute to planning and development activities in relation to courses, programmes, the School, Faculty and CPIT.

Expected results:

- 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.
- 3.6 Lead and manage 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
- 3.7 Evaluation of courses and programmes in line with CPIT/Faculty/School requirements.
- 3.8 Actively supports and contributes to the objectives, direction and operation of the School/Faculty and CPIT.
- 3.9 Provides support and assistance to part-time staff in workplace activity, and ensuring School and CPIT policies are followed.
- 3.10 Convenes and oversees Advisory Committee meetings as required.

4 Administration

Complete administration requirements promptly.

Expected results

- 4.1 Plans and co-ordinates the administration requirements of the courses and programmes taught in the Adult Education unit, in accordance with School/Faculty/Programme requirements. Some may be delegated to other team members.
- 4.2 Contributes to and where appropriate, lead 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.
- 4.7 Takes responsibility for programme timetables
- 4.8 Manages outputs from academic staff to an agreed number of timetable teaching hours
- 4.9 Coordinates others meeting administrative requirements of the adult education team 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

- 5.1 Participates in school research activities and contributes to Faculty profile.
- 5.2 Designs and implements research into effective teaching and/or learning as agreed.
- 5.3 Is a research exemplar
- 5.4 Is a research leader and assist others with achieving research excellence (this includes teaching in research papers in the adult education programmes)

6 Professional Commitment

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

Expected results

- 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 professional fora as required.
- 6.3 Maintains professional relationships and liaison with staff in other tertiary institutions, as appropriate.
- 6.4 Contributes to external moderation processes, as required.
- 6.5 Maintains professional relationships with industry and relevant professional organisations.

- 6.6 Represents the course/programme/School in meetings or industry gatherings, as required.
- 6.7 Liaises with consumer groups and representatives to seek their feedback and input into the courses and programmes taught, as required.
- 6.8 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.
- 6.9 Implement these negotiated programmes for own professional development.
- 6.10 Responds positively to feedback.
- 6.11 Uses feedback on performance from students, peers and HOS to identify own educational needs and find 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.
- 6.15 Actively contributes to the broader academic and professional life of CPIT.
- 6.16 Maintains very high standards of professional commitment, as outlined in the above list.
- 6.17 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.
- 6.18 Assists with the induction of new colleagues.
- 6.19 Undertake further study/research into the field of adult learning with relevance to courses being taught by Adult Education
- 6.20 Demonstrates professional activities which contribute in a positive way to the reputation of CPIT and/or the profession (e.g. national or external examining/moderating, research, consultancy, research and publications)
- 6.21 Takes responsibility for the effective outcomes of the adult education team.

7 Contribution to CPIT

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

Expected results

- 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.
- 7.7 Is a role model for others.

ADDITIONAL INFORMATION

1 Student Evaluation

Every tutor 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 negotiated system of staff appraisal in relation to job performance. All staff are to take part in appraisal.

3 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.

4 **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.

5 **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.

6 **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.

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. It is negotiated by the Association of Teachers in Tertiary Institutes (ATTI). The law provides that after the first 30 days of employment, staff may join this union.

If the staff member joins a union (ASTE or ATTI), the terms of that union's collective agreement applies. If the staff member decides to not join a union, s/he remains on an individual agreement and we can mutually agree terms and conditions.

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.

APPLICATION DETAILS

Applications for appointment must be marked:

Position Title: PASM Adult Education

Ref. FH3182

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
Friday 2 May 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 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.