

Projects Coordinator – Integrated Literacy

Position: Non Teaching Academic Staff Member; Fixed term for 2 years from June 2008
Grade: SASM

BACKGROUND

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.

INTRODUCTION

In recent years foundation education has been highlighted as a government priority for the tertiary sector. CPIT has appointed a Foundation Manager to operationalise CPIT's strategic commitment to investment in the further development of foundation education. A series of projects related to integrated literacy are part of the CPIT Foundation Strategy. These projects specifically address the implementation of the learning progressions in foundation programmes at CPIT, the related implementation of the Foundation Learning Quality Assurance (FLQA) requirements and the development and delivery of the National Certificate in Adult Literacy Education (Educator). This role encompasses the research, coordination and implementation related to integrated literacy at CPIT.

ORGANISATION STRUCTURE

The Dean of the Faculty of Health, Humanities and Applied Science has overall responsibility for leadership and management of Foundation.

The Foundation Manager is responsible for the coordination, operational management and implementation of the Foundation Strategy and Statement of Intent.

This position reports to the Foundation Manager.

PRIME FUNCTION/PURPOSE OF THE JOB

To assist the Foundation Manager to thoroughly research, coordinate and implement the foundation strategy integrated literacy projects in the initial two year implementation in keeping with CPIT directions and Kaupapa.

DELEGATED AUTHORITY AND RESPONSIBILITIES

Financial: As delegated
Human Resources: Nil
Other responsibilities: As delegated

PROFESSIONAL PROFILE

ESSENTIAL	PREFERRED
<p>Education/Qualifications:</p> <ul style="list-style-type: none"> • A Post Graduate Qualification in Adult Education with an emphasis in Literacy 	<ul style="list-style-type: none"> • Masters or PhD in an Adult Education field, ideally literacy, completed with a research component.
<p>Experience:</p> <ul style="list-style-type: none"> • Developing the literacy teaching skills of vocational educators • Teaching adults and/or adult educators • Academic leadership • Research activity in teaching and learning 	<ul style="list-style-type: none"> • Experience in training and development of adult educators • Experience in programme design, development and implementation • Has published relevant research
<p>Skills/Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of current research in learning and teaching related to adult literacy • A high level of skill as an adult educator • 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.
<p>Personal Attributes:</p> <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 • Willingness to commit the CPIT employee profile which encompasses bicultural, international, disability, and environmental awareness; health and safety, a focus on students, teaching and learning http://www.cpit.ac.nz/_data/assets/pdf_file/0/014/6422/Staff_Profile.pdf 	<ul style="list-style-type: none"> • Has a passion for teaching & learning at tertiary level • Has the ability to motivate vocational educators

KEY TASKS

1 Integrated Literacy Project Coordination and Implementation

Expected results

- 1.1 Identify and meet realistic timeframes in relation to the integrated literacy projects.
- 1.2 Identify and establish sustainable systems for the ongoing development and support of vocational educators in relation to embedded literacy (progressions and FLQA).
- 1.3 Develop relationships with appropriate faculty staff that will motivate and promote buy-in to the projects and the requirement to enable students with foundation skills and develop educators ability to do this.

- 1.4 Work with vocational educators to develop skills and resources that promote imbedded literacy within identified foundation programmes
- 1.5 Work with vocational educators to assist the development of appropriate assessment and reporting of student foundation skills
- 1.6 Report achievements in relation to integrated literacy projects

2 Vocational Educator Responsibilities

Exhibit genuine concern for vocational educators and model practice

Expected results

- 2.1 Maintains professional relationships with vocational educators to help meet individual learning needs.
- 2.2 Provide learning guidance provided to students within a range of learning environments using a variety of modes.
- 2.4 Recognises learning difficulties and arranges for appropriate support Plans and implements strategies for improvements to assist.
- 2.5 Assist and promote the resolution of conflicts that arise relating to the integrated literacy projects.
- 2.6 Practice in an inclusive manner without exception.
- 2.7 Maintains excellence in meeting student responsibilities, and assists others.
- 2.8 Provides leadership in meeting student responsibilities (including administering student evaluation processes).

3 Planning and Development

Contribute to planning and development activities in relation to projects, courses and programmes.

Expected results:

- 3.1 Contributes vision and innovation to the foundation work team
- 3.2 Provide support to develop learning materials
- 3.3 Contributes to project and programme development
- 3.4 Contributes to ongoing planning
- 3.5 Contributes to marketing activity in and on behalf 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 accordance with CPIT requirements
- 3.8 Actively supports and contributes to the objectives, direction and operation of foundation

4 Administration

Expected results

- 4.1 Plans and co-ordinates the administration requirements in accordance with CPIT requirements
- 4.2 Contributes to and where appropriate, lead workgroup and other relevant meetings
- 4.3 Completes all personal administration records accurately and forward them to the Foundation Manager (e.g. leave forms, leave planners, work time records)
- 4.4 Follows all policies, practices and procedures as appropriate
- 4.5 Participates in organisational systems, such as appraisal

5 Research

Actively pursue research that endeavours to enlighten stated CPIT Foundation issues.

Expected results

- 5.1 Leads designated research projects and contributes to CPIT's profile in foundation education
- 5.3 Designs and implements research to meet stated foundation needs
- 5.4 Is a research exemplar

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 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 education organisations, as appropriate
- 6.4 Maintains professional relationships with industry and relevant professional organisations.
- 6.5 Represents CPIT in meetings or industry gatherings, as required
- 6.6 Liaises with consumer groups and representatives to seek their feedback and input into the related projects
- 6.7 Plans and negotiates use of development time with the Foundation Manager. Implement these negotiated programmes for own professional development
- 6.8 Responds to feedback
- 6.9 Uses feedback on performance to identify own educational needs and find opportunities to meet these
- 6.10 Seeks and uses opportunities to maintain professional credibility and competence
- 6.11 Evaluates and reflects on own practice in order to identify directions and strategies for improvement
- 6.12 Participates in the broader professional and academic life of CPIT.
- 6.13 Takes responsibility for the effective outcomes of the imbedded literacy projects
- 6.14 Actively contributes to the broader academic and professional life of CPIT
- 6.15 Maintains very high standards of professional commitment, as outlined in the above list
- 6.16 Meets all of the above results and is considered a top level leader/expert in foundation education by industry and/or other educators in the professional field
- 6.17 Assists with the induction of new colleagues
- 6.18 Undertake further study/research into the field of foundation education
- 6.19 Demonstrates professional activities which contribute in a positive way to the reputation of CPIT (e.g. 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

- 7.1 Compliance with legislation and policy adopted by CPIT in order to meet legislative requirements. This includes health and safety requirements
- 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
- 7.6 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 required from time to time
- 7.7 Is a role model for others

NOTES:

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 Foundation Manager.

ADDITIONAL INFORMATION

1 Student Evaluation

Each tutor/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 **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.

7 **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.

APPLICATION DETAILS

Applications for appointment must be marked:

Projects Coordinator – Integrated Literacy

Ref: FH3227

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
13 Jun 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.