

Position: 0.5 FTE, Fixed Term July 2008 – July 2009
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 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.

Te Puna Wanaka o Ōtautahi

As part of its Treaty of Waitangi and Crown obligations to meet the needs of both Maori and non-Maori staff and students, CPIT has established Te Wanaka o Ōtautahi. This is a unique, innovative and groundbreaking initiative that focuses on raising Maori participation and retention rates at CPIT and providing opportunities for all staff and students to prepare better for economies and social situations impacted increasingly by indigenous and multicultural influences.

As part of Te Wanaka o Ōtautahi, CPIT has established a Maori faculty, Te Puna Wanaka, whose focuses are on growing Maori specific courses in te reo and tikanga Maori and incorporating Maori content, pedagogy, exemplars and models in the courses of other faculties in order to better connect the subject matter of those courses to their Maori learners, and to provide other learners with the capacity to engage better with indigenous and multicultural employers and employees. One of the goals of CPIT is to become the preferred tertiary education provider for Maori and, in its attempts to accomplish this, the courses of Te Wanaka o Ōtautahi are being analysed in relation to their relevance to both Maori and mainstream aspirations, and the marketing and recruitment strategies are have been revised to increase participation rates of Maori students in CPIT.

Te Puna Wānaka has been positioning itself to better engage and deliver to Māori communities in the Canterbury region based on the guiding philosophy of 'Whānau Transformation through education'. Currently limited resources are allocated specifically to Pasefika engagement and delivery at CPIT, and, it is accepted that a more concentrated response and concerted effort is required in order to increase Pasefika participation across all programmes thereby enhancing the educational and cultural experience of students within our institution.

CPIT has recently made significant progress in establishing core relationships with members of the Pasefika community through fono with the CEO and key community members, and the hosting of the Pasefika Community Network forum in April 2008. At that fono, issues around potential future involvement with, and delivery to Pasefika through Te Puna Wānaka were discussed. The best 'home' for Pasefika in CPIT is Te Puna Wānaka. Sharing many of the same cultural and social experiences and issues, there is a high level of mutual benefit to be gained from the simultaneous development of the respective matauraka in terms of pedagogy, curriculum content and community development. The benefit of having the Tuakana / Teina relationships that come from such a union, or perhaps better described as the 'whanaukataka' between our cultures and communities, will help to provide a greater sense of strength and vision for staff and students alike. This development will also help support Te Puna Wanaka objectives of helping to create students who are strong in their identity and language and who have a broad appreciation and understanding of their relationship to, and participation in, the wider Pacific and global communities and environments.

Te Puna Wānaka is now in a position to broaden the focus to include our Pasefika communities. Models of engagement, recruitment and delivery which have been tested within the Māori community in recent years have proved to be effective in creating positive change for whānau and individuals. These models provide a good basis from which to start to explore appropriate responses to our Pasefika communities who face many of the same issues, but have other characteristics and challenges unique to those communities.

One full time staffing equivalent (FTE) has been approved for two 0.5 FTE fixed-term positions to develop clear roles and a strategic plan to respond to Canterbury’s Pasefika Communities’ needs. Initially two overlapping roles have been confirmed - one focusing on establishing recruitment activities and the other on programme development. The staffing requirements and parameters of ongoing positions to best meet CPIT and Pasefika community needs into the future will be determined as part of a planned review in June 2009.

ORGANISATION STRUCTURE

Dean – Te Puna Wanaka			
Programme Leader			
Academic Staff SASM Pasefika Development	Kaiwhakauru Maori Kaiwhakauru Pasefika	Administrative Staff	Kaitaunaki Kaiawhina

PRIME FUNCTION/PURPOSE OF THE POSITION

1. To work with the Pasefika Working Party to develop a five-year plan that will identify and establish CPIT’s strategic objectives for Pasefika engagement.
2. To develop and deliver programmes within Te Puna Wanaka to meet the needs of Pasefika students and communities.
3. To provide academic administration associated with the above tasks and in the general running of the courses, and programme coordination.

PROFESSIONAL PROFILE

To be successful in this position you will:

ESSENTIAL	PREFERRED
<p>Education/Qualifications/Knowledge:</p> <ul style="list-style-type: none"> • Teaching qualification • Pasefika Pedagogy • Pasefika cultural processes and frameworks 	<ul style="list-style-type: none"> • Post secondary teaching • Understanding of a tertiary learning environment • Understanding of tikanga Maori and Pasefika social and cultural concerns.
<p>Experience:</p> <ul style="list-style-type: none"> • Significant teaching experience • Course/programme development experience • Have extensive and trusted relationships with the Pasefika communities in Christchurch and the Canterbury region. • Stand strong in a multicultural world 	<ul style="list-style-type: none"> • Teaching Pasefika students post secondary school
<p>Skills:</p> <ul style="list-style-type: none"> • Have highly developed communication skills particularly with Pasefika communities 	<ul style="list-style-type: none"> • Effective and appropriate verbal, interpersonal, written communication for a range of audiences both within and outside CPIT.
<p>Personal Attributes:</p> <ul style="list-style-type: none"> ▪ Be motivated and enthusiastic ▪ Be able to manage various physical demands and flexible hours and to maintain the mana of Te Puna Wanaka. ▪ Be 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"> • Is credible and self-confident • Works to understand others and help others in flexible ways • Work collaboratively with colleagues. • Demonstrates initiative, flexibility and accountability.

KEY TASKS

1 Teaching

Develop, deliver and manage the teaching and learning situations for Pasefika students and communities as agreed with the Dean.

Pilot programmes/courses for delivery in the future.

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 – all of the above plus:

SASM: Maintains excellence in teaching delivery and assists others.

2 Student Responsibilities

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.
- 2.4 Recognises student learning difficulties and arranges for appropriate support (eg 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.
- 2.5 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.

Expected results SASM – all of the above plus

Interviews and/or selects students for courses and programmes using CPIT/Faculty/School procedures, as required.

Participates in review 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.

3 Planning and Development

Assist the Pasefika working party to develop a strategic plan to maximise Pasefika engagement.

Contribute to planning, development and documentation of courses, programmes for Pasefika students.

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/community 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.
Ensure piloted courses and programmes are evaluated and documented in preparation for future delivery.

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. (eg attendance records, assessment results)
- 4.4 Completes all personal administration records accurately and forward them to the Head of School (eg 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.

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 moderation processes, as required.
- 6.5 Maintains professional relationships with communities and relevant professional organisations.
- 6.6 Represents the course/programme/School in meetings or community 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. Implement these negotiated programmes for own professional development.
- 6.9 Evaluates and reflects on own practice in order to identify directions and strategies for improvement.

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.

7 Contribution to CPIT

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

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 Dean, Te Puna Wanaka.

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.

APPLICATION DETAILS

Applications for appointment must be marked:

Position Title: SASM Pasefika

Ref: FP3232

Applications should be addressed to:

Senior HR Advisor

Christchurch Polytechnic

Institute of Technology

P O Box 540

CHRISTCHURCH

Email: hr@cpit.ac.nz

Phone: 03 940 8623

Fax: 03 940 8616

***Applications Close
12 June***

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.