

## POSITION DESCRIPTION

<b>TITLE OF POSITION</b> Educator	<b>SERVICE AREA</b> School of Social Practice (SoSP)
<b>REPORTS TO</b> Head of School	<b>LAST REVIEWED</b> 12 November 2018

**BTI Vision** To be a relational, responsive and transformational Christ-following tertiary learning community committed to growing a faithful expression of the Kingdom of God on earth.

**BTI Mission** To provide Christ-centred, Biblically informed professional preparation, development and research for influential service

**BTI Values** In terms of our life and work we value:

- A biblical Christian Worldview as formational
- Personal and professional inquiry and integration
- A strengths based learning and missional community
- Treaty-based relationships within Aotearoa, New Zealand

### THE SCHOOL OF SOCIAL PRACTICE

This year, 2018, BTI celebrates 25 years of our work in this relational, Christ following, responsive and transformational tertiary learning community. Within BTI, the new School of Social Practice holds people and their wellbeing at the centre of our work. We are a forward thinking, collaborative and supportive team, with a Christian faith informed and transformational approach to teaching and learning. We prioritise and value servant-heartedness, diligence, justice and critical thinking.

### PURPOSE OF ROLE

Educators are required to carry out all responsibilities in a way which is congruent with the Institute's Christian ethos, values, vision and mission.

### KEY RESULT AREAS

Educators are required to:

- Meet the needs of students by providing inspiring and innovative learning opportunities that develop knowledge (heart), capabilities (hands) and dispositions (heart) and contribute to the development of students in keeping with Conceptual Frameworks and the relevant Graduate Profile.
- Contribute to BTI's research culture and practice in keeping with its Guiding Principles for research at BTI.
- Observe all Institute policies and procedures and ensure the appropriate use of Institute assets and student/government funds.
- Respect and value all people as 'imago dei' and demonstrate commitment to manaakitanga, aroha, inclusivity and diversity in keeping with the Institute's Christian ethos, values, vision and mission.
- Participate fully in the institution's collegial and devotional life (devotions, staff meetings, prayer & graduation).

## KEY RELATIONSHIPS

Internal: Head of School  
 Professional Leader, SoSP  
 Counselling & Social Work Educators  
 Strategic Leadership Team (SLT)  
 Administrator, School of Social Practice

External: Stakeholder Groups  
 Industry Representatives  
 Strategic Partners  
 Professional agencies  
 Relevant reporting bodies

Financial Authority: Nil

## KEY ACCOUNTABILITIES

RESPONSIBILITY	EXPECTED OUTCOMES
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teach students with pedagogy that is biblically and research informed and encourages transformational learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teach students in a way which models BTI's key values and dispositions (e.g., gracious, secure and teachable).</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop positive and appropriate learning-focused interaction with all students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate by means of student results and feedback that transformational learning is occurring.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate increasing capabilities in web-based, web-enhanced and web-supported teaching.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate evidence of appropriate professional standards and competences related to your field of practice.</li> </ul>
	<ul style="list-style-type: none"> <li>• Where allocated, provide research supervision in keeping with conceptual frameworks and institutional research-focused principles, policies and practices.</li> </ul>
<b>Academic Quality Systems</b>	<ul style="list-style-type: none"> <li>• Participate fully in all quality management processes to ensure on-going improvement of teaching and learning across the institute.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop and maintain a solution-oriented strengths-based approach to challenges.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use professional and community networks to actively promote programmes and the Institute.</li> </ul>
	<ul style="list-style-type: none"> <li>• Meet deadlines (e.g., marking, reporting).</li> </ul>
	<ul style="list-style-type: none"> <li>• Undertake responsibilities with commitment and rigour, resulting in a positive outcome.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish and maintain effective working relationships; respect and encourage colleagues personally and professionally.</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage in performance reviews that reflect positive working relationships and a generous spirit of collaboration.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop and maintain a high level of expertise in primary areas of responsibility.</li> </ul>

<b>Research</b>	<ul style="list-style-type: none"> <li>• Undertake research in keeping with BTI documents (e.g., Guiding Principles for Research, Research Ethics Guidelines).</li> </ul>
	<ul style="list-style-type: none"> <li>• Share findings from research projects through conference presentations and publications.</li> </ul>
	<ul style="list-style-type: none"> <li>• Participate in and contribute to research related professional development.</li> </ul>
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>• Show enthusiasm and commitment for learning, growth and development in ways that support the teaching, mission, values, vision and ethos of the Institute.</li> </ul>
	<ul style="list-style-type: none"> <li>• Be actively involved in on-going personal and professional development.</li> </ul>
	<ul style="list-style-type: none"> <li>• Maintain currency through scholarship and professional contributions/links within the professional community.</li> </ul>
<b>Behavioural Indicators</b>	<p><b>BTI's core ethical values</b></p> <p>In terms of our life and work we value:</p> <ul style="list-style-type: none"> <li>• a Biblical Christian Worldview as formational</li> <li>• personal and professional enquiry and integration</li> <li>• a strengths-based learning and missional community</li> <li>• Treaty-based relationships within Aotearoa New Zealand</li> </ul> <p>The person appointed to this role will understand and be committed to the values in the following ways:</p> <p><b>Student Focus</b></p> <ul style="list-style-type: none"> <li>• listens to and understands the needs of students and meets those needs through a professional, courteous and empathetic approach</li> <li>• is an active and visible role model for students at all levels, is regularly available and accessible to students and motivates them to succeed in their studies</li> <li>• commits to teaching and supervision of students in ways which ensure and enhance student experience and endeavour</li> </ul> <p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• acts ethically and consistently</li> </ul> <p><b>Academic Integrity</b></p> <ul style="list-style-type: none"> <li>• commits to the discipline and to collegial decision-making</li> <li>• maintains high professional and ethical standards</li> <li>• has enthusiasm for teaching and research</li> <li>• promotes an inclusive culture for learning</li> </ul> <p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>• encourages the discussion, free debate and generation of creative ideas and solutions in teaching and research</li> </ul> <p><b>Equity and Diversity</b></p> <ul style="list-style-type: none"> <li>• considers equity/diversity perspectives (e.g. Maori, Pasifika, international students/staff, gender, disability) and supports the success of colleagues and students in these groups</li> <li>• values the diversity of the student population and ensures equity in teaching, supervision and collaborative practices</li> <li>• seeks to attract and support students from diverse backgrounds, including Maori, Pasifika and international students</li> </ul>

	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communicates clearly and in a variety of ways to suit the situation and needs of the recipients</li> </ul> <p><b>Collegiality</b></p> <ul style="list-style-type: none"> <li>deals with colleagues and others in a respectful and fair way</li> </ul> <p><b>External Relationships</b></p> <ul style="list-style-type: none"> <li>builds and maintains productive and beneficial external relationships and networks</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Safe and healthy work practices are followed that comply with BTI policies and procedures, relevant work standards and statutory obligations.</li> <li>Accepts personal responsibility for own safety and wellbeing</li> <li>Complies with BTI's Health and Safety Policy</li> <li>Demonstrates actions in an emergency situation that are specific to the workplace and promote safety</li> </ul>
<b>Staff Conduct Policy</b>	The person appointed to this role will be expected to behave in accordance with the 'Standards of Conduct' and the overarching 'Values' both of which are outlined in BTI's Staff Conduct Policy.

Any other duties as required that are consistent with the position held, other than in exceptional circumstances such as rehabilitation after injury or sickness.

#### **PERSON SPECIFICATION**

- A strong alignment with the institute's Christian orientation and ethos.
- Commitment to developing a vibrant Christ following faith informed relational learning community.
- Proven record of (or interest in) maintaining transformative relationships with students.
- Proven demonstration of a servant hearted approach to working collaboratively with colleagues and across the professional sector.

#### **EDUCATIONAL QUALIFICATIONS**

##### **Essential**

- At least a Master's qualification relevant to the disciplines of counselling, family therapy, psychology, social work or applied theology
- A full member of a relevant professional association
- Social Work Registration (for a Social Work Educator)

##### **Preferred**

An adult teaching qualification

## **TRAINING, SKILLS AND KNOWLEDGE**

### **Essential**

- Demonstrated (or a commitment to developing) quality tertiary teaching within counselling, social work or community development education
- Proven competence in (or a commitment to learning) multiple modes and mediums of teaching including electronic and on line technologies in teaching
- Experience as a professional Counsellor, Social Worker or in Community Development
- Experience in bi-culturalism in practice in Aotearoa/New Zealand context, with particular implications for the fields of Counselling, Social Work or Community Development
- Competence in (or an interest in developing and undertaking) research, providing professional presentations and generating publications

### **PERSONAL QUALITIES**

- Commitment to a culture of openness, flexibility and co-operation to achieve excellence in academic programmes, research and service
- Commitment to the Christian faith, including but not limited to an active involvement in a local church and a lived out priority given to prayer and Scripture
- Commitment to mentoring, active listening, and clear communication
- Commitment to equal opportunity and to BTI's partnership with Māori as intended by the Treaty of Waitangi.

### **Variance**

The accountabilities and responsibilities outlined in this document may be varied from time to time according to the external environment and needs of the Institute.

12 November 2018