

## POSITION DESCRIPTION

<b>TITLE OF POSITION</b> Educator – permanent, full-time, or part-time job share	<b>SERVICE AREA</b> School of Social Practice (SoSP)
<b>REPORTS TO</b> Head of School, School of Social Practice	<b>LAST REVIEWED</b> 16 <sup>th</sup> September 2025

### 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. This Tauranga-based role includes online and in-person teaching, support of students on practicum and pastoral support.

### KEY RELATIONSHIPS

Internal:	<p>Heads of School</p> <p>Professional Lead: Counselling (Academic)</p> <p>Professional Lead: Counselling (Students)</p> <p>Professional Lead: Social Work (Academic)</p> <p>Professional Lead: Social Work (Students)</p> <p>Counselling &amp; Social Work Educators</p> <p>Practicum Administrator &amp; Regional Coordinator</p> <p>Academic Dean</p> <p>School Administrator</p> <p>Team Leader: Academic Support</p> <p>Teaching and Administration Staff</p> <p>Students</p>
External:	<p>Professional Bodies</p> <p>Industry Representatives</p> <p>Strategic Partners</p> <p>Other Community Stakeholders</p>

## KEY ACCOUNTABILITIES

RESPONSIBILITY	EXPECTED OUTCOMES
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teach students with pedagogy that is biblically-based and research-informed and encourages transformational learning.</li> <li>• Teach students in a way that models BTI's key values and dispositions (e.g. gracious, secure and teachable).</li> <li>• Develop positive and appropriate learning-focused interaction with all students.</li> <li>• Demonstrate by means of student results and feedback that transformational learning is occurring.</li> <li>• Demonstrate increasing capabilities in web-based teaching.</li> <li>• Demonstrate evidence of appropriate professional standards and competencies related to your field of practice.</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> <li>• Develop and maintain a solution-oriented strengths-based approach to challenges.</li> <li>• Use professional and community networks to actively promote programmes and the Institute.</li> <li>• Meet deadlines (e.g., marking, reporting).</li> <li>• Undertake responsibilities with commitment and rigour, resulting in a positive outcome.</li> <li>• Establish and maintain effective working relationships; respect and encourage colleagues personally and professionally.</li> <li>• Engage in professional learning and development reviews that reflect positive working relationships and a generous spirit of collaboration.</li> <li>• Develop and maintain a high level of expertise in primary areas of responsibility.</li> </ul>
<b>Research and 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> <li>• Be actively involved in on-going personal and professional development.</li> <li>• Maintain currency through scholarship, research 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>• Tiriti-informed relationships and practice</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. Māori, 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 Māori, Pasifika and international students</li> </ul>
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	<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>	Safe and healthy work practices are followed that comply with BTI policies and procedures, relevant work standards and statutory obligations.
<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**

- A Bachelor qualification in counselling
- A full member of a professional counselling association

### **Preferred**

- A post-graduate diploma, Master's degree or doctorate in counselling
- Counselling experience with tamariki and/or rangatahi – children and/or young people
- An adult teaching qualification

## **TRAINING, SKILLS AND KNOWLEDGE**

### **Essential**

- Demonstrated (or a commitment to developing) quality tertiary teaching within counsellor education
- Proven competence in (or a commitment to learning) multiple modes and mediums of teaching including electronic and online technologies in teaching
- Experience as a professional Counsellor

### **Preferred**

- Experience in Tiriti-informed counselling practice in Aotearoa/New Zealand context.
- Competence in (or an interest in developing, undertaking and/or utilising) research, providing professional presentations and generating publications.

## **PERSONAL QUALITIES**

### **Essential**

- 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 priority 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 te Tiriti o 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.

16<sup>th</sup> September 2025