

POSITION DESCRIPTION

TITLE OF POSITION Kaiako/Educator	300-400 Hours (June – Dec 2025) ICA (Individual contract agreement)	AREA School of Teacher Education (SoTE) - Secondary
REPORTS TO Head of School, School of Teacher Education		LAST REVIEWED June 2025

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:

- 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 TEACHER EDUCATION

Established in 1993, Bethlehem Tertiary Institute is a Category 1 PTE that prepares teachers, counsellors, and social workers onsite and by distance. Within BTI, the School of Teacher Education 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 encourage our students to be wise, agentic, and authentic, with practice that is relational, responsive, and transformative.

PURPOSE OF THE ROLE

The Kaiako/Educator will engage in up to 300-400 hours of work during Semester 2, 2025, with the busiest period dedicated to delivering content and conducting workshops for student teachers in the inquiry paper (TK702). Additional responsibilities will include marking assignments for other papers within the Graduate Diploma of Teaching (Secondary) programme. This role may also involve visiting students in schools to support their practicum experience.

DURATION OF CONTRACT

30th June 2025 - 12th Dec 2025.

DETAILS OF THE ROLE

Educator & Marking

TK702 - The Inquiring Teacher:

- The key focus of this paper is to develop as a reflective practitioner. It introduces inquiry cycles and research methodologies that will equip students for ongoing reflective practice. Students will gain an overview of inquiry cycles and educational research methodologies and consider how these might be contextualised in their own subject areas and classrooms. Students will initiate a plan for inquiry into their own practice.
- The Kaiako/Educator is required to facilitate both on-line classes and workshops, in person delivery during wānanga, (block course) mark assignments and complete quality assurance processes.
- The two wānanga weeks are the weeks beginning July 14th and July 21st. These weeks will form the busiest part of this role (teaching sessions and workshoping with students).

Marking Support

- Across the semester and papers.

Placement Visits

- Potentially visiting students whilst they are on placement in schools.

KEY RESULT AREAS

Educators are required to:

- Ideally hold a current registration as a New Zealand teacher with a full Practising Teacher Certificate.
- Have a knowledge of and experience within Christian Education, have an appreciation of Mātauranga Māori, and inclusive education.
- Meet the needs of students by providing inspiring and innovative teaching, workshopping and feedback that develops knowledge (heart), capabilities (hands) and dispositions (heart) and contribute to the development of students in keeping with Graduate Diploma of Teaching (Secondary) Conceptual Framework and Graduate Profile.
- 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

KEY RELATIONSHIPS

Internal: Head of School
 Programme Leader(s), School of Teacher Education
 Educators, School of Teacher Education
 Executive Leadership Team (ELT)
 Administrator, School of Teacher Education

External: Stakeholder groups
 Industry representatives
 Strategic partners
 Professional agencies
 Relevant reporting bodies

Financial Authority: Nil

KEY ACCOUNTABILITIES

Educators are required to:

RESPONSIBILITY	EXPECTED OUTCOMES
Teaching	<ul style="list-style-type: none"> • Teach students with pedagogy that is biblically, and research informed and encourages transformational learning. • Teach students in a way which models BTI's key values and dispositions (e.g., gracious, secure, and teachable). • Develop positive and appropriate learning-focused interaction with all students. • Demonstrate, by means of student results and feedback, that transformational learning is occurring. • Demonstrate increasing capabilities in web-enhanced and digitally supported teaching. • Demonstrate evidence of appropriate professional standards and competencies related to your field of practice.
Quality Assurance	<ul style="list-style-type: none"> • Participate fully in all quality assurance processes. • Develop and maintain a solution-oriented strengths-based approach to challenges. • Meet deadlines (e.g., marking, reporting). • Undertake responsibilities with commitment and rigour, resulting in a positive outcome. • Establish and maintain effective working relationships; respect and encourage colleagues personally and professionally. • Engage in professional learning conversations that reflect positive working relationships and a generous spirit of collaboration. • Develop and maintain a high level of expertise in primary areas of responsibility.
Behavioural Indicators	<p>BTI's core ethical values In terms of our life and work we value:</p> <ul style="list-style-type: none"> • a Biblical Christian worldview as formational, • personal and professional inquiry and integration, • a strengths-based learning and missional community • Te Tiriti-based relationships within Aotearoa, New Zealand <p>The person appointed to this role will understand and be committed to the values in the following ways:</p> <p>Student Focus</p> <ul style="list-style-type: none"> • listens to and understands the needs of students and • meets those needs through a professional, courteous and empathetic approach • 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 • commits to teaching and supervision of students in ways which ensure and enhance student experience <p>Integrity</p> <ul style="list-style-type: none"> • acts ethically <p>Academic Integrity</p> <ul style="list-style-type: none"> • commits to the discipline and to collegial decision-making • maintains high professional and ethical standards • has enthusiasm for teaching and research • promotes an inclusive culture for learning

	<p>Innovation</p> <ul style="list-style-type: none"> encourages the discussion, free debate, and generation of creative ideas and solutions in teaching, inquiry and research <p>Equity and Diversity</p> <ul style="list-style-type: none"> considers equity/diversity perspectives (e.g., Māori, Pasifika, international students/staff, gender, disability) and supports the success of colleagues and students in these groups values the diversity of the student population and seeks to ensure equity in teaching, supervision, and collaborative practices seeks to attract and support students from diverse backgrounds <p>Communication</p> <ul style="list-style-type: none"> communicates clearly and in a variety of ways to suit the situation and needs of the recipients <p>Collegiality</p> <ul style="list-style-type: none"> works with colleagues and others in a respectful and fair way <p>External Relationships</p> <ul style="list-style-type: none"> builds and maintains productive and beneficial relationships with authentic partners
Health and Safety	<ul style="list-style-type: none"> Follows safe and healthy work practices that comply with BTI policies, procedures, relevant work standards and statutory obligations. Accepts personal responsibility for own safety and wellbeing. Complies with BTI's Health and Safety Policy. Demonstrates actions in an emergency that are specific to the workplace and that promote safety.

PERSON SPECIFICATION

- The right to live and work in New Zealand.

EDUCATIONAL REQUIREMENTS

- Ideally a current New Zealand Teaching Council registration and Practicing Certificate.

TRAINING, SKILLS AND KNOWLEDGE

- Commitment to developing quality tertiary teaching within teacher education.
- Proven competence in (or a commitment to learning) multiple modes and mediums of teaching including online technologies in teaching.
- Recent classroom experience as a registered teacher in Aotearoa New Zealand.
- Experience with Te Tiriti-informed practice in Aotearoa, New Zealand context.

PERSONAL QUALITIES

- Commitment to a culture of openness, flexibility, and co-operation to achieve excellence in academic programmes, and service.
- Commitment to the upholding BTI's Vision, Mission and Values.
- 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 vary from time to time according to the needs of the Institute but will be well communicated.

June 2025