

POSITION DESCRIPTION

TITLE OF POSITION Kaiako-Educator/Kaihautū-Senior Educator Graduate Diploma of teaching (Secondary)	1.0 FTE	AREA School of Teacher Education
REPORTS TO Head of School of Teacher Education		LAST REVIEWED 16 October 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
- Te Tiriti-based relationships within Aotearoa, New Zealand

THE SCHOOL OF TEACHER EDUCATION

Established in 1993, Bethlehem Tertiary Institute is a Category One 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 gracious, secure, and teachable, with practice that is relational, responsive, and transformative.

PURPOSE OF ROLE

The Kaiako/Educator will firstly hold responsibility for the diligent delivery of assigned topics to student teachers within School of Teacher Education (SoTE). These courses will primarily be within the Graduate Diploma teaching (Secondary) programme, with possible opportunity to contribute to the Bachelor of Teaching Primary programme.

The Kaiako/Educator is required to facilitate both face-to-face and on-line classes, mark assignments and complete quality assurance processes. As being relational is a core value of SoTE, the educator will also be responsible for mentoring a group of student teachers.

You will be a registered teacher in New Zealand with a current full Practising Teacher Certificate. Knowledge of and experience within Christian Education is helpful to this role as is some understanding of Mātauranga Māori, and inclusive education.

KEY RESULT AREAS

Educators are required to:

- Meet the needs of students by providing inspiring and innovative learning opportunities that develop knowledge (head), capabilities (hands) and dispositions (heart) and contribute to the development of students in keeping with the Bachelor of Education Primary 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, whanaungatanga, aroha, inclusivity, and diversity in keeping with the Institute's Christian ethos, values, vision, and mission.

KEY RELATIONSHIPS

Internal Head of School, School of Teacher Education
Programme Leader(s), School of Teacher Education
Educators, School of Teacher Education
Executive Leadership Team (ELT)
Administrator, School of Teacher Education
Academic Support team
Administration team

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

Financial Authority: Nil

KEY ACCOUNTABILITIES

RESPONSIBILITY	EXPECTED OUTCOMES
Teaching	• 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, accountable, authentic and agentic). • 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 competences related to your field of practice.

Quality Assurance	• Participate fully in all quality assurance processes to ensure ongoing improvement of teaching and learning across the Institute. • Develop and maintain a solution-oriented strengths-based approach to challenges. • Use professional and community networks to actively promote programmes and the Institute. • 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.
Research and Scholarship	• Undertake research in keeping with BTI documents (e.g., Guiding Principles for Research, Research Ethics Guidelines, Support for Staff Academic Study Policy). • Share research findings.
Behavioural Indicators	BTI's core ethical values In terms of our life and work we value: • A Biblical Christian worldview as formational personal and professional enquiry and integration • A strengths-based learning and missional community • Te Tiriti-based relationships within Aotearoa, New Zealand The person appointed to this role will understand and be committed to the values in the following ways: Student Focus • 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 • Is kaitiaki of a student mentor group

	Integrity • Acts ethically
	Academic Integrity • 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
	Innovation • Encourages discussion, free debate, and generation of creative ideas and solutions in teaching and research
	Equity and Diversity • Considers equity/diversity perspectives (e.g., Māori, Pasifika, international students, 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
	Communication • Communicates clearly and in a variety of ways to suit the situation and needs of the recipients
	Collegiality • Works with colleagues and others in a respectful and fair way
	External Relationships • Builds and maintains productive and beneficial relationships with authentic partners
Health and Safety	• 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.

In addition to the above, any other reasonable 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.
- The right to live and work in Aotearoa New Zealand.

EDUCATIONAL QUALIFICATIONS

Essential

- Current New Zealand Teaching Council registration and Practicing Certificate.
- A Masters qualification or willingness to work towards it.

TRAINING, SKILLS AND KNOWLEDGE

Essential

- 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.
- Have had classroom experience and is a registered teacher in Aotearoa New Zealand.
- Experience with Te Tiriti-informed practice in Aotearoa, New Zealand context.
- 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, and service.
- Commitment to the Christian faith.
- 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

For an experienced educator or senior educator:

Opportunities exist for involvement in programme review, curriculum development, professional development for staff, research leadership and team leadership

Variance

The accountabilities and responsibilities outlined in this document may vary from time to time according to the needs of the Institute.