

POSITION DESCRIPTION

TITLE OF POSITION Social Work Educator / Kaiako (Tauranga-based, full-time – negotiable)	SERVICE AREA School of Social Practice (SoSP)
REPORTS TO Heads of School, School of Social Practice	LAST REVIEWED 4 November 2025

PURPOSE OF THE ROLE

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

KEY TASKS

Teaching in courses and contributing to the delivery of the Bachelor of Social Work programme. The Educator / ngā Kaiako will have responsibility for teaching, including some courses that will require in depth understanding of mātauranga Māori, have an understanding of Te Reo Māori and have a critical understanding of Te Tiriti o Waitangi and its implications for social work education. As such, the Educator / ngā Kaiako will be knowledgeable of, embrace and model Christian and Māori values and the intersection between them.

KEY RELATIONSHIPS

Internal:

- Kaiarorangi-Principal
- Heads of School, School of Social Practice
- Professional Leads: Counselling (Academic) and (Students)
- Professional Leads: Social Work (Academic) and (Students)
- Counselling & Social Work Educators
- School Administrator
- Practicum Administrator & Regional Coordinator
- Academic Dean
- Team Leader: Academic Support
- Teaching and Administration Staff
- Students

External:

- Iwi and Mana Whenua
- Professional Bodies
- Industry Representatives
- Strategic Partners
- Other Community Stakeholders

KEY ACCOUNTABILITIES

RESPONSIBILITY	EXPECTED OUTCOMES
Teaching	• Teach students with pedagogy that is biblically based, research informed, where appropriate draws on mātauranga Māori and encourages transformational learning. • Teach and interact with 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 online teaching. • Demonstrate evidence of appropriate professional standards and competences related to your field of practice.
Academic Quality Systems	• Participate fully in all quality management processes to ensure on-going improvement of teaching and learning. • 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 and development reviews that reflect positive working relationships and a generous spirit of collaboration. • Develop and maintain a high level of expertise in primary areas of responsibility.
Scholarship	• Show enthusiasm and commitment for learning, growth and development in ways that support the teaching, mission, values, vision and ethos of the Institute. • Be actively involved in on-going personal and professional development. • Maintain currency through scholarship and professional contributions/links within the professional community.

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 • Tiriti-informed 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 and endeavour Integrity • acts ethically and consistently 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 and diversity perspectives (e.g. Māori, Pasifika, international, gender, disability) and supports the success of colleagues and students in these groups • values the diversity of the student population and ensures equity in teaching, supervision and collaborative practices • seeks to attract and support students from diverse backgrounds, including Māori, Pasifika and international students Communication • communicates clearly and in a variety of ways to suit the situation and needs of the recipients Collegiality • deals with colleagues and others in a respectful and fair way
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	External Relationships builds and maintains productive and beneficial external relationships and networks
Health and Safety	Safe and healthy work practices are followed that comply with BTI policies and procedures, relevant work standards and statutory obligations.
Staff Conduct Policy	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 Master's qualification in social work
- A registered social worker with the SWRB

Preferred

- An adult teaching qualification

TRAINING, SKILLS AND KNOWLEDGE

Essential

- Demonstrated (or a commitment to developing) quality tertiary teaching within social work or community development 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 social worker or in community development
- Experience in Tiriti-informed practice in Aotearoa/New Zealand context, with particular implications for the fields of social work and/or community development.

Preferred

- 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, fieldwork experiences, 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 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.

4 November 2025