TE KUNENGA
KI PŪREHUROA

MASSEY
UNIVERSITY
UNIVERSITY OF NEW ZEALAND

TE TUMU
WHAKATIPU

Job description:

Tutor/Senior Tutor in Foundation Education

Position Purpose:	The purpose of this position is to contribute to Massey University's teaching and learning priorities by developing and delivering university preparation and foundation education pathway courses that support student success.
Department:	Te Tumu Whakatipu
Location:	Auckland / Manawatū / Wellington
Reports to:	Academic Coordinator, Foundation Education
Job Title:	Tutor/Senior Tutor Foundation Education
Key relationships:	Tutor/Senior Tutors in Foundation Education will have close working relationships with the Director, Associate Director (Learning and Teaching), Academic Coordinators, Tutors/Senior Tutors and professional staff.
	Tutor/Senior Tutors in Foundation Education will also e required to maintain and foster positive working relationships with academic colleagues in other units, other Massey University staff and students, and external stakeholders.
Massey University:	We are a world-leading university in many academic disciplines and fields of research. Our point of difference is research that is connected to community and industry. Our researchers are developing expertise and skills to advance human knowledge and understanding. Working together across disciplines and locations, we solve national and global problems through fundamental, applied and interdisciplinary research, while culturally and artistically enriching our world.
	We are deeply committed to being a Te Tiriti-led university, demonstrating authentic leadership in contemporary Aotearoa New Zealand as we uphold Te Tiriti o Waitangi, the founding document of our nation, and its principles through our practice. We embrace this not just as an obligation but as a real opportunity for the nation and its people.
	Our educators are preparing a new generation of global leaders. Our students are diverse and are attracted to Massey because they want to achieve their personal goals or make their mark in the world. They experience world-class learning that recognises their intellectual and cultural strengths, expands their horizons and prepares them to contribute

	to a rapidly transforming world with skills, critical and creative thinking and leadership.
	We will be renowned for our passion and caring attitude. All Massey campuses will be innovation ecosystems, acting as magnets for smart enterprises. Wherever we are, we will operate in partnerships founded on respect, trust and mutual benefit. Massey is not only defined by what we do, but by how we do it.
About this area:	Te Tumu Whakatipu has offered world-class university preparation and foundation pathway programmes, customised professional short courses, study tours, and English language testing for more than 30 years.
	Te Tumu Whakatipu, which is within the portfolio of the Deputy Vice-Chancellor - Students and Global Engagement, has undergone significant growth and transformation. This role contributes to achieving our goals and aspirations of supporting student success in our programmes.

Massey core capabilities

At Massey we are Tiriti-led, upholding Te Tiriti o Waitangi principles through our practice, We:

- Demonstrate awareness of Te Tiriti o Waitangi and its contribution to Aotearoa New Zealand society.
- Understand the relevance of Te Tiriti o Waitangi in relation to the work of the University and the people we serve.
- Embracing Te Reo in relevant and practical ways in our workplace interactions and engagement with external stakeholders, giving expression to Tikanga Māori and protocols that demonstrates that we respect and value Māori conventions in appropriate settings.

At Massey we work together with mutual respect and caring. We:

- Act with integrity and trustworthiness and give credit to others for the work they do.
- Work cooperatively and inter-dependently to foster and promote the One University approach
- Share knowledge and communicate professionally with courtesy and mutual respect.
- Are ethical in all transactions, working within the parameters of our policies and procedures.
- Are direct, truthful and maintain confidentiality.
- Seek to understand and appreciate our differences.
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- Keep ourselves and others safe; work together to embrace with the University's health, safety and wellbeing policies, procedures and programmes; display commitment by actively supporting all safety and wellbeing initiatives: and by actively engaging in health and safety improvement opportunities.

At Massey we are future-focused, results- oriented and strive for excellence. We:

- Take ownership and responsibility for delivering results to support achievement of University objectives.

- Provide the best quality services to our customers (internal and external) ensuring our students/stakeholders are at the heart of everything we do.
- Deliver or support world-class research, teaching and learning and citizenship.
- Take personal responsibility for our performance, take pride in doing our job well, and commit to ongoing personal and professional development
- Are motivated and create a positive working environment where our values are reinforced.
- Anticipate and respond with agility and resilience to the changing needs of the University and the communities we serve.
- Seek ways to improve our services to deliver in an efficient and effective way.
- Embrace technology and apply this innovatively to better meet the needs of those we serve.
- Challenge ourselves to reach our potential and help bring out the best in others.
- Understand how what we do contributes to the objectives of the University.

Accountabilities

AKO Course Delivery/Design	To contribute to course development and undertake teaching and associated duties in the Foundation Education Pathway courses offered by Te Tumu Whakatipu. • Contribute to the development of courses and curricula in area(s) of subject knowledge or expertise. • Work collaboratively with Foundation tutors and Academic Coordinators to develop and deliver appropriate course materials for students in online, face-to-face and blended learning environments. • Promote and support the development of a learning and working environment that recognises and promotes Aotearoa New Zealand as a bicultural society. • Ensure methods of assessment of student learning and achievement are up-to-date and appropriate. • Ensure moderation is carried out both internally, cross-campus, and externally (if required) as per the Moderation Guidelines. • Regularly evaluate the completion rate of course offerings and develop appropriate strategies for continuous improvement. • Provide advice and guidance to students on progressing in their chosen courses of study, when required. • Proactively identify and undertake continuing professional development relevant to role including the development of Māori cultural capability, Te Reo Māori and ongoing commitment to Te Tiriti o Waitangi. • Undertake responsibilities related to programme delivery. • Comply and uphold relevant teaching and learning frameworks, policies, plans, and procedures (e.g., Whakatō | Whakatipu | Whakatoro, Te Arotakenga Marau, Paerangi, Teaching and Learning, Academic Integrity, Assessment and Equivalence).
AKO Programme Administration	To liaise with the Academic Coordinators and professional staff to ensure efficient and effective delivery of Foundation courses. • Adhere to administrative requirements for Foundation programmes including supplying student results, attendance and progress information, and meeting administrative deadlines.

	• Use resources effectively and provide advice as required on the purchase of additional resources. • Assist with projects relevant to teaching, assessment and the successful running of Foundation programmes, as negotiated with the Academic Coordinator. • Other duties as required.
Academic citizenship/Service	To undertake service and provide professional support and expertise as relevant to the Foundation senior tutor/tutor role. Examples of the types of contribution include, to: • Provide support to the Academic Coordinator with the recruitment, induction and mentoring of new staff. • Provide support to Foundation tutors in areas relevant to programme delivery. • Demonstrate, and encourage others to demonstrate, support for the University's goals, specifically in relation to Te Tiriti o Waitangi. • Participate in ceremonies/events as required by tikanga Māori. • Relevant to recognised expertise, provide advice within Te Tumu Whakatipu on tikanga Māori, kawa, te reo Māori or other aspects of Te Ao Māori. • Assist with professional development and mentoring of Foundation tutors and other Massey staff working with students transitioning into higher education. • Serve on University and/or Te Tumu Whakatipu committees or working groups as required. • Contribute positively to our working environment and uphold our Mātāpono. • Other duties or responsibilities which may be assigned by the Associate Director or Academic Coordinator from time to time. • Be responsible for one's own safety and for the safety of others through the observance of University policy, codes of practice and conduct.

Capabilities - *behavioural*

Communication **Essential**	• Develops a clear, complete understanding of needs and problems through careful listening, probing, reflecting, and summarising. • Communicates in a timely manner using the appropriate style and method. • Able to present information clearly, concisely and logically. Varies content, style and form to suit the subject. • Contributes and leads discussions in a respectful manner, that are sincere and professional. • Delivers written and oral communications that engage audience, respond to their questions and concerns, and produce outcomes and impact.
Working Together **Essential**	• Establishes and maintains productive working relationships with ākonga, colleagues and key stakeholders internally and externally.

	• Contributes as a member across teams that span function, issue and location. • Establishes and maintains credibility and appropriate confidentiality with ākonga, colleagues and stakeholders • Proactively identifies and addresses potential issues with ākonga, colleagues and stakeholders.
Managing Multiple Priorities **Essential**	• Demonstrates an expectation that there will be ongoing shifts in demands and priorities. • Responds to day-to-day operational priorities while still making progress on project work. • Addresses potential conflicts that impact current delivery commitments. • Demonstrates understanding of how current assignments contribute to organisational goals.
Delivering Results **Essential**	• Maintains focus on critical work and expectations. • Tracks and completes agreed work in planned timeframes. • Takes responsibility for advising on issues that impact on planned work and outcomes. • Supports self during change by remaining flexible, focusing on the positives, and proactively seeking out opportunities to get involved
Continuous Transformation **Essential**	• Works with agility, adjusting current working processes or adopting new approaches in response to changes in the environment. • Seeks challenging opportunities or assignments to grow and develop one's own knowledge, skills and abilities. • Integrates emerging industry best practices into current working environment. • Explains lessons or experiences learned from mistakes and failures as well as successes.

Capabilities - *technical*

Teaching **Essential**	• Develops, designs and delivers teaching and learning outcomes for courses using best practice pedagogical methods, technology and research. • Identifies, designs and manages assessment and evaluation appropriate for courses / programmes that align with content. • Engages in professional development to build on teaching practice across the areas of pedagogy, student learning, assessment, curriculum, delivery and technology. • Leads targeted initiatives to contribute to success outcomes for priority groups.
Professionalism and Ethics **Essential**	• Displays high personal standards and acts with integrity in all situations. • Shows courtesy, reliability and responsiveness in dealing with others. • Respects and displays total confidentiality and the treatment of sensitive matters in complex situations. • Emphasises and upholds diversity and inclusion. • Takes the 'moral high ground', always proceeding ethically, when confronted with unprofessional or unethical behaviour.
General Computer Proficiency **Essential**	• Demonstrates intermediate levels of knowledge and experience in the use of Microsoft Office software. • Uses preferences and other tools to customise computer software / hardware appropriate for function.

	• Identifies and resolves common software and usage problems and seeks ITS support where necessary.
Academic Citizenship **Essential**	• Participates as part of the academic community which is supportive of ākonga, colleagues and stakeholders. • Identifies how the discipline can be supported and advanced within role.

Qualifications and experience

Qualifications:	• A relevant undergraduate degree (Tutor) or postgraduate qualification (Senior Tutor) (essential) • A teaching qualification (essential)
Experience:	• Demonstrated success as a teacher of university preparation and foundation education courses, preferably within a university or other tertiary teaching environment. • Demonstrated ability to work cross-culturally and with different learning needs and perspectives. • Proven competence in multiple modes and mediums of teaching • Experience in the use of technologies in teaching. • Demonstrated collegiality in an academic teaching and service environment. • Proven ability to manage own workload and support students to do the same.

Pre-employment checks

Pre-employment checks:	• Requirement to pass a Criminal and Traffic Convictions (Security) Check performed by the Ministry of Justice. • Requirement to pass a Qualifications Validation Check. • A safety check in accordance with the Vulnerable Children Act 2014 and the Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015 is required. Part of this process includes a requirement to pass the police vetting part of the safety check.