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**APPLICATION AND ASSESSMENT FOR MOVEMENT FROM ASM 8 TO ASM 9**

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| **Application (To be completed by Employee)** | |
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| **Name:**  (First name ) (Surname) | |
| Staff ID: **Date:** | Contact No: **Email:** |
| **School/Service Group:** | |
| **Position Title:** | |
| **Prerequisite:** | |
| I have completed 12 months service on ASM 8 of Academic Collective Salary Scale | |
| I have successfully completed the agreed professional development as per my ADEP plan (over the last 12 months) | |
| I have achieved 8 badges from the Teacher Capability Framework at ‘demonstrating’ or ‘modelling’ levels or provided evidence of their equivalent as outlined in the Policy ‘Salary Progression for Academic Staff Employed on the Collective Agreement’. | |

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| **Assessment (To be completed by Academic Programme Manager)** | |
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| **Criteria (Tick and add details of how the Applicant has met each of the criteria listed below)** | |
| Operational competency in discipline/subject area  *→ Examples: the candidate demonstrates up to date knowledge through course materials, up to date knowledge through teaching, assists other staff to maintain up to date knowledge or is recognised by industry as having knowledge and skills in the subject area)* | |
| Programmes of learning developed and implemented  *→ Examples: the candidate produces evidence of feedback from students or by moderation, produces evidence of constructive response to feedback, demonstrates knowledge of curriculum design and evaluation. Their curriculum development meets the quality standards of the organisation* | |
| Effective communication skills  *→ Examples: Learning outcomes are communicated clearly to students at commencement of unit, or course and class; Students assess communication skills as excellent* | |
| Teaching and learning strategies are selected and applied to promote effective learning consistent with individual Student learning needs  *→ Examples: Range of teaching strategies are appropriate to students and subjects practised; Positive learning environment is created; Evidence of adequate learning preparation is exhibited; Learning activities are organised and managed effectively; The candidate demonstrates strategies that facilitate independent learning; Students exhibit progression towards characteristics of independent learning* | |
| Contribution to development and implementation of Student learning assessment  *→ Examples: Assessment criteria is clearly communicated in advance through the course/programme; Assessments undertaken are fair, valid and consistent; The candidate actively participates in development of assessment criteria; The candidate regularly audits, monitors and updates student assessments* | |
| Recognition and coordination of appropriate support for Student’s with learning difficulties  *→ Examples: The candidate practises techniques that result in the recognition of students with learning difficulties; the candidate is able to establish a learning environment that accommodates the individual learning needs of students; the candidate identifies student learning difficulties and implements strategies for further work/improvement; the candidate co-ordinates appropriate specialist support services as required* | |
| Evaluation and reflective practice to identify development opportunities  *→ Examples: The candidate is willing to identify his/her strengths and areas in need of development* | |
| Commitment to professional development  *→ Examples: Professional development plan identifies weaknesses and/or areas in need of development within discipline and as an educator; the candidate produces evidence of response to formal and informal feedback* | |
| Practices respectfully at all times and is sensitive to our diverse student and staff whanau  *→ Examples: Issues and complaints are dealt with sensitively and in accordance with policy; Student evaluations support non-racist and non-sexist behaviour; Student evaluations show a sensitivity to those with special needs* | |
| Contribution to effective outcomes of working groups  *→ Examples: active participation in working parties, curriculum design teams, assessment redesign etc* | |
| Participation in broader professional and academic activities  *→ Examples: Membership of and contribution to appropriate committees and working parties; Supports other staff in their activities; actively participates on professional bodies* | |
| Completion of administrative responsibilities integral to Academic Staff Member work  *→ Examples: Quality requirements and administrative deadlines are met* | |
| Contribution and support provided to objectives, direction and operation of the School including research projects where appropriate  *→ Examples: Makes self-available for tasks within skills/competence; participates in staff meetings; takes fair share of administration, representation and miscellaneous work for the department* | |
| Practices and adheres to Unitec policies and legislative obligations  *→ Examples: Complies with policy requirements as set out in the general and academic policy and procedural manuals* | |
| Actively promotes and enhances Unitec’s reputation within the Community  *→ Examples: Participates in community activities* | |
| **APM Name:** | **Signature:** |
| **Date:** |
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| **HoS Section:**  I support this application for movement to step 9 of the ASM Scale: Yes ❑ No ❑  **HoS Comment:** | |
| **HoS Name:** | **Signature:** |
| **Date:** |