

POSITION DESCRIPTION

LECTURER SOCIAL PRACTICE (COUNSELLING)

CHRISTCHURCH CAMPUS (0.5 FTE)

(Research Active)

OUR VISION

A world shaped by love, compelled and informed by the Gospel

OUR MISSION

To equip students and scholars to renew their communities with a faith as intelligent as it is courageous

STATEMENT OF FAITH

Models a faith to others that is personally vibrant, Christ-centred, evangelical and deeply shaped by the Scriptures and demonstrates commitment to the doctrinal statement of the College and its evangelical heritage.

LOCATION

The location of this position is primarily at the Christchurch Campus.

KEY RELATIONSHIPS

The roles which directly impact this position are:

- Head of School of Social Practice (Supervisor)
- School of Social Practice, Counselling Programme Leader
- Professional Assistant – Christchurch
- Practicum/Professional Practice coordinator
- Group Coordinator (Counselling)
- Director, Christchurch Campus
- Christchurch Campus administration and student support staff
- Students and other Laidlaw staff

ROLE PURPOSE

The Lecturer is responsible for teaching in his or her discipline, ensuring that the course or programme is delivered in a way that lifts the College to the highest level of prominence in New Zealand. The lecturer role includes working at both the Henderson campus and Christchurch campus in delivery of the Counselling programme. The Lecturer is expected to carry out research in their area of expertise and be actively involved in the college and community, and, to some extent, to promote the college within the wider community.

In addition to the responsibilities in this Job Description, the Lecturer will carry out all reasonable work-related requests made by their Supervisor and undertake any tasks that are within their capabilities.

The Lecturer will show a commitment to Laidlaw College's Health and Safety policy and will participate in creating a safe and healthy working environment.

ROLE ACCOUNTABILITIES

ACCOUNTABILITY	KEY TASKS	KEY PERFORMANCE INDICATORS
Teaching and Supervision	<p>Undertake undergraduate teaching (classroom and e-learning).</p> <p>Contribute to the development, planning and implementation of a high-quality, visionary curriculum.</p> <p>Undertake continuing personal professional development.</p>	<ol style="list-style-type: none"> 1. Teaching is undertaken in a manner that is faithful, discerning and engaged, as measured by student evaluations, surveys, peer evaluation, moderation, and performance reviews. 2. Minimum 10 days per year spent in personal professional development.
Group leadership	<p>Provide leadership for group-process groups</p>	<ol style="list-style-type: none"> 3. Groups achieve learning outcomes
Supervision of Teaching/Coursework	<p>Supervise teaching carried out within own discipline.</p> <p>Oversee coursework within the discipline, making changes as necessary.</p>	<ol style="list-style-type: none"> 4. Teaching within the discipline is undertaken in a manner that is faithful, discerning and engaged, as measured by student results, course evaluations and surveys.
Personal Research	<p>Read actively at a scholarly level both within the core field of expertise and wider.</p> <p>Present research and act as a discussant at academic conferences.</p> <p>Publish papers or other scholarly works in academic journals, review papers, or similar, and for popular publications.</p> <p>Engage with the broader scholarly and professional communities.</p> <p>Initiate and contribute to proposals generating research funding.</p>	<ol style="list-style-type: none"> 5. At least one article per year accepted by a peer-reviewed scholarly journal of significant international standing. 6. At least one popular article accepted for publication per year. 7. Attendance and presentations at relevant academic conferences.
Mentoring	<p>Initiate mentoring relationships with students.</p>	<ol style="list-style-type: none"> 8. Regular office hours for mentoring are made available and communicated to students.
Coordination of programme	<p>General coordination of the effective delivery of the counselling programme on Christchurch campus, in conjunction with the Programme Leader and other programme staff, including:</p> <p>Effective liaison with the Director, Christchurch campus and other relevant operational staff.</p>	<ol style="list-style-type: none"> 9. Smooth running of day-to-day processes of the Counselling programme on the Christchurch campus.

	<p>Maintaining communication and relationships with Auckland based Counselling staff and assistance with groups, placements, travel as required.</p> <p>Assistance in developing long-term relationships with key stakeholders in counselling industry including service providers, placements, other Colleges and local professional organisations.</p> <p>Assisting the Group Coordinator with recruitment and pastoral care of potential group leaders, tutors, and other counselling professionals for the programme in Christchurch.</p> <p>Working with placement coordinator and networking with present and potential placements.</p>	
Pastoral care	<p>Facilitate and provide pastoral care and support of second and third year Counselling students.</p> <p>Leadership in creating and nurturing a cohesive and caring community in the School.</p>	10. Pastoral care is provided to second and third year Counselling students each semester.
Participation in College Community	Engage wholeheartedly in the communal life and activities of the College.	11. College community events are attended, as appropriate, and an active contribution is made.
Engagement with the Wider Community	Participate in community service activities, such as counsellor association, that advance the profile and reputation of the School and College.	12. Maintain full membership of a professional counselling association.
College Responsibilities	Serve on committees and attend meetings, as appropriate.	13. All meetings relevant to the Lecturer role are attended.
Administration	Complete administrative tasks relevant to the Lecturer role.	14. Administration of own courses and all related tasks are completed accurately and within the agreed timeframes.

COMPETENCIES

- **Statement of Faith**

Models a faith to others that is personally vibrant, Christ-centred, evangelical and deeply shaped by the Scriptures. Demonstrates commitment to the Doctrinal Statement of the College and to its evangelical heritage.

- **Subject Matter Expertise**

Regarded within academia and/or the Christian community as knowledgeable and competent in the subject. Able to teach with an inspirational, engaging style.

- **Leadership**

Is a leader who inspires dedication, enthusiasm, excellence and authenticity in others. Leads by example and operates with integrity.

- **Discernment and Analysis**

Takes a critical view of all information, probing, evaluating, challenging and exposing any potential issues. Does not accept things at face value but questions even at senior levels.

- **Organisational Savvy**

In tune with key internal and external factors shaping the School and College and its operating environment. Identifies areas for competitive advantage, growth and cost reduction.

- **Decision-making**

Consults affected parties, thinks through ramifications and impact.

- **Diversity**

Respects and engages confidently with women and men, people of all ethnicities, believers of differing theological and ecclesiastical affiliations, those of other faiths, and people who do not profess faith. Honours the bi-cultural commitments of the Treaty of Waitangi.

- **Relationship Building and Partnership Development**

Creates partnerships with people and interacts confidently, employing astute interpersonal skills and building trust and respect. Engages confidently with leaders in academia, professional associations, church and society.

- **Verbal Communication**

Communicates complex verbal concepts and information effectively and professionally with a tone, format and style well matched to the target audience. Handles face-to-face and public occasions with skill and integrity.

- **Written Communication**

Writes lucid teaching, academic and operational documentation and correspondence. Tailors communication style to the target audience.

- **Creative Thinking**

Takes a creative approach to their role and responsibilities looking for innovative approaches to the design and delivery of teaching programmes.

QUALIFICATIONS

Qualification/Skill/ Experience	Details
Educational Qualifications	Normal minimum of a Research Masters level qualification.
Skills/Knowledge/ Experience	<p>Active involvement in a local Christian community of faith and in Christian initiatives in the wider global community.</p> <p>Experience in teaching within a tertiary education provider.</p> <p>Experience as counselling practitioner</p> <p>Demonstrated understanding of recent developments in the counselling and general tertiary education sectors nationally and internationally.</p> <p>Demonstrated commitment to research within own discipline.</p> <p>Demonstrated high quality teaching and communication skills.</p> <p>Demonstrated commitment to mentoring students and providing an appropriate level of pastoral care. Preferably a proven record of mentoring and coaching emerging leaders.</p> <p>Demonstrated awareness of adult learning needs and approaches.</p> <p>Openness to e-Learning pedagogies and technologies.</p> <p>Demonstrated proficiency in Microsoft Office programmes.</p>

Last updated: *Nigel Smith, Head of School: Social Practice, July 2015*