

POSITION DESCRIPTION



LECTURER COUNSELLING

SCHOOL OF SOCIAL PRACTICE

1.0 FTE FIXED TERM

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

This role is based at Laidlaw's Henderson campus.

Key Relationships

Responsible to: Head of Counselling, School of Social Practice

Other Key Relationships:

- Other Lecturers/Senior Lecturers in the Schools of Theology and Social Practice
- Administrator, School of Social Practice
- Programme Administrator, School of Social Practice
- Practicum Manager
- Student support staff
- Students and other Laidlaw staff

Role Purpose

The Lecturer is responsible for teaching in his or her discipline, contributing to the course or programme being delivered in a way that lifts the College to the highest level of prominence in New Zealand, in conjunction with the Head of Counselling. The Lecturer role may include working at both the Henderson campus and Christchurch campus in delivery of the Counselling programme. The Lecturer is expected to 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

ACCOUNTABILITIES	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 5 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.
Mentoring	<p>Initiate mentoring relationships with students.</p>	<ol style="list-style-type: none"> 4. Regular office hours for mentoring are made available and communicated to students.
Pastoral care	<p>Facilitate and provide pastoral care and support of Counselling students, primarily those engaged in practicum placements, including coordination with other local staff providing support to students in the programme.</p> <p>Significant contribution to creating and nurturing a cohesive and caring community in the School.</p>	<ol style="list-style-type: none"> 5. Pastoral care is provided to Counselling students each semester.
Participation in College Community	<p>Engage wholeheartedly in the communal life and activities of the College.</p> <p>Serve on committees and attend meetings, as appropriate.</p>	<ol style="list-style-type: none"> 6. College community events are attended, as appropriate, and an active contribution is made. 7. All meetings relevant to the Lecturer role are attended.
Engagement with the Wider Community	<p>Participate in community service activities, such as counsellor association, that advance the profile and reputation of the School and College.</p>	<ol style="list-style-type: none"> 8. Maintain full membership of a professional counselling association.
Administration	<p>Complete administrative tasks relevant to the Lecturer role.</p>	<ol style="list-style-type: none"> 9. 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.

- **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	Essential Post graduate counselling 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 working with Person-Centred and Narrative therapies.</p> <p>Demonstrated understanding of recent developments in the counselling and general tertiary education sectors nationally and internationally.</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>Experience with e-Learning pedagogies and technologies preferred.</p> <p>Demonstrated proficiency in Microsoft Office programmes.</p>