

# POSITION DESCRIPTION

## HEAD OF EDUCATION

1.0 FTE

### 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, including willingness to sign the Laidlaw College statement of faith.

### Location

The location of this position could either be in Auckland or Christchurch, with travel nationally and internationally as required by a senior position.

### Key Relationships

The roles which directly impact this position are:

Responsible to: National Principal/CEO

Direct Reports: Social Practice Administrator  
Education Academic Teaching Staff

Other key relationships:

Academic Dean  
Chief Operating Officer  
Academic Quality Director  
Other Academic Heads  
Education Advisory Committee

## Role Purpose

The Head of Education role exists to ensure the flourishing of Initial Teacher Education (ITE) and Christian Education programmes at Laidlaw College. To this end they manage the Education team and budget and lead the administration of the area, and champion the College and its Education programmes to stakeholders.

In addition to the responsibilities in this Job Description, the Head of Education will carry out all reasonable work-related requests made by their Supervisor and undertake any tasks that are within their capabilities. The Head of Education will show a commitment to Laidlaw College's Health and Safety policy and participate in creating a safe and healthy working environment.

## Role Accountabilities

ACCOUNTABILITIES	KEY TASKS	KEY OUTCOMES
<p><b>Leadership of the School and its Activities</b></p>	<p>Oversee the development and overall theological, intellectual and academic coherence of the Team and their suite of programmes as delivered in on-campus, blended, distance learning, and partnership modes.</p> <p>Work with the College's Academic leadership in the development and continual improvement of the academic programmes.</p> <p>Plan the needs of the programmes to ensure programmes are resourced to meet development and growth opportunities.</p> <p>Foster and facilitate a Christ-centred culture, vibrant intellectual life, interdisciplinary ethos and community of scholarship within the Education team.</p> <p>Work with the College's Academic leadership to recruit and motivate a Christ-centred, world-class team of scholars and teachers.</p>	<ol style="list-style-type: none"> <li>1. Delivery of an annual Education Academic Plan that aligns with the College's Strategic Plan.</li> <li>2. School budget prepared and managed accurately and strategically.</li> <li>3. Major curriculum components of the programmes are developed.</li> <li>4. Annual improvements in total research outputs of faculty, particularly in significant peer-reviewed publications.</li> <li>5. TEC, NZQA and Teaching Council requirements and evaluations are met and demonstrated</li> <li>6. Effective leadership, well-being, and development of Education faculty and staff as evidenced in Annual Performance Reviews, and in team engagement in the wider life and mission of the College.</li> </ol>
<p><b>College Responsibilities</b></p>	<p>Ensure teamwork, collegiality and cooperation throughout the Education team.</p> <p>Ensure that the Education team engages well with the teams and systems of the College.</p> <p>Engage wholeheartedly in the communal life of the College.</p>	<ol style="list-style-type: none"> <li>7. Peer and performance reviews show evidence of teamwork within and between the Education team and the wider teams of College.</li> <li>8. College community events are regularly attended, initiated and led where appropriate.</li> </ol>

ACCOUNTABILITIES	KEY TASKS	KEY OUTCOMES
<b>Engagement with the Wider Community</b>	<p>Wisely represent and promote Laidlaw as a College of Christ-centred Initial Teacher Education in the Christian and wider community.</p> <p>Strengthen relationships of trust and service with Schools, churches and other organisations.</p> <p>Active involvement in a local Christian church and in Christian initiatives in the wider global community.</p> <p>Model leadership and engagement of theological reflection and educational leadership in community.</p> <p>Establish and model strong links with church and mission leaders and agencies.</p>	<p>9. The reputation of Laidlaw's Education team and programmes as a Christ-centred community of learning and scholarship grows amongst external stakeholders, as evidenced by favourable internal and external feedback.</p> <p>10. Education programmes continue to attract students, meeting annual EFTS enrolment targets.</p> <p>11. Contribute to Laidlaw growing and sustaining a network of formal and informal partners, as evidenced by stakeholder feedback and growth in paid and unpaid service business.</p> <p>12. Active, ongoing involvement in appropriate Christian initiatives.</p> <p>13. Participation in church, parachurch, and mission forums is sought and regularly provided.</p>
<b>Administration</b>	<p>Work with School Administration to ensure effective overall administration of the School.</p>	<p>14. All Administration and compliance tasks are completed accurately and within the agreed timeframes.</p>
<b>Teaching</b>	<p>Undertake research-led undergraduate and postgraduate teaching in the various delivery modes used by the College.</p> <p>Contribute to the development, planning, revision and implementation of a high-quality, Christian curriculum.</p> <p>Where required, supervise the research activities of postgraduate students.</p> <p>Undertake continuing personal professional development in the area of teaching and learning.</p>	<p>15. Teaching is undertaken in a manner that is faithful, discerning and engaged, as measured by student evaluations, surveys, peer evaluation, moderation, revision schedules, and performance reviews.</p> <p>16. Postgraduate students complete research programmes in a timely and successful manner.</p> <p>17. Minimum 10 days per year spent in personal professional development.</p> <p>18. Demonstrates the influence of personal research upon teaching.</p>

ACCOUNTABILITIES	KEY TASKS	KEY OUTCOMES
<b>Research</b>	<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 peer-reviewed academic sources or similar, and for popular publications.</p> <p>Engage with the broader scholarly and professional communities, contributing to the wider research and professional environments and demonstrating evidence of peer esteem.</p> <p>Initiate and contribute to proposals generating research funding.</p>	<p>19. At least one research output per year accepted by a peer-reviewed source of significant local or international standing.</p> <p>20. At least one popular article accepted for publication per year.</p> <p>21. Development of an active, planned research portfolio and scholarly networks.</p> <p>22. Attendance and presentations at relevant academic conferences.</p>

## Qualifications, Skills & Experience

QUALIFICATIONS/SKILLS/EXPERIENCE	DETAILS
<b>Preferred educational qualifications/Experience</b>	<p>Doctoral qualification in relevant field</p> <p>Excellent knowledge of Initial Teacher Education (ITE) in the context of Aotearoa New Zealand, and connections to relevant professional bodies</p> <p>Teaching experience as registered teacher at primary and/or secondary levels</p> <p>Extensive experience in tertiary teaching and administration</p> <p>Established scholar with respected publications</p>
<b>Skills/Knowledge</b>	<p>High personal awareness and relational competence</p> <p>Inspirational leader with ability to motivate and manage a diverse team</p> <p>Good skills of communication</p> <p>Demonstrated commitment to the development of community</p> <p>Active involvement in a local Christian church and in Christian initiatives in the wider community</p> <p>Demonstrated understanding and appreciation of the teaching focus of the College as a tertiary Christian leadership training environment</p>

# Competencies

## **Active 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 Faith of the College and to its evangelical heritage, and thoughtful and articulate in integrating faith and life.

## **Character**

Exhibits high standards of Christian character. Operates with integrity and grace.

## **Leadership**

Is a wise academic leader who models dedication, enthusiasm, excellence and authenticity and can manage difficult situations. Leads collaboratively and by example. Able to inspire, manage and develop others.

## **Strategic Thinking**

Takes a strategic and big picture view of the School, its operating environments and his/her role and responsibilities. Works to foster enthusiasm for, and contribution to, strategic directions and operational changes, in line with the overall College and academic vision. Considers the implications of decisions and actions on the wider mission of the College.

## **Cultural intelligence**

Respects and engages confidently with women and men, people of all ethnicities and cultures, 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, and is especially strong in relating to Pasifika communities.

## **Performance Management**

Instils a performance culture by managing positively, actively and regularly. Recognises high performers, giving positive feedback and appropriately manages and improves or exits average or poor performers.

## **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.

## **Relationship Building and Partnership Development**

Creates partnerships with people and interacts confidently employing astute interpersonal skills and building trust and respect. Engages confidently with a wide variety of stakeholders, and able to represent Laidlaw's ethos and commitments well.

## **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 involving complex, confidential and delicate information with skill and integrity.

## **Written Communication**

Writes well, and communicates professionally through email and other written means, tailoring communication style to the target audience.

## **Integrity and trustworthiness**

Maintains the highest standards of character and integrity in all interactions, and works to foster mutual trust in all relationships.

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