

POSITION DESCRIPTION

Lecturer - Education (Research Active)

School of Social Practice (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 can be either our Auckland or Christchurch campus, as well as online/distance delivery. Travel between the Auckland and Christchurch campuses will be required periodically.

Key Relationships

The roles which directly impact this position are:

- Head of Education (Supervisor)
- Other Lecturers/Senior Lecturers in the School of Education
- Students
- Staff in other departments

Role Purpose

The Lecturer (Education) is responsible for training high-quality, innovative, passionate teachers. They will inspire students seeking to deepen and integrate their faith in a variety of educational contexts. They will be actively involved in the college, education sector and community.

The Lecturer (Education) will show a commitment to Te Tiriti o Waitangi as it pertains to Education, and they will demonstrate culturally-responsive approaches to learning and support.

Role Accountabilities

ACCOUNTABILITIES	KEY TASKS	KEY PERFORMANCE INDICATORS
Teaching	<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, visionary curriculum.</p> <p>Participate in the professional learning experiences of students.</p> <p>Where required, supervise and support the research activities of postgraduate students.</p> <p>Undertake continuing personal professional development in the area of teaching and learning.</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, revision schedules, and performance reviews. 2. Students on professional learning experience placements are monitored, assessed and mentored effectively. 3. Postgraduate students complete research programmes in a timely and successful manner. 4. Minimum 10 days per year spent in personal professional development that supports the area of teaching and learning. 5. Demonstrates the influence of personal research upon teaching.
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 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>	<ol style="list-style-type: none"> 6. At least one research output per year accepted by a peer-reviewed source of significant international standing. 7. At least one popular article accepted for publication per year. 8. Development of an active, planned research portfolio and scholarly networks. 9. Attendance and presentations at relevant academic conferences.
Mentoring	<p>Establish and maintain relationships with academic staff and students and whānau.</p>	<ol style="list-style-type: none"> 10. Personal and group mentoring of students 11. Regular office hours for mentoring are made available and communicated to students.

ACCOUNTABILITIES	KEY TASKS	KEY PERFORMANCE INDICATORS
Participation in College Community	<p>Engage wholeheartedly in the communal life and activities of the College.</p> <p>Provide pastoral care and support of students (as reasonable).</p> <p>Respects and engage confidently with students of all genders, orientations, ethnicities, faiths, and with those who do not profess faith</p> <p>Honour the bi-cultural commitments of the Te Tiriti o Waitangi</p>	<p>12. College community events are regularly attended, and an active contribution is made.</p> <p>13. Pastoral care is provided to students each semester.</p>
Engagement with the sector and wider community	<p>Maintain registration and current practising certificate with the Teaching Council of Aotearoa New Zealand.</p> <p>Personally participate in sector or community service activities that advance the profile and reputation of College.</p>	<p>14. Participate in the Teaching Appraisal cycle successfully.</p> <p>15. Involved in an appropriate community, advisory or sector service initiatives.</p>
College Responsibilities	<p>Serve on committees, be present on campus, and attend meetings, as appropriate.</p> <p>Respect and engage confidently with female and male colleagues of all ethnicities and with differing theological and ecclesiastical affiliations.</p> <p>Is in tune with key internal and external factors shaping the Faculty, the School and the College and its operating environment and contributes to identifying areas for School/College-wide competitive advantage, growth and cost reduction</p>	<p>16. All meetings relevant to the Lecturer role are attended, and there is active involvement in committees and everyday collegial life.</p>
Administration	<p>Complete administrative tasks relevant to the Lecturer role.</p>	<p>17. Administration of own courses and all related tasks are completed accurately and within the agreed timeframes.</p>

Performance Expectations

In line with the values of the College, it is expected that Lecturers/Senior Lecturers and other academic teaching staff at Laidlaw College will perform the tasks conveyed by the Position Description to the highest standard as well as displaying outstanding achievement in the following areas:

ACCOUNTABILITY	EXPECTATION
Staff Responsibilities	Known for constructive engagement with, and support of, colleagues meeting College Community and wider Community Key Performance Indicator's as per the Position Description
Student Centred Student Responsibilities	Recognised as a collaborative and innovative teacher with appreciative responses from students Engages with students both in and beyond the classroom, meeting mentoring Key Performance Indicator's as per the Position Description Teaches in areas of need for the current and developing College curriculum
Research Responsibilities	Active researcher and publisher with a strong publishing record and/or trajectory Committed to building the research culture at Laidlaw Committed to building national and international research networks Contributes to the wider research environment and provides peer esteem
Digital Environment Responsibilities	Critically embraces pedagogical opportunities offered by evolving technologies
Sector Connection Responsibilities	Is aware of and responsive to trends in the higher education sector Is a practitioner who is actively involved in and developing sector and interdisciplinary relationships (e.g. church, mission, counselling, education)

Criteria Approved by Laidlaw College National Governing Council, 3 October 2014.

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 the College and to its evangelical heritage.

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 Te Tiriti o Waitangi, and is especially strong in relating to Pasifika communities.

Relationship Building

Creates partnerships with people and interacts confidently employing astute interpersonal skills and building trust and respect. Engages confidently with a wide variety of stakeholders.

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.

Qualifications

QUALIFICATIONS/SKILLS/ EXPERIENCE	DETAILS
Educational qualifications	<p>A postgraduate qualification and active research plan (advantageous) and/or a demonstrated commitment to professional growth</p> <p>Teacher education qualification that allows for registration by the Teaching Council</p>
Skills/Knowledge/ Experience	<p>Proven excellence in secondary teaching</p> <p>Knowledge and demonstration of Aotearoa New Zealand Teaching Council Code and Standards</p> <p>Knowledge of the New Zealand Curriculum including NCEA</p> <p>Commitment to mentoring students and providing an appropriate level of pastoral care</p> <p>Commitment to culturally-responsive approaches to learning and support</p> <p>Understanding of and commitment to Te Tiriti o Waitangi, particularly as it pertains to education</p> <p>Experience and exposure to e-Learning pedagogies and technologies</p> <p>Active involvement in a local Christian community of faith and in Christian initiatives in the wider community</p> <p>Competence in te reo Maori and tikanga Māori would be an advantage</p>