

**The University of Waikato**  
**Te Whare Wānanga o Waikato**

**POSITION DESCRIPTION**

**Lecturer**

<b>Reports to:</b>	Academic Lead Initial Teacher Education
<b>Division:</b>	Te Wānanga Toi Tangata Division of Education
<b>Tenure:</b>	Permanent
<b>Location:</b>	Hamilton
<b>Date:</b>	January 2026

**Vision**

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive studenty experience in an environment characterised by a commitment to diversity, respect for Indigenous knowledge, and high levels of community engagement.

**Values**

Ko te mana o Te Whare Wānanga o Waikato ka herea ki tō tātou:

- Tū ngātahi me te Māori
- Mahi pono
- Whakanui i ngā huarahi hou
- Whakarewa i te hiringa i te mahara

The University of Waikato places a high value on:

- Partnership with Māori
- Acting with integrity
- Celebrating diversity
- Promoting creativity

**1. GENERAL**

Te Wānanga Toi Tangata Division of Education provides innovative approaches to both education and educational research. The Division comprises a number of arms of expertise:

- Te Kura Toi Tangata School of Education offers a range of programmes in areas of initial teacher education, education and society, counsellor education, social work, disability and

inclusion, social work, human development, educational leadership, digital learning and teaching English to speakers of other languages.

- Wilf Malcolm Institute of Educational Research ensuring the successful management, completion and dissemination of research.
- Te Whai Toi Tangata Institute of Professional Learning provides high quality professional learning opportunities.
- Poutama Pounamu promotes contexts for change where equity, excellence and belonging can be realised.

This position is based in Te Kura Toi Tangata School of Education and may involve teaching online or at both our Hamilton and Tauranga Campuses.

Te Kura Toi Tangata School of Education offers quality academic programmes in social sciences in education and initial teacher education at undergraduate level, and a range of programmes across both taught and research postgraduate. Our programmes are research-informed and delivered through high quality academic staff catering for domestic and international students. As a leader of education in New Zealand, we are committed to enhancing education through teaching, research and professional services.

## **2. POSITION PURPOSE**

To contribute to the teaching, postgraduate supervision and administration requirements of the School, maintain and develop original scholarship and research, and undertake professional/community/iwi service activities relevant to the profession or discipline.

This position brings the staff member's knowledge of the New Zealand Curriculum and current literacy practices in schools for our teacher education programmes. In this position staff will participate in liaison and evaluative visiting when students are in schools and participate in ITE applicant interviews. While the position contributes predominantly to Literacy within initial teacher education programmes, opportunities exist for staff to contribute to other fields that benefit from their knowledge and interests.

## **3. ACCOUNTABILITY**

The Lecturer is responsible to the Vice-Chancellor through their Head of School, or equivalent who in turn is responsible to the Vice-Chancellor through the appropriate Pro Vice-Chancellor.

## **4. KEY RELATIONSHIPS**

- Pro Vice-Chancellor
- Head of School
- Deputy Head of School
- Academic Lead Initial Teacher Education
- Programme Leaders
- School Manager
- Professional Experience Coordinator
- Other School and Division staff
- Students
- Relevant Research Institutes and Centres and external research agencies

- External stakeholders

## 5. KEY RESPONSIBILITIES

Having regard to the aims, objectives and long-term strategic goals of the School, Division and University, the primary objectives required of a Lecturer include the following:

### 5.1 Teaching and Learning

- Prepare and deliver research-informed face-to-face or online lectures and/or seminars conduct and/or convene tutorials, practical classes, demonstrations, or workshops.
- Contribute to or be responsible for paper convening and teaching. This includes: administration; initiating and developing material; appraisal, review and evaluation of programmes and papers; development of the curriculum; developing and teaching on-line papers, where appropriate; and updating teaching resources and materials
- Carry out marking, moderation and assessment activities.
- Be readily available to advise and meet with students including maintaining regular office hours.
- Supervise graduate and postgraduate students.

### 5.2 Research

- Build and maintain an active research programme and conduct quality research and contribute to knowledge development through scholarship and publication. This will include involvement in research projects and attendance and presentation at academic conferences and may include leadership of a research team and/or obtaining internal or external research funding for specific projects.
- Build and maintain national, and preferably international, research collaborations which enhance the profile and reputation of the University.
- Where appropriate, contribute to applications for external research funding and knowledge transfer and commercialisation activities.

### 5.3 Service and Administration

- Undertake Professional Experience visiting.
- Participate with Initial Teacher Education applicant interviewing
- Participate in professional and/or community/iwi and/or outreach activities relevant to the School and Division.
- Carry out broad administrative functions including active and constructive participation at Programme, School and Division meetings and undertake administration, planning and committee work where appropriate.

### 5.4 Other

- Participate in the maintenance of a safe and healthy work environment for self and others including students. Comply with and undertake responsibilities set out in the University's Health and Safety Policy.
- Any other duties that are consistent with the position held, other than in exceptional circumstances such as rehabilitation after injury or sickness.

**NOTE:** Staff have annual objectives, development and reflection (ODR) meetings with their line manager. New staff normally attend such a meeting approximately three months after taking up their appointment.

## 6. PERFORMANCE STANDARDS

The Lecturer will be performing satisfactorily when:

- Teaching and associated duties are fulfilled to a high level as defined by School and Division norms and expectations including paper appraisal and teaching evaluation.
- Student learning, at all levels, is appropriately facilitated in accordance with School, Division and University goals and objectives.
- Personal and/or team research and scholarship activities yield demonstrable outcomes normally evidenced by continued publications in books and refereed journals, presentation or publication of conference papers and/or performance/works of art/other non-print media outcomes, as appropriate.
- Research collaborations are developed.
- Regular contributions are made to appropriate professional and/or community/iwi groups and/or in a public service or University or national representation capacity.
- Regular contributions are made to the School and Division administration, as appropriate, relative to workload norms and expectations.
- Safe and healthy work practices are followed. University policies and procedures, relevant work standards and statutory obligations are complied with.

# PERSON SPECIFICATION

## EDUCATIONAL QUALIFICATIONS

### Essential

- A PhD or working towards completion in a relevant discipline.
- Appointment may be made subject to completion of a doctoral degree within a defined time frame
- A recognised teaching qualification
- A current practicing certificate or willingness to renew certification

## TRAINING, SKILLS AND KNOWLEDGE

### Essential

- Current knowledge of the New Zealand Curriculum
- Broad and in-depth knowledge of initial teacher education literacy education
- Knowledge of current literacy practices in NZ schools
- Ability to evaluate and mentor teacher education students in their professional experience
- Demonstrated success in undergraduate teaching including the ability to lecture to large numbers and conduct small group seminars and tutorials effectively.
- Ability to contribute to the graduate and postgraduate programme including the supervision of Masters and PhD students.
- Demonstrated commitment to using innovative teaching methods and materials e.g. online teaching techniques and team-teaching skills
- A commitment to culturally responsive pedagogies
- A proven ability to communicate effectively with students and staff
- An interest and willingness to contribute to School, Division and University administration matters
- Demonstrated ability to master existing and new theories, models and approaches in the relevant discipline
- Ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills
- Time management skills.

### Preferred

- Understanding of bicultural approaches and knowledge of Māori perspectives
- Understanding and knowledge of Pasifika perspectives
- Understanding of curriculum theory and integration
- Evidence of ability to conduct and publish research demonstrated by conference presentations and the quality of doctoral/masters research

## PERSONAL QUALITIES

- Self-motivation and a pro-active approach including a demonstrated commitment to innovation.
- Demonstrated capacity to work effectively as a member of a team.
- Proven ability to maintain a professional approach while under pressure.
- Ability to relate effectively and sensitively to students and colleagues from a variety of backgrounds and cultures.
- Commitment to a culture of openness, flexibility and cooperation to achieve excellence in academic programmes, research and service.
- A commitment to equal opportunity and to the University's partnership with Māori as intended by Te Tiriti o Waitangi