

## POSITION DESCRIPTION

### Professional Experience Coordinator – Early Childhood Education (ECE)

<b>Reports to:</b>	Senior Lecturer
<b>Division:</b>	Te Wānanga Toi Tangata - Division of Education
<b>Tenure:</b>	Permanent
<b>Location:</b>	Hamilton
<b>Date:</b>	October 2025

#### 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, 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 at our Hamilton campus with 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 provide leadership and oversight of initial teacher education professional experience for ECE students in Hamilton, Tauranga and NET programmes. The role includes responsibility for liaison with ECE organisations, centre leaders, teachers, academic staff, student teachers and administrative staff responsible for professional experience. In liaison with the Professional Experience Coordinator and Professional Experience Manager, this position is responsible for oversight of professional experience placement and visiting, professional development of associate teachers, the coherency and design of professional experiences, preparing professional experience documentation, and providing high quality information and support to stakeholders. In addition, this position takes a role in supporting the recruitment and selection process for initial teacher education in the ECE sector.

The appointee will also contribute to quality teaching and assessment and undertake evaluative visiting for the ECE programmes.

## **3. ACCOUNTABILITY**

The Professional Experience Coordinator (ECE) is responsible to the Head of School. The Teaching Fellow is supervised by the Academic Lead Initial Teacher Education.

## **4. KEY RELATIONSHIPS:**

Pro Vice-Chancellor  
 Head of School  
 Academic Lead Initial Teacher Education (ITE)  
 Deputy Head of School  
 School Manager  
 Professional Experience Lead  
 Programme Lead Early Childhood  
 School and Programme Administrators  
 Professional Experience Manager  
 Professional Experience Administrators  
 Other School and Division Staff  
 Early Childhood Stakeholders, Employers, Teachers and Students

## 5. KEY TASKS

Having regard to the aims and objectives and long-term strategic goals of the School, Division and University the primary objectives of the Professional Experience Coordinator (ECE) include:

Manage professional experience coordination and delivery of ECE professional experience on the Hamilton and Tauranga campuses, and in online NET programmes.

- Alongside the Professional Experience Lead and Professional Experience Manager develop the professional experience programme and resources, including online material where appropriate.
- Work closely with the Associate Dean Academic, Academic Lead ITE and Programme Leaders to ensure that professional experience programmes align with Teaching Council Aotearoa New Zealand requirements.
- Ensure quality ECE professional experiences are provided to meet student needs and are informed by current international and national research.
- Manage relationships with visiting lecturers and liaison staff and ensure effective coordination of visiting schedule.
- Manage the placement of students into ECE settings including coordination of visiting lecturers and liaison staff.
- Manage relationships with stakeholders, in particular ECE organisations, centre leaders and teachers.
- Oversee effective consultation with ECE settings in relation to the effectiveness of the professional experience.
- Chair or participate in progress committee meetings to monitor student teacher progress and achievement and provide reporting to appropriate committees on issues related to professional experience.
- Arrange short-term professional experience placements for international groups where appropriate.
- Alongside the Professional Experience Lead and Professional Experience Manager, ensure administrative functions in relation to professional experience are carried out effectively.
- Participate in the recruitment and selection process for initial teacher education programmes.
- Lead and Teach in ITE papers where appropriate, including lecture, tutor, assessment and marking.
- Assist with the development of teaching materials and with paper revision.
- 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 an interview approximately three months after taking up their appointment.

## 6. PERFORMANCE STANDARDS

The Professional Experience Coordinator – ECE will be performing satisfactorily when:

- Students complete their professional experience work to a high level.
- ECE settings and external agencies report high quality professional experiences are a feature of the programmes.
- Relationships with ECE settings and teachers are positively maintained.
- Evidence of current research and innovation is reflected in professional experience, documentation and organization.
- Documentation and reporting are accurate and professionally presented.
- Professional development for associate teachers and lecturers is held on a regular basis and

positively evaluated.

- Appropriate levels of supervision are provided to students throughout their professional experience.
- Evaluative visiting processes are carried out to a high standard.
- Information and advice is provided in a timely and accurate fashion to all parties involved in professional experience.
- Participation in recruitment and selection processes for initial teacher education programmes is of a high standard.
- Lecturing and related teaching/support is of a high quality and uses modern teaching and assessment techniques.
- Student learning is appropriately facilitated in accordance with School and Division expectations.
- Evaluative visits to students on professional experience are undertaken and completed to a high standard.
- Regular contributions are made to school and division 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 Masters qualification in a relevant discipline.
- A recognised teaching qualification.
- A current practising certificate or willingness to renew certification.

### Preferred

- A PhD in a relevant field

## TRAINING, SKILLS AND KNOWLEDGE

### Essential

- Broad and in-depth knowledge of the Early Childhood curriculum Te Whāriki and the ability to contribute to teaching of papers on the professional practice of teaching.
- Evidence of recent ECE teaching in New Zealand and the ability to work confidently and competently in this field.
- Understanding of bicultural approaches and knowledge of Māori perspectives.
- Evidence of recent successful experience in mentoring beginning teachers or working with adults in a leadership role.
- Demonstrated knowledge and experience of evaluative visiting of students undertaking professional experience placements.
- Evidence of ability to lead professional development.
- Demonstrated knowledge of current approaches to teaching and learning in ECE settings in New Zealand.
- A proven ability to communicate effectively with students, staff and stakeholders.
- A proven ability to maintain a professional approach while under pressure.
- Excellent and demonstrated organisational and time management skills.
- Demonstrated commitment to using innovative teaching methods and materials in face-to-face and online teaching.
- A clean New Zealand driver's licence.

### Preferred

- Understanding and knowledge of Pasifika perspectives.
- Curriculum development skills.
- Ability to apply information and communication technologies to achieve desired outcomes.
- Proven successful teaching skills at tertiary level.
- Marking and assessment skills with high levels of accuracy.

## PERSONAL QUALITIES

- Self-motivation and a pro-active approach.
- Demonstrated ability to contribute and operate in a team environment.
- Ability to relate and communicate effectively and sensitively to students and staff from a variety of backgrounds and cultures.
- Commitment to a culture of openness, flexibility and cooperation to achieve excellence.
- High levels of professionalism when dealing with staff and students.
- A commitment to equal opportunity and to the University's partnership with Māori as intended by Te Tiriti o Waitangi.