# The University of Waikato
# Te Whare Wānanga o Waikato

## POSITION DESCRIPTION

## Senior Lecturer

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| **Reports to**: | Head of School |
| **Division:** | Te Wānanga Toi Tangata Division of Education |
| **Tenure**: | Permanent |
| **Location**: | Hamilton |
| **Date**: | October 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, 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.

Many of the tasks in the Lecturer to Professor range are common to each level, but as staff members advance in their careers they are expected to perform the tasks at a higher level. This may be evidenced by an increase in the quality of teaching performance; a greater contribution to the advancement of the discipline through achievements in research and scholarship and/or artistic or professional practice; increased leadership; and a greater contribution to university administration and academic matters more generally is expected at this level of appointment. Senior Lecturers may be required to undertake programme leadership responsibilities for a defined term.

## 3. ACCOUNTABILITY

The Senior 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 Heads of School
Academic Lead Initial Teacher Education
School Manager

School Administrators
Leadership team
Other School staff
Other Division staff
Students
Relevant Research Institutes and Centres and external research agencies
External stakeholders

## 5. KEY TASKS

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

### Teaching and Learning

- Prepare and teach research-informed lectures and/or seminars and, as appropriate, 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 and assessment activities.
- Be readily available to advise and meet with students including maintaining regular office hours.

### Supervision

- Supervise postgraduate students.
- Where appropriate, be Chief Supervisor for PhD students.

### Research

- 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.
- Build and maintain national and international research collaborations which enhance the profile and reputation of the University.
- Where appropriate, seek external research funding for specific projects and submit grant applications.
- Where appropriate, engage in knowledge transfer and commercialisation activities.

### Service and Administration

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

- Contribute to the leadership, development and strategic direction of the School and Division through undertaking assigned leadership responsibilities. This may include taking up programme leadership responsibilities for a defined term when required by the Head of School, following consultation. The term, scope of responsibilities, delegated authority, support and workload allocation will be documented through the School's workload planning process.
- Participate in University-wide committees and working groups and/or represent the University externally as appropriate.

**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 as required 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 Senior Lecturer will be performing satisfactorily when:

- Teaching and associated duties are fulfilled to a high level as defined by School norms and expectations including paper appraisal and teaching evaluation.
- Student learning, at all levels, is appropriately facilitated in accordance with the School, Division and University goals and objectives.
- Assigned leadership responsibilities are fulfilled effectively and within delegated authority. When appointed to programme leadership for a defined term, programme planning, delivery, review and quality assurance are coordinated with colleagues; agreed priorities and reporting requirements are met, and an effective handover is completed at the end of the term.
- 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. An established research and publishing record or the equivalent has emerged and there is evidence of an active programme of scholarship and research.
- Research collaborations are developed.
- Research grant applications are submitted.
- 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 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 in a relevant discipline.
- A recognised teaching qualification.
- A current practicing certificate or willingness to renew New Zealand Teaching Council Certification.

## TRAINING, SKILLS AND KNOWLEDGE

### Essential

- Current knowledge of the New Zealand Curriculum, especially in relation to Social Sciences.
- Broad and in-depth knowledge of initial teacher education in Social Sciences, or a related subject area such as History, Business Studies, Accounting, Economics, Sociology, at secondary school level.
- Ability to evaluate and mentor teacher education students in their professional experience
- Demonstrated high level of tertiary teaching skills, including the ability to lecture to large numbers and conduct small group seminars and tutorials effectively.
- Ability to provide a significant contribution 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 and distance teaching techniques, team teaching skills.
- An established and high-level record of research and publishing or equivalent at a national and preferably international level and an active programme of scholarship in Social Sciences Education.
- Demonstrated success in attracting and supervising high quality postgraduate research students.
- Ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills.
- Ability to make a significant contribution to School and Division administration where appropriate.
- Proven ability to communicate and work effectively with staff and students.
- Proven/demonstrable time management skills

### Preferred

- Understanding of bicultural approaches and knowledge of Māori perspectives.
- Understanding and knowledge of Pasifika perspectives.
- Demonstrated success in attracting external research funding and in completing grant applications

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**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 and, where relevant, to act as a leader of a research team.
- Proven ability to maintain a professional approach while under pressure.
- Ability to relate 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 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.