

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

POSITION DESCRIPTION

Senior Tutor

Vision

We will

- deliver a world-class education and research portfolio
- provide a full and dynamic university experience which is distinctive in character
- pursue strong international linkages to advance knowledge

The over-arching themes of this *Vision* are:

- Excellence
- Distinctiveness
- International Connectedness

Values

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

- Tu 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 o Ngā Kete the Division of Arts, Law, Psychology and Social Sciences (ALPSS) is a large and dynamic Division that includes Te Kura Toi the School of Arts, Te Kura Whatu Oho Mauri the School of Psychological and Social Sciences, and the School of Law, Politics, and Philosophy. The Division also has two research institutes: Te Ngira the Institute for Population Research (IPR) and Te Puna Haumarū the New Zealand Institute for Security and Crime Science (NZISCS).

Te Kura Whatu Oho Mauri the School of Psychological and Social Sciences has a strong focus on the classic foundations of psychology, broadly construed to encompass behaviour, cognition and indigenous psychology, both in terms of teaching and research. It offers a broad education in psychology at undergraduate level and a range of specialisations within psychology at graduate level, including programmes which lead to registration as a psychologist. The School has a strong research culture covering a diversity of interests, methodologies and settings. Key goals for the School are to:

- i. Pursue excellence in scholarship, by providing a creative, supportive, and questioning environment for learning.
- ii. Provide an environment that promotes mātauranga Māori, respects Te Tiriti o Waitangi commitments, promotes bicultural practice in psychology and serves the educational needs of the Māori community,

- in both the Waikato region and nationally.
- iii. Offer high quality training to prepare students to meet the needs of communities within Aotearoa / New Zealand, for career opportunities and graduate students for the professional practice of psychology.
 - iv. Produce high quality research and scholarship that will enhance the school's reputation, both nationally and internationally.

Our School name, **Te Kura Whatu Oho-Mauri** was co-designed by staff in the school and reflects our values and vision.

Whatu' reflects:

- the very broad yet focussed spectrum of the **lens** that the school (and those external of it) applies to Psychology;
- the **heart** (whatumanawa), the principles, espoused in, with, and of Psychology;
- the **stones** of the consolidation of knowledge that - in Tainui tradition - Tāwhaki received from Rehua along with 'Ngā Kete o Te Wānanga' (the Baskets of Knowledge) and the importance of consolidating the theories and practices of Psychology;
- the **weave** of theory and praxis, by theorists and practitioners, to advance Psychology;

Oho reflects the awakening towards a realisation of the importance (in Psychology) of **whatu** and, in particular **mauri**;

Mauri reflects the quintessence, the very being, the fundamental existence of all and everything that is Psychology.

2. POSITION PURPOSE

Under supervision, the Senior Tutor provides quality teaching in lectures, tutorials and workshops, oversees laboratories and field trips, and undertakes paper administration. Fulltime Senior Tutors normally teach up to twenty formal contact hours per week. They are often responsible for implementing assessment of degree credit work under the supervision of the paper coordinator/convenor and may train and supervise other staff.

The focus of the Senior Tutor role is to assist academic staff in teaching and administration. The Senior Tutor is not primarily responsible for any papers.

This is a teaching focussed position. Senior Tutors are not required to undertake research or complete higher degrees as part of their role, and as such are not eligible to apply for research funding. Supervision of postgraduate students is not required.

3. ACCOUNTABILITY

The Senior Tutor is responsible to the Head of School.

4. KEY RELATIONSHIPS

Head of School
 Chair of the Education Committee
 Paper Convenors for our two 100 level papers
 Other School staff
 Sessional Assistants
 Students

5. KEY TASKS

Having regard to the aims and objectives of the University and the long-term strategic goals of the School, Division, and the University:

- Under supervision, lecture, tutor, and supervise laboratories and the day-to-day running of undergraduate papers.
- Under supervision, carry out marking and assessment activities.

- Organise, train and supervise the work of sessional assistants.
- Undertake related paper administration activities.
- Assist with the development of teaching materials and paper revision under the supervision of the paper coordinator.
- Co-ordinate and develop the research participation experience for first year students.
- Co-ordinate and participate in the psychology introduction workshop for new students.
- 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 manager. New staff normally attend such an interview approximately three months after taking up their appointment.

6. PERFORMANCE STANDARDS

The Senior Tutor will be performing satisfactorily when:

- Lecturing and related teaching/support is of a high quality and uses modern teaching and assessment techniques.
- Sessional Assistants are well organised and supported with the necessary resources.
- Paper Convenors and other academic staff are supported and assisted in paper administration and other related activities.
- Adequate opportunities for students to participate in research throughout the year and research staff have sufficient participants for their research.
- Students participating in the introduction workshop are well prepared for study; learning how to recognise what is important in a lecture, how to take notes and how to study.
- Safe and healthy work practices are followed. University policies, procedures, relevant work standards and statutory obligations are complied with.
- Contributions made to administration and other school activities demonstrate initiative and a willingness to support school goals and objectives.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- A postgraduate qualification in a relevant field.

Preferred

- A PhD in a relevant field.

TRAINING, SKILLS AND KNOWLEDGE

Essential

- Knowledge of psychology.
- Proven teaching skills at tertiary level.
- Marking and assessment skills with high levels of accuracy.
- Organisational and administrative ability.
- Ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills.

Preferred

- Staff supervisory experience.
- Curriculum development skills.

PERSONAL QUALITIES

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

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