

#### ROLE DESCRIPTION

## **Senior Professional Practice Fellow** **Tauira Mātāmua Ritenga Ngaio**

#### PRIME FUNCTIONS

Senior Professional Practice Fellows are qualified professionals who make a significant contribution to teaching (including administrative aspects) or training in a professionally based area.

Senior Professional Practice Fellows contribute to reinforcing and promoting inter-dependence between teaching, research and professional practice through creating connections in terms of professional education and professional practice.

Senior Professional Practice Fellows are required to maintain professional expertise through continuing professional development and by working in their area of professional expertise, either within the University or outside the University.

Depending on the discipline and level, Senior Professional Practice Fellows may be expected and/or given the opportunity to undertake research relevant to their discipline.

#### TEACHING OBJECTIVES

1. Conduct professionally informed teaching across a range of levels and courses, both online and in person, in accordance with their share of the Department or School's teaching programme by presenting lectures, tutorials, seminars, laboratories, and workshops.
2. Teach to a standard that extends beyond the quality standards expected in the Department/School/Division and profession/discipline.
3. Convene papers, modules and courses.
4. Prepare and develop course plans, programme design and construction, outlines and materials for delivery of classes, in consultation with other senior colleagues.
5. Design, implement and evaluate course material and participate in the curriculum development, taking a lead in parts of this activity.
6. Implement and evaluate assessment tools and criteria, mark assessments, ensure adequate moderation, and provide appropriate feedback, which may include preparing reports on student outcomes.
7. Advise staff on the development of appropriate assessment material.
8. Foster the development of individual student talent.
9. May provide course advice to students as a recognised and trained adviser.
10. Foster the professional understanding and teaching capacity of University staff by working collaboratively, drawing on professional practice to guide and mentor staff.
11. Influence teaching practice within the University and/or at other tertiary providers and share professional expertise within the Department, School or Division.
12. Advance learning theory through classroom research.

13. Facilitate and support the use of appropriate tools and technology in the delivery of teaching, including for on-line learning.

## PROFESSIONAL PRACTICE

1. Maintain own teaching practice to a high standard, evidenced by the ability to demonstrate knowledge of developments including technical or discipline changes.
2. Maintain, as appropriate, vocational, or professional registration or other professional requirements.
3. Demonstrate knowledge of technical developments and involvement with professional organisations relating to the practice.
4. Maintain an awareness of and where appropriate participate in research developments in the discipline.
5. Advance professional practice within their professional community.

## RESEARCH AND SCHOLARSHIP ACTIVITIES

*The opportunity to undertake research is subject to Department, School or Divisional requirements. Senior Professional Practice Fellows may undertake research for personal development, or to inform their professional practice.*

1. Maintain a current knowledge of research within the professional area for professional development and to inform teaching.
2. Contribute to the development of academic research programmes by bringing a practice- or profession-based perspective, appropriate involvement in research projects, and active participation in departmental research meetings.
3. Provide professional expertise to postgraduate students or their supervisors. May be a co-supervisor in some disciplines.
4. Deliver at conferences or publish on teaching practice related to their professional discipline.

## SERVICE

1. Share knowledge with the community outside the University and contribute to local and national communities through involvement in the development of policy, practice, and cultural activities (e.g. iwi/Māori development).
2. Actively contribute to the academic goals of the Department, School and Division by applying and sharing expert knowledge in their discipline.
3. Undertake leadership roles within the University and the broader community.
4. Make a significant contribution to administration in their Department, School or Division and contribute to University planning and/or governance.

## RELATIONSHIPS

|                                                |                                                                                                       |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Directly responsible to:</b>                | Head of Department or other Academic staff member under the overall direction of the HoD.             |
| <b>Supervision of:</b><br>Tutors/Demonstrators | May have reports at PPF or TF level, or                                                               |
| <b>Functional relationships with:</b>          | Students<br>Academic staff<br>General Staff<br>Others in the profession<br>Professional organisations |

## QUALIFICATIONS AND EXPERIENCE

### Essential

1. Hold a professional and postgraduate qualification.
2. Extensive teaching experience.
3. Have registration and, where required, membership of relevant professional body.
4. Extensive experience working as a professional practitioner.

### Preferred

1. Hold, or be studying towards, a higher degree or tertiary teaching qualification.
2. Advanced professional qualifications

## MĀORI STRATEGIC FRAMEWORK

Act in a manner consistent with the principles and implications, as well as the University's commitment to te Tiriti o Waitangi as articulated in the Māori Strategic Framework.

## PACIFIC STRATEGIC FRAMEWORK

Act in a manner consistent with the strategies and goals contained in the University's Pacific Strategic Framework, role-modelling and promoting Pacific values, equity and diversity principles and cultural safety practices.

## SUSTAINABILITY

Act in a manner consistent with the University's sustainability commitments; role-modelling sustainable practices, with a particular emphasis on minimising the environmental impact of day-to-day activities.

# APPENDIX

## PRIME FUNCTIONS

Support teaching and learning in the primary education curriculum and professional studies strands of the Bachelor of Teaching, Graduate Diploma of Teaching, and Masters of Teaching and Learning, and supervise students on professional experience placements. This role requires someone who has expertise across the primary curriculum and a demonstrated commitment to culturally sustaining practice. Expertise in Pacific education and/or proficiency in te reo Māori is also desirable. The position involves preparation, assessment, teaching and paper administration duties, under the supervision of paper coordinators and the Primary Programmes Coordinator, and the Associate Dean (Initial Teacher Education).

The successful candidate will carry out administration responsibilities; and contribute to campus whanaukataka and the College's academic goals by applying and sharing expert knowledge in the professional discipline of education.

## RELATIONSHIPS

|                                 |                                   |
|---------------------------------|-----------------------------------|
| <b>Overall responsible to:</b>  | Dean of the College of Education. |
| <b>Directly responsible to:</b> | Primary Programmes Coordinator.   |
| <b>Supervision of:</b>          | N/A.                              |

**Functional relationships with:**

Associate Dean (Initial Teacher Education).  
Associate Deans (Māori).  
Associate Dean (Pacific).  
Academic Manager.  
Other academic staff.  
Professional staff.  
Professional colleagues.  
Professional organisations.

**PERSON SPECIFICATION**

- A Master's degree or postgraduate qualification (desirable).
- A relevant teaching qualification and New Zealand teacher registration with a current full practising certificate.
- Relevant professional experience in a primary school setting.
- Specialist expertise in primary curriculum.
- Demonstrated commitment to culturally sustaining practice.
- Expertise in Pacific education and/or proficiency in te reo Māori (desired).
- Demonstrated ability to contribute to teaching across a range of curriculum areas within Initial Teacher Education and Education Studies programmes.
- Evidence of an ability to work well with students and staff from differing academic and cultural backgrounds.
- Demonstrated commitment to the articles of Te Tiriti o Waitangi, and to equal opportunity.
- A commitment to developing collaborative working relationships with colleagues and to supporting the University's Māori, Pacific, and Sustainability strategic frameworks.