

ROLE DESCRIPTION

SENIOR PROFESSIONAL PRACTICE FELLOW | TAUIRA MĀTĀMUA RITENGA NGAIO

1. 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.

2. TEACHING OBJECTIVES:

- 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.
- Teach to a standard that extends beyond the quality standards expected in the Department/School/Division and profession/discipline.
- Convene papers, modules and courses.
- Prepare and develop course plans, programme design and construction, outlines and materials for delivery of classes, in consultation with other senior colleagues.
- Design, implement and evaluate course material and participate in the curriculum development, taking a lead in parts of this activity.
- Implement and evaluate assessment tools and criteria, mark assessments, ensure adequate moderation, and provide appropriate feedback, which may include preparing reports on student outcomes.
- Advise staff on the development of appropriate assessment material.
- Foster the development of individual student talent.
- May provide course advice to students as a recognised and trained adviser.
- Foster the professional understanding and teaching capacity of University staff by working collaboratively, drawing on professional practice to guide and mentor staff.
- Influence teaching practice within the University and/or at other tertiary providers and share professional expertise within the Department, School or Division.
- Advance learning theory through classroom research.
- Facilitate and support the use of appropriate tools and technology in the delivery of teaching, including for on-line learning.

3. PROFESSIONAL PRACTICE:

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

4. 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.

- Maintain a current knowledge of research within the professional area for professional development and to inform teaching.
- 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.
- Provide professional expertise to postgraduate students or their supervisors. May be a co-supervisor in some disciplines.
- Deliver at conferences or publish on teaching practice related to their professional discipline.

5. SERVICE:

- 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).
- Actively contribute to the academic goals of the Department, School and Division by applying and sharing expert knowledge in their discipline.
- Undertake leadership roles within the University and the broader community.
- Make a significant contribution to administration in their Department, School or Division and contribute to University planning and/or governance.

6. RELATIONSHIPS:

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

7. QUALIFICATIONS AND EXPERIENCE:

Essential:

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

Preferred:

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

8. 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.

9. 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.

10. HEALTH & SAFETY:

Act and work in a manner compliant with current health and safety at work legislation and University procedures, frameworks and guidelines. Role model safe behaviour and practices, share the responsibility to prevent harm and contribute to a safe campus and work environment, including raising workplace health and safety concerns for self, students, visitors and other staff.

11. 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.

12. EQUITY AND DIVERSITY:

Act in a manner consistent with the University's commitment to anti-racism and the co-creation of accessible, safe, respectful, and welcoming environments where all students and staff are supported to achieve their full potential.

APPENDIX:

The Department of Psychology has an excellent research culture and is one of the top Psychology programmes in the world, since the inception of the QS world rankings.

We boast excellent computing and technical facilities which support the department's large and varied teaching and research programmes.

Our department provides two professional psychology postgraduate programmes. Our Postgraduate Diploma in Clinical Psychology (PgDipCIPs) is a pathway for students to be eligible to register with the New Zealand Psychologists' Board in the Clinical Psychology scope of practice. Our Postgraduate Diploma in Psychological Assessment and Intervention (PgDipPAI) is a pathway for students to be eligible to register in the Psychology Assistant scope of practice.

Reporting to the Head of Department, you will help support teaching and training within the clinical psychology and psychology assistant training programmes, working directly with the Director of Clinical Training, the Director of the Psychology Assistant programme, and the Psychology Clinic Director.

1. PRIMARY TASKS:

- Collaborate with programme staff to design, develop, and deliver teaching and assessment with students in papers associated with the PgDipCIPs and PgDipPAI across the levels of the respective programmes.
- Demonstrate leadership within the programme as required, with coordination and paper administration duties, and other tasks as required.
- Contribute to key tasks associated with the professional programmes when needed (e.g., selection and examination panels).
- Integrate culturally responsive practice into teaching and interactions with students, staff and clients attending the Clinic.
- Integrate research into training to promote evidence-based practice, and be willing to contribute to or facilitate research emerging from training opportunities.

- Develop new opportunities for clinical engagement at all levels of the programme, including the viability of running group treatment programmes.
- Contribute to a collegial and collaborative team culture, including attendance at programme staff meetings, planning days, Training Advisory Committee meetings, and other relevant meetings.
- Provide or contribute to supervision of clinical psychology practice to 5th and occasionally 6th year clinical psychology students working within the Psychology Department's Clinical Psychology Clinic and other settings, and of psychology assistant practicum training, as needed.
- Provide clinic cover which involves set rostered time spent in the clinic when needed.
- Contribute to the Department of Psychology's academic goals by applying and sharing expert knowledge in a professional discipline.

2. SKILLS AND EXPERIENCE:

- Be a New Zealand-registered Psychologist, preferably within the Clinical Psychology or Neuropsychology scope of practice.
- At least five years' relevant clinical experience, preferably with most of this experience in mental health settings.
- Appropriate professional experience.
- Excellence in case conceptualisation, formulation, and diagnosis.
- A commitment to the principles of Te Tiriti o Waitangi and to equal opportunity.
- Established relationships with the local clinical community is desirable.
- Evidence of an ability to work well with students and staff from differing academic and cultural backgrounds and at all levels of the institution.

Preference may be given to candidates who can provide appropriate cultural supervision and support to staff and students, as well as those with demonstrated ability in teaching and training in areas of current need.

We are particularly keen to hear from candidates who might support the programme in developing students' competence to work in a culturally safe manner with Māori and Pasifika clients.