

POSITION DESCRIPTION

Digital Teaching and Innovation Specialist

Reports to:	Associate Director, Teaching Design and Innovation Studio
Division:	Deputy Vice Chancellor Academic
Tenure:	Continuing
Location:	Hamilton
Date:	17 June 2026

Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive student 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

The Deputy Vice-Chancellor (Academic) (DVCA) is responsible for teaching and learning, curriculum oversight, academic governance and quality assurance, student administration and enrolment, and the pastoral care and support of students. The DVCA portfolio integrates academic leadership and professional services to ensure a coherent, high-quality and

student-centred academic experience, from admission through to progression, completion and graduation.

Situated within the DVCA portfolio, the Teaching Design and Innovation Studio leads the University's academic-facing approach to teaching excellence, curriculum and assessment design, and the development of future teaching capability.

The Studio provides specialist expertise and works in partnership with academic staff and programme teams to design, implement, and refine teaching in a rapidly evolving educational environment. Its work spans programme-level curriculum design, assessment and academic integrity, digital and blended learning, academic development and induction, and the evaluation and recognition of teaching.

The Teaching Design and Innovation Studio brings together pedagogical, design, and disciplinary expertise to support high-quality, coherent, and future-focused teaching. It plays a central role in advancing institutional priorities for student success, academic quality and innovation, ensuring that teaching practice remains current, effective, and aligned to the University's strategic goals.

2. POSITION PURPOSE

Provide expert guidance on the pedagogical integration of digital technologies, supporting academic staff in leveraging educational technology to enhance teaching effectiveness and student engagement across all learning modalities

Provide expert guidance on the pedagogical integration of digital technologies, supporting academic staff in leveraging educational technology to enhance teaching effectiveness, student engagement, and assessment practice across face-to-face, online, blended, and hybrid learning environments.

3. FUNCTIONAL RELATIONSHIPS

Internal

- AVCs, Directors, Associate Directors and staff across the DVCA portfolio
- Associate Deans, Heads of School and Division Directors
- Teaching and learning lead and student support partners
- Academic staff across Divisions and Faculty
- Information Technology Services
- Teaching Design and Innovation Studio colleagues
- People and Capability and other professional services teams
- Office of the DVC Māori
- Accessibility and inclusion partners across the University
- Students and student representatives

External

- Relevant higher education and Digital Education communities
- Peer institutions in Aotearoa New Zealand and internationally
- Waikato Students' Union
- Other external stakeholders relevant to the portfolio

4. KEY RESPONSIBILITIES

Role specific Responsibilities

- Provide expert, evidence-informed guidance to academic staff on selecting and using digital tools that enhance teaching effectiveness, student engagement, and assessment practice.
- Support academic staff to design and develop high-quality online and blended learning experiences that ensure equity of experience for all students regardless of learning mode.
- Advise on digital accessibility principles and support academic staff to design inclusive digital learning environments that meet the needs of all students.
- Evaluate the effectiveness of educational technologies, providing evidence-informed recommendations to academic staff and contributing to institutional decision-making about technology adoption.
- Develop clear, accessible resources to build academic staff confidence and independence in using the LMS and other digital tools, reducing reliance on direct support over time.
- Contribute to institutional strategy, policy, and quality assurance processes relating to educational technology, online learning, and the pedagogical implications of AI and emerging technologies.

Shared Studio Expectations

- Model teaching excellence and pedagogical innovation in their own practice
- Contribute positively to Studio team culture and collaborative working relationships
- Engage in ongoing professional development relevant to their role
- Respond professionally and promptly to stakeholder needs and feedback
- Uphold University policies, procedures, and values in all activities
- Participate actively in Studio planning, evaluation, and improvement processes
- Demonstrate cultural competence and sensitivity in all interactions
- Contribute to the scholarship and knowledge base of the Studio's work

Team Contribution

- Work effectively as a member of the Teaching Design and Innovation Studio to support other team members and provide support and/or coverage of functions.
- Work collaboratively to encourage transparency across activities, open sharing of knowledge, and the building of positive relationships to support a high-performance culture.
- Work with other team members on projects.
- Support a positive culture and morale.
- Comply with and undertake responsibilities set out in the University's Health and Safety Policy

Continuous Improvement

- Actively contribute to the ongoing development and improvement of Teaching Design and Innovation Studio's systems and processes.

NOTE: Staff have an annual Objectives, Development and Reflection (ODR) meeting with their manager.

5. PERFORMANCE STANDARDS

The Digital Teaching and Innovation Specialist will be performing satisfactorily when:

- Academic staff shift from technology-first to pedagogy-first thinking, selecting and using digital tools based on learning objectives and student needs, with observable progression from content delivery toward interactive, collaborative, and personalised learning experiences.
- Academic staff demonstrate growing confidence and competence in using educational technologies, troubleshooting issues independently, and evaluating tools critically for their pedagogical impact, student experience, and learning outcomes.
- Digital accessibility principles are increasingly embedded in practice, with academic staff proactively designing inclusive digital learning experiences for all students.
- Blended and fully online learning experiences become more intentional and coherent, with academic staff thoughtfully integrating online and face-to-face elements in ways that enhance rather than fragment learning.
- Academic staff use technology more effectively to foster student interaction, collaboration, and engagement, and demonstrate responsiveness by adapting their technology use based on student feedback, technical challenges, and learning analytics.
- Interactions with colleagues and stakeholders are professional, respectful, and collaborative across all aspects of the role.
- Contributions to relevant meetings and projects are consistent, considered, and of demonstrable value to the team and institution.
- Advice and guidance comply with professional standards and University policies, and are aligned with the University's strategic objectives.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- Bachelor's degree in educational technology, instructional design, or related field or equivalent relevant experience.

Desirable

- Master's degree in educational technology or related field

SKILLS, KNOWLEDGE and EXPERIENCE

Essential

- Minimum three years' experience supporting educational technology in higher education, with demonstrated expertise in a broad range of digital teaching tools and LMS.
- Sound understanding of pedagogical frameworks for technology integration, online pedagogy, multimedia learning principles, and digital accessibility.
- Ability to apply adult learning principles and instructional design approaches to create effective professional development and self-help resources, including but not limited to screencasts, tutorials, and step-by-step guides that build staff independence.
- Experience evaluating educational technologies for pedagogical effectiveness, usability, and accessibility, with the ability to communicate findings and recommendations clearly to varied audiences.
- Proficiency in technical troubleshooting and documentation development, with a solutions-focused approach that empowers staff to resolve common issues independently.
- Awareness of AI tools for education and emerging technologies, with the ability to assess their pedagogical implications and support academic staff to use them appropriately.
- Demonstrated understanding of and commitment to Te Tiriti o Waitangi and mātauranga Māori, and the ability to apply this in decision-making and service delivery in ways that support meaningful partnership with Māori, advance equitable outcomes, and reflect the University's founding relationships and strategic obligations.

Preferred

- Teaching experience in higher education
- Certification in specific educational technologies
- Experience with learning analytics and educational data

PERSONAL QUALITIES

- Patient and approachable with strong service orientation
- Technically proficient with ability to explain complex concepts simply
- Proactive problem-solver with strong analytical skills
- Adaptable to rapidly changing technology landscape
- Enthusiastic about technology while maintaining pedagogical focus
- Strong attention to detail and documentation practices
- Collaborative team player who bridges technical and academic cultures
- Consultative, inclusive and adaptable to successfully engage with a diverse range of stakeholders and at all levels of the organisation.

- A demonstrated commitment to challenge the status-quo and drive continuous improvements.
- Strong technical ability with systems and processes
- Collaborative team player that develops positive working relationships with colleagues and stakeholders/users
- Ability to monitor multiple tasks, prioritise and maintain progress.