

POSITION DESCRIPTION

Induction and Professional Development Lead

Reports to:	Associate Director, Teaching Design and Innovation
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

Design, coordinate, and deliver comprehensive induction and ongoing professional development programmes that build teaching capability, scholarly practice, and peer learning communities among academic staff at all career stages and across all disciplines.

3. FUNCTIONAL RELATIONSHIPS

Internal

- AVCs, Directors, Associate Directors and staff across the DVCA portfolio
- Associate Deans, Heads of School and Division Directors
- Academic staff across Divisions and Faculty
- Teaching and learning leaders and student support partners
- Information Technology Services and digital learning support teams
- 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 networks
- Peer institutions in Aotearoa New Zealand and internationally
- Waikato Students' Union
- Other external stakeholders relevant to the portfolio

4. KEY RESPONSIBILITIES

Role specific Responsibilities

Use research-informed approaches to:

- Design and deliver comprehensive teaching induction programmes and career-stage professional development pathways that build progressive teaching sophistication from foundational to advanced practice.

- Lead institution-wide engagement in the peer review of teaching (including the use of Quality Teaching Rounds), mentoring, and peer support systems that strengthen reflective practice and position teaching as a public, discussable act.
- Develop scalable blended professional learning resources to that enable independent capability building and reduce reliance on one-to-one support.
- Establish and nurture teaching-focused communities of practice, normalising pedagogical discourse and creating opportunities for academics to share innovations, discuss challenges, and engage with the scholarship of teaching and learning.
- Curate and mobilise relevant educational research and SoTL, making it accessible and actionable for academic staff, and develop clear pathways supporting academics to progress from evidence-informed practice to conducting their own scholarly teaching enquiry.
- Conduct needs analysis to identify professional development priorities across career stages, disciplines, and teaching contexts, and coordinate with external providers to complement internal offerings with specialised expertise.
- Support academics pursuing formal teaching qualifications and recognition, including postgraduate certificates in academic practice and HEA Fellowship pathways.
- Track participation, maintain professional development records, and evaluate the impact of initiatives on teaching practice, pedagogical discourse, and student learning outcomes.

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 Induction and Professional Development Lead will be performing satisfactorily when:

- New staff demonstrate strong foundational competence and readiness to engage in pedagogical conversations and peer learning, while academics at all career stages show progressive development in teaching sophistication, from foundational practice through to teaching leadership and scholarly contributions.
- Academics engage in professional development as a continuous, career-long commitment rather than one-off participation, routinely reflecting on their teaching, seeking feedback from multiple sources, and applying insights to guide improvement, with clear evidence that participation translates into meaningful changes in teaching practice.
- Sophisticated pedagogical conversations become a natural part of everyday academic life, with academics actively seeking peer feedback, valuing peer insights as credible sources of knowledge, and participating in Quality Teaching Rounds, reporting meaningful impact on practice, reflective capacity, and willingness to experiment with new approaches.
- Academics increasingly ground teaching decisions in pedagogical research and evidence, referencing scholarship when discussing their approaches, engaging with the scholarship of teaching and learning, and contributing to a culture where evidence drives teaching improvement.
- 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

- Master's degree in education, adult learning, or related field

Desirable

- Doctorate in education or related field
- Tertiary Teaching qualification or equivalent

SKILLS, KNOWLEDGE and EXPERIENCE

Essential

- Minimum 5 years' experience in higher education teaching and professional development
- Demonstrated ability to design and lead professional development that shifts practice, including one-on-one coaching, group facilitation, and peer learning models such as Quality Teaching Rounds.
- Experience designing induction and professional development programmes and evaluating their effectiveness through mixed methods, learning analytics, and impact assessment.
- Working knowledge of teaching quality frameworks, peer review processes, student feedback systems, HEA fellowship pathways, and promotion criteria as they relate to teaching.
- Familiarity with academic portfolio construction, reflective practice frameworks, and the design of award and recognition programmes.
- Ability to draw on pedagogical research and the scholarship of teaching and learning to inform programme design and support academics to do the same.
- Capacity to build trust with academics, from across all disciplines, at all career stages, normalise pedagogical conversations, and cultivate a peer learning culture rather than a compliance-driven one.
- Understanding of how to shift professional culture gradually, working within institutional structures while building genuine engagement with teaching development.
- Competence in quantitative and qualitative analysis, data visualisation, and communicating findings to varied audiences including leadership.
- 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

- Experience coordinating large-scale professional development programmes
- Experience teaching in a higher education setting

PERSONAL QUALITIES

- Warm and welcoming with strong interpersonal skills
- Passionate about teaching excellence and academic development
- Organized and detail-oriented

- Flexible and responsive to diverse learning needs
- Inclusive facilitator who creates psychologically safe learning environments
- Energetic and enthusiastic presenter
- Empathetic and supportive of academics at all career stages
- Culturally competent and committed to equity in professional development
- Continuous learner who models professional growth
- 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.