

POSITION DESCRIPTION

Teaching and Learning Designer

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

Partner with academic staff to design, develop, and enhance high-quality learning experiences across face-to-face, online, blended, and hybrid learning environments., applying evidence-based pedagogical principles and innovative approaches to support student success.

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 lead and student support partners
- 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 teaching and learning innovation 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

- Collaborate with academic staff to design and develop high-quality courses and learning experiences across face-to-face, online, blended, and hybrid learning environments.

- Apply evidence-based learning design principles to support academics in creating constructively aligned courses with clear learning outcomes, engaging learning activities, and effective assessment tasks.
- Provide practical guidance on the use of the LMS and educational technologies to create coherent, accessible, and well-structured online learning environments.
- Contribute to the development and delivery of professional learning that builds teaching design capability in academic staff.
- Apply Universal Design for Learning principles to ensure learning experiences are inclusive and accessible to all students.
- Use student feedback, learning analytics, and pedagogical evidence to support academic staff in evaluating and iterating on their paper design.
- Work collaboratively within the Studio team, contributing to shared frameworks, quality standards, and continuous improvement of learning design practice across the institution.

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 Teaching and Learning Designer will be performing satisfactorily when:

- share approaches with colleagues, indicating lasting impact beyond initial consultation.
- Academic staff demonstrate observable shifts toward more active, inclusive, and engaging course designs, with clear evidence of constructive alignment between learning outcomes, teaching activities, and assessment tasks.
- Assessment practice moves toward more authentic, varied, and developmentally appropriate strategies that better reflect intended learning outcomes and prepare students for professional or disciplinary contexts.
- Academic staff make more purposeful and pedagogically informed use of digital technologies, selecting tools based on learning objectives and student needs rather than habit or convenience.
- Universal Design for Learning principles are increasingly embedded in course design, with academic staff proactively considering diverse learner needs rather than retrofitting accommodations after the fact.
- Academic staff grow in confidence and ownership of their course designs, transitioning from passive recipients of design support to active and informed design partners who make considered pedagogical decisions.
- Academic staff continue to apply learning design principles in subsequent courses and share effective approaches with colleagues, evidencing lasting impact beyond the initial design consultation or project.
- 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 education, instructional design, or related field or equivalent relevant experience.

Desirable

- Master's degree in educational technology, learning design, or related field
- Teaching qualification or experience teaching in higher education

SKILLS, KNOWLEDGE and EXPERIENCE

Essential

- Minimum 3 years' experience in learning design or educational development
- Demonstrated knowledge of contemporary pedagogical approaches
- Experience designing for multiple learning modalities (face-to-face, blended, online)
- Pedagogical: Learning theories, assessment design, active learning strategies, inclusive teaching practices.
- Design: Visual design principles, information architecture, accessibility compliance (WCAG).
- Communication: Consultation skills, workshop facilitation, technical writing.
- Project Management: Time management, multiple project coordination, stakeholder communication.
- Commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi. Demonstrated awareness of Māori and Pacific cultures.
- Minimum three years' experience in learning design or educational development, with demonstrated knowledge of contemporary pedagogical approaches and experience designing for face-to-face, blended, and online learning environments.
- Sound understanding of learning theories, assessment design, active learning strategies, and inclusive teaching practices, with the ability to apply these across diverse disciplinary contexts.
- Experience applying Universal Design for Learning principles and accessibility standards to the development of inclusive, equitable learning experiences.
- The ability to support academics to develop clear, engaging, and well-structured learning resources and course materials.
- Strong consultation and facilitation skills, with the ability to build effective working relationships with academic staff and guide them through collaborative design processes.
- Ability to manage multiple learning design projects concurrently, balancing competing priorities and communicating proactively with stakeholders throughout.
- Clear and effective written communication skills, including the ability to produce technical documentation, design guides, and learning resources suited to varied audiences.
- 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 with specific learning design frameworks (Backward Design)
- Portfolio demonstrating diverse learning design projects

PERSONAL QUALITIES

- Collaborative team player with strong interpersonal skills
- Adaptable and flexible in responding to diverse academic needs
- Detail-oriented with strong organizational capabilities
- Patient and supportive in working with academics of varying technical abilities
- Creative and innovative in problem-solving
- Commitment to student-centred design principles
- 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.