

## **ROLE DESCRIPTION**

### **SENIOR TEACHING FELLOW | TAUIRA MATUA KAIWHAKAAKO**

#### **1. PRIME FUNCTIONS:**

Senior Teaching Fellows design and deliver high quality teaching (including administrative aspects) that is informed by significant experience gained via practice, research/study and teaching experience.

Senior Teaching Fellows make a significant contribution to teaching or training. They contribute to reinforcing and promoting interdependence between teaching and research.

Senior Teaching Fellows undertake significant management and leadership roles within the Department or School or Division such as course advising, course coordination, student pastoral care or carrying out a University-wide role in innovation or outreach.

Depending on their role, discipline and qualifications, Senior Teaching Fellows may be expected or given the opportunity to undertake research relevant to their discipline.

#### **2. TEACHING OBJECTIVES:**

- Conduct discipline - and research-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 discipline.
- Convene papers, modules and courses.
- Prepare and develop course plans, programme design, 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.
- Contribute disciplinary pedagogic expertise and experience, working collaboratively to foster University-wide developments and innovation in the design and delivery of teaching
- Influence teaching practice within the University and/or at other tertiary providers and share teaching 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. TEACHING 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, involvement or memberships of discipline-related organisations or groups.
- Demonstrate knowledge of technical developments and involvement with discipline organisations relating to teaching practice.
- Maintain an awareness of and where appropriate participate in research developments in the discipline.
- Advance best practice and achieve excellence in teaching.

#### 4. RESEARCH AND SCHOLARSHIP ACTIVITIES:

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

- Maintain a current knowledge of research within the discipline for personal development and to inform teaching.
- Contribute to the development of academic research programmes by bringing a discipline-based and teaching practice 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 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.<br>Academic staff.<br>General Staff.<br>Others in the profession.<br>Professional organisations. |

#### 7. QUALIFICATIONS AND EXPERIENCE:

##### Essential:

- Hold a relevant postgraduate qualification.
- Extensive teaching experience.

##### Preferred:

- Hold, or be studying towards, a higher degree or tertiary teaching qualification.
- Where required, have membership of relevant teaching- or discipline-related body.

#### 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.

## **APPENDIX**

### **Teaching Fellow (0.5 FTE) – Bachelor of Entrepreneurship (Queenstown)**

#### **Role Purpose:**

In line with the signed MOU between Ōtākou Whakaihu Waka and Queenstown Resort College (QRC), the Otago Bachelor of Entrepreneurship (BEntr) programme will be delivered at the QRC's Queenstown campus from 2027. The BEntr at QRC will allow QRC Level 6 diploma graduates to complete the BEntr in approximately 17-months of study, continuing to be based in Queenstown. Students selecting the BEntr at QRC will select from a prescribed diet of nine papers, plus two electives: one to be taken at Pre-Christmas Summer School and one at Summer School. The BEntr at QRC will run to a similar schedule to the QRC Diplomas – starting early January each year. Papers will run as five-week occurrences and will be offered sequentially.

As part of the BEntr programme delivery at QRC, Otago Business School is looking to recruit a Teaching Fellow (0.5 FTE). While programme delivery will utilise existing administrative and academic support structures and academic staff within Ōtākou Whakaihu Waka, the newly appointed Teaching Fellow will be based in Queenstown to support and help administer the programme. Specifically, the Teaching Fellow will provide on-the-ground academic, pastoral, and coordination support for students enrolled in the BEntr at QRC.

Based in Queenstown, the role will act as a critical connection point between students, QRC, and Otago, supporting student transition, engagement, progression, and overall success within the programme. While the role will include some tutorial teaching and academic support activities, its primary focus is student support, coordination, relationship management, and facilitating a high-quality student experience across the partnership.

The position reports academically and operationally to the University of Otago.

### **Key Responsibilities:**

- Deliver a seamless and high-quality student experience across the QRC–Otago partnership, effectively navigating administrative and academic processes across both institutions including enrolment systems, assessment processes, paper requirements, student support pathways, and pastoral care processes.
- Provide academic and pastoral support to BEntr students based in Queenstown.
- Act as a liaison between students, QRC staff, and Otago academic and professional staff.
- Support student onboarding, transition, engagement, and progression throughout the programme.
- Assist with coordination and administration associated with the Queenstown delivery of the BEntr.
- Facilitate, coordinate and deliver tutorials, workshops, and learning support activities as required.
- Identify and escalate student issues appropriately and proactively support student wellbeing and success.
- Support the development of a connected student culture and sense of belonging to both QRC and the University of Otago.
- Assist with industry engagement activities, including internships, projects, guest speakers, or community connections where appropriate.
- Contribute to the ongoing development and strengthening of the Queenstown partnership model.

### **Key Requirements:**

#### **Essential Knowledge and Experience:**

- Demonstrated understanding of both tertiary college and University environments, including student expectations, systems, operational processes, and institutional culture, with preference given to candidates that have worked one or both types of institutions.
- Strong understanding academic programme delivery and undergraduate student support requirements, particularly in relation to transition, engagement, retention, and student success.
- Knowledge of university administrative and academic processes, including enrolment systems, assessment processes, paper requirements, student support pathways, and pastoral care processes.
- Experience in tertiary teaching, tutoring, workshop facilitation, mentoring, or student learning support.
- Demonstrated ability to build positive relationships with students, academic staff, professional staff, and external stakeholders.
- Excellent communication, organisational, and problem-solving skills.
- Ability to work independently while maintaining strong connections with academic and professional teams based in Dunedin.
- Demonstrated commitment to student wellbeing, inclusion, and learner success.

#### **Desirable Experience:**

- Experience working within Queenstown Resort College and/or University of Otago.
- Experience supporting partnership or pathway programmes between tertiary institutions.
- Familiarity with the Bachelor of Entrepreneurship programme and/or entrepreneurship education.
- Understanding of the Queenstown tertiary education and business environment.
- Experience facilitating internships, industry projects, or industry engagement activities.
- Existing networks within the Queenstown business and community ecosystem.
- Experience supporting domestic and international students from diverse backgrounds.

### **Key Attributes:**

The successful candidate will:

- Be highly student-centred, approachable, and relationship-focused.
- Be comfortable operating across two institutional environments and cultures.
- Have credibility and confidence working with both students and staff.
- Demonstrate initiative, adaptability, and resilience in a developing programme environment.
- Be collaborative, proactive, and solutions-focused.
- Understand the importance of delivering a seamless and high-quality student experience across the QRC–Otago partnership.