University of Otago
ŌTĀKOU WHAKAIHU WAKA

ROLE DESCRIPTION

Teaching Fellow
Kaiwhakaako

PRIME FUNCTIONS

Teaching Fellows teach and provide teaching-related support and administration. They work closely with course convenors and assist in developing teaching materials, practical sessions and assessments.

Teaching Fellows provide a key point of contact for academic queries from students, assisting with tutoring and pastoral care.

Research is not required although Teaching Fellows may provide input into a research project.

TEACHING OBJECTIVES

1. Present lectures, tutorials, seminars, laboratories, and workshops.
2. Support and undertake teaching to a standard that meets the quality standards expected in the Department/School/Division and discipline.
3. May convene papers, modules or courses (normally Band 2 only).
4. Ensure materials for delivery of classes are prepared and assigned as per the paper and course requirements.
5. Assist with the preparation and development of course material, course plans, assessment criteria and feedback approaches to support the paper and course activities.
6. Invigilate and mark assessment exercises and provide feedback to students on their progress towards learning outcomes.
7. Coordinate the marking process and ensure the provision of constructive and timely feedback.
8. Provide appropriate pastoral support to students.
9. May provide course advice to students as a recognised and trained adviser.
10. Contribute disciplinary pedagogic expertise and experience to discussion on areas of the curriculum, working collaboratively to support and encourage colleagues to think creatively and innovatively.
11. Share teaching expertise with colleagues within the Department.
12. Facilitate and support the use of appropriate tools and technology in the delivery of teaching, including for on-line learning.

TEACHING PRACTICE

1. Maintain own teaching practice, evidenced by the ability to demonstrate knowledge of developments including technical or discipline changes.
2. Maintain, as appropriate, involvement or memberships of discipline-related organisations or groups.
3. Maintain an awareness of teaching developments in the discipline.
4. Maintain an awareness of research developments in the discipline.

5. Maintain best practice and strive for excellence in teaching.

RESEARCH AND SCHOLARSHIP ACTIVITIES

The opportunity to undertake research is subject to Department, School or Divisional requirements.

1. May work towards a tertiary teaching, postgraduate or professional qualification.
2. May assist academic staff in the development of research programmes by contributing a discipline-based perspective.
3. May provide discipline expertise to postgraduate students or their supervisors.

SERVICE

1. Share knowledge with and contribute to the University and broader community.
2. Contribute to the academic goals of the Department, School and Division by applying and sharing knowledge in their discipline.
3. May be required to undertake management/leadership roles within the University and/or community at a level consistent with their band.

RELATIONSHIPS

Directly responsible to:	Head of Department, or Senior PPF, Senior TF or other Academic staff member under the overall direction of the HoD.
Supervision of:	May supervise at low levels.
Functional relationships with:	Students Academic staff General Staff Others in the profession Professional organisations

QUALIFICATIONS AND EXPERIENCE

Essential

1. Appointments to Band 1 may be a relatively recent graduate with some teaching or tutoring experience.
2. Appointments to Band 2 will be experienced teachers with several years' experience in their discipline, and normally hold or be working towards a relevant postgraduate qualification and/or teaching qualification.

Preferred

1. Hold, or be studying towards, a higher degree or tertiary teaching qualification.

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.

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.

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.

ROLE ADDENDUM

Position:	Teaching Fellow / Kaiwhakaako
Faculty / Unit:	Faculty of Biomedical Sciences — Māori Unit
Reports to:	Head of Unit
Works closely with:	Director and Deputy Director, Neuroscience Teaching Programme. Director and Deputy Director, Biomedical Science Teaching Programme. Māori Unit colleagues; academic and professional staff across the faculty; Māori and Pacific students; relevant University student-support, outreach and research-scholarship teams; and Māori and Pacific communities and partners.
Role focus:	Teaching and teaching-related support, student academic support, culturally responsive curriculum development, engagement and outreach. Work allocation 1.0 FTE, comprising 0.5 FTE Faculty of Biomedical Sciences, 0.4 FTE Neuroscience Programme and 0.1 FTE Bachelor of Biomedical Sciences (BBiomedSc) Programme.
Work planning:	An annual work plan will be agreed by the line manager in consultation with the Neuroscience and Biomedical Sciences Programme leaders. It will identify responsibilities and priorities for each component and maintain the agreed FTE allocations. Activities benefiting more than one component will be coordinated through this plan.

1. PRIME FUNCTIONS

The Teaching Fellow / Kaiwhakaako contributes to high-quality teaching and student learning within the Faculty of Biomedical Sciences, with a particular focus on supporting Māori and Pacific student success in Biomedical Sciences and Neuroscience teaching, and strengthening the inclusion of te ao Māori in teaching and learning.

The role works collaboratively with course convenors and teaching teams to deliver teaching, tutorials and academic support; assist with teaching materials, practical sessions and assessment; and support culturally responsive approaches to curriculum and laboratory practice. The role also contributes to Māori and Pacific outreach and engagement and supports pathways into summer research scholarships and further study.

The position is primarily teaching focused. Research is not a requirement of the Teaching Fellow title, although the role may provide teaching-related or discipline-based input to research activities, including student research pathways, where appropriate.

2. ANTICIPATED KEY TASKS

The following indicative tasks will be undertaken within an agreed work plan and FTE allocations with the successful applicant.

2.1 Teaching, assessment and curriculum support

- Present and support lectures, tutorials, seminars, laboratories and workshops within the faculty, in consultation with course convenors and relevant teaching staff.
- Support teaching to a standard that meets University, Faculty, programme and discipline quality expectations, and contribute to a positive and inclusive learning environment.
- Assist with the preparation and development of course materials, learning activities, practical sessions, course plans, assessment criteria and feedback approaches.
- Mark and/or invigilate assessment activities as required, provide constructive and timely feedback, and contribute to coordinated marking processes.
- Assist with the preparation and delivery of teaching resources, including appropriate digital tools and the University's learning management systems.
- Provide a clear point of contact for student academic queries within the role's scope, refer students to appropriate specialist services when needed, and provide appropriate pastoral support.
- Share teaching experience and practical approaches with colleagues, and contribute to discussion about curriculum, learning activities and student engagement.
- Culturally responsive teaching and te ao Māori
- Support Faculty staff to incorporate te ao Māori, mātauranga Māori and relevant Māori perspectives into teaching in ways that are appropriate to the discipline, learning outcomes and local context.
- Work collaboratively with at least one lecturer per semester, where workload and priorities allow, to identify and develop practical opportunities to strengthen culturally responsive teaching and learning.
- Support staff to understand and apply Vision Mātauranga where relevant to course content, teaching examples, research-informed learning and student activities.
- Help identify suitable resources, examples, case studies and learning activities that reflect Māori knowledge, contributions and contexts in biomedical sciences.
- Encourage respectful engagement with mātauranga Māori and Māori knowledge holders, including appropriate consultation and recognition of context, permissions and cultural protocols.
- Support teaching teams to reflect on the accessibility and inclusiveness of learning environments and to identify practical improvements for Māori and Pacific learners.

2.3 Māori and Pacific student academic support

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- Coordinate and contribute to tutorials, study sessions, peer learning, revision activities and other academic support initiatives for Māori and Pacific students, including fulfilling kaiāwhina support and Pacific liaison roles within the Biomedical Sciences and Neuroscience degree programmes
- Work with course convenors, programme teams and relevant student-support services to monitor and identify academic support needs and coordinate timely, appropriate responses.
- Help students develop confidence, academic skills and a sense of belonging within biomedical sciences and neuroscience, while encouraging independence and connection with wider support networks.
- Promote awareness of academic support, wellbeing, mentoring and course-advice services, and make appropriate referrals within established University processes.

- Gather feedback from students and colleagues on academic support activities and use it to inform improvements to delivery and student engagement.

2.4 Tikanga Māori in teaching laboratories

- Support teaching staff and laboratory teams to consider and appropriately incorporate tikanga Māori into teaching laboratory environments and practices.
- Work with relevant Māori Unit colleagues, laboratory managers, health and safety personnel and teaching staff to identify practical guidance for laboratory activities, including respectful handling of samples and materials where relevant.
- Help ensure that tikanga-related guidance is developed collaboratively, is appropriate to the activity and context, and is consistent with health and safety requirements and relevant University policies.
- Support staff and students to understand the purpose and application of agreed practices and assist staff to identify when advice from appropriate Māori expertise or mana whenua should be sought.

2.5 Māori and Pacific outreach, engagement and research pathways

- Contribute to Māori and Pacific outreach and engagement activities that introduce biomedical sciences, university study and related career pathways to prospective students, schools, whānau and communities.
- Support the development and delivery of engagement activities in collaboration with Faculty colleagues, the Māori Unit and relevant University outreach teams.
- Promote Māori and Pacific summer research scholarship opportunities and help students understand application processes, expectations, timelines and available support.
- Support the coordination of summer research scholarship activities, including connecting students with potential supervisors, helping clarify project expectations and facilitating appropriate induction or orientation.
- Work with academic staff and research groups to strengthen pathways into research experience, postgraduate study and biomedical science careers for Māori and Pacific students.
- Maintain respectful and reciprocal relationships with relevant community, school and institutional partners, in accordance with university processes and agreed engagement protocols.

2.6 Teaching practice and professional development

- Maintain and develop teaching practice, including awareness of developments in biomedical sciences and neuroscience, teaching methods, student support and culturally responsive pedagogy.
- Seek feedback on teaching and student-support activities and use it to improve practice.
- Participate in relevant Faculty, University and professional development opportunities, including training relevant to teaching, student pastoral support, tikanga Māori and inclusive learning.
- Maintain appropriate awareness of discipline developments and use relevant knowledge to support effective, current teaching.
- Work collegially with academic and professional staff and contribute to a culture of reflective practice, shared learning and continuous improvement.

3. KEY RELATIONSHIPS

- Māori Unit colleagues, relevant Faculty leadership, Neuroscience and BBiomedSc programme leaders and Faculty of Biomedical Sciences' Rautaki Hononga/Kaitakawaenga.
- Academic staff, course convenors, laboratory teaching teams and programme coordinators across the Faculty of Biomedical Sciences and departments contributing to the Neuroscience Programme, including those outside the faculty.
- Māori and Pacific undergraduate and postgraduate students and prospective students.
- University student support, Māori and Pacific student development, outreach and scholarship teams.
- Research supervisors, summer scholarship coordinators, schools, whānau, community organisations and relevant Māori and Pacific partners.
- Student leaders of programme and discipline-specific student organisations.

4. PERSON SPECIFICATION

Essential

- A relevant undergraduate degree in biomedical sciences or a related discipline, or equivalent relevant experience.
- Experience supporting teaching, tutoring, mentoring, student learning or academic support in a tertiary or comparable educational setting.
- Ability to communicate clearly and build constructive relationships with students and colleagues from diverse backgrounds.
- A demonstrated commitment to Māori and Pacific student success, equity and inclusive teaching and learning.
- Ability to work collaboratively with academic and professional staff, manage competing tasks and follow through on agreed activities.
- Sound organisational, communication and interpersonal skills, including the ability to handle student information appropriately and maintain professional boundaries.

Desirable

- A postgraduate qualification, or progress towards a relevant postgraduate or tertiary teaching qualification.
- Experience working with Māori and/or Pacific students, communities, education providers or research pathways.
- Knowledge of te ao Māori, tikanga Māori and mātauranga Māori, and an understanding of the importance of respectful, context-appropriate engagement.
- Experience incorporating Māori perspectives or Vision Mātauranga into teaching, learning resources or research-related education.
- Experience coordinating tutorials, peer learning, outreach programmes, mentoring or summer research scholarships.
- Experience in laboratory teaching or an understanding of how tikanga may be supported alongside laboratory health and safety practices.
- Knowledge of University student support systems and approaches that support student retention, belonging and academic success.