



POSITION DESCRIPTION

Arts Teaching Innovation, Teaching and Learning Portfolio
Faculty of Arts

Curriculum Designers (Teaching Specialist) (Multiple positions)

POSITION NO	0045775
CLASSIFICATION	Level A
SALARY	\$69,148 - \$93,830 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Associate Professor Parshia Lee-Stecum Tel +61 3 8344 5386 Email ppls@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

In 2018 the Faculty of Arts at the University of Melbourne will establish Arts Teaching Innovation (ATI) as a specialist team of teaching and learning practitioners who will provide pedagogical support to academic staff who are engaged in undergraduate and graduate teaching within the Faculty across its five schools.

In light of this initiative, the Faculty of Arts will be appointing five Curriculum Designers (Level A) who will work alongside specialists in fields such as Object-Based Learning and Work-Integrated Learning as part of the ATI team. These will be continuing positions and build on the work of the previous, fixed term Senior Tutor (Curriculum Design) roles.

Working under the broad direction of the Associate Dean, Teaching and Learning in the Faculty, the Curriculum Designers will play a significant role in supporting curriculum development design, delivery, research and evaluation. The position/s will be responsible for advancing the effective use of innovative and engaging learning approaches and draw on design principles aligned with the overall strategic Learning and Teaching direction of Faculty.

The Curriculum Designers will contribute to teaching excellence within and across disciplines in the humanities and social sciences by supporting academic staff in the design, preparation and review of teaching programs and subjects. This support will require close collaboration with academic program and subject co-ordinators as well as the planning, delivery and evaluation of professional development for all teaching staff in the Faculty. The incumbents will also be expected to contribute to the production of publications and research projects relating to teaching pedagogies in the humanities, social sciences and languages. The Curriculum Designers will receive ongoing mentoring and opportunities for professional development.

The successful applicants will be committed and engaging educators, with experience of teaching a diverse cohort of students in one or more humanities, social sciences and/or languages disciplines using innovative, research-based teaching pedagogies. They will have an appreciation of broad discipline subject areas and the capacity to undertake individual and collaborative projects congruent with the direction of the discipline/s.

1. Key Responsibilities

1.1 TEACHING AND LEARNING SUPPORT

Under the supervision of the Associate Dean, Teaching and Learning and in conjunction with the relevant subject and program co-ordinator/s:

- ▶ Design classes, learning activities, learning materials and assessment tasks in line with new pedagogical imperatives in the humanities and social sciences including face-to-face, collaborative, project based and blended and online learning methodologies;
- ▶ Contribute to the development, design and review of evaluation tools deployed to assess the teaching and learning needs of staff and students;
- ▶ Actively research and evaluate new teaching methods designed to support the learning outcomes of subjects/disciplines within the humanities and social sciences;
- ▶ Contribute to the design, development, implementation and evaluation of professional development programs and resources which foster best-practice in teaching across Faculty programs;

- ▶ Contribute to the development of collaborative research projects and, where appropriate, grant applications aimed at enhancing understanding and effective delivery of teaching excellence and student learning outcomes;
- ▶ Liaise with other relevant units across the Faculty, University and sector in relation to the support of learning and teaching excellence and innovation where necessary;
- ▶ Actively engage in the development and delivery of initiatives that communicate the teaching and learning activities of the Faculty to staff, students and the wider community.

1.2 SERVICE TO THE DISCIPLINE

- ▶ Contribution of professional expertise to the Faculty and broader teaching and learning community.
- ▶ Contribute to programs, workshops and other staff development activities to build capacity in innovative active learning and teaching practices in the humanities, social sciences and languages.

1.3 SERVICE TO FACULTY

- ▶ Attend meetings and undertake administrative activities in relation to the position where required.

1.4 OCCUPATIONAL HEALTH AND SAFETY (OH&S)

- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. *Special Requirements*

- ▶ Operational requirements of the Faculty may influence approval of annual leave;
- ▶ Out-of-hours work (including evenings and weekends) may be required, especially in supporting after hours events or teaching.

3. *Selection Criteria*

3.1 ESSENTIAL

- ▶ A PhD or equivalent qualification (or with a PhD thesis under examination and extensive teaching experience) in a relevant area of educational design or the broader field of humanities and social sciences with relevant experience in classroom instruction, curriculum design and assessment of student learning outcomes;
- ▶ Demonstrated understanding of at least one or more broad disciplines areas in the humanities or social sciences and a proven track record of effective teaching and learning practices and development of educational resources;
- ▶ High-level ability to initiate, develop and make recommendations in relation to learning design in curriculum development, delivery and assessment with a particular emphasis on active learning pedagogies;
- ▶ Ability to create and implement effective educational design frameworks based on established models for constructive alignment of learning outcomes, tasks and

assessments, and to apply these to the development of curriculum based, high quality learning resources and experiences;

- ▶ Ability to undertake research into pedagogy and learning design in the fields of the humanities and social sciences and to deliver effective research outcomes independently and collaboratively as part of a project team;
- ▶ Excellent written and verbal communication and interpersonal skills with the ability to work independently as well as liaise and work effectively with a range of people across all levels of the organisation;
- ▶ High-level organisational skills including the ability to prioritise workload and work well under pressure to plan, implement, execute and evaluate new initiatives, working independently and collaboratively as part of a team;
- ▶ A sound understanding of humanities and social sciences pedagogy including online and experientially based learning methodologies.

3.2 DESIRABLE

- ▶ A tertiary teaching qualification such as the University's Graduate Certificate in University Teaching (GCUT) or equivalent;
- ▶ Familiarity with the university systems, policies and procedures and a willingness to undertake specific University training in technologies and procedures relevant to teaching practice;
- ▶ Commitment to continual improvement and professional development as an educator and scholar.

4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 BUDGET DIVISION

<http://arts.unimelb.edu.au/>

The Faculty of Arts is at the forefront of teaching and research in the languages, humanities and social sciences fields in Australia and in many cases internationally. Founded in 1853, the Faculty of Arts is one of Australia's oldest and largest faculties with approximately 400 staff and 8000 students engaged in over 900 subjects in more than 40 areas of study. As Australia's premier Arts faculty, it aims to provide an exciting, high-quality intellectual environment that will attract the best students and staff across a wide range of disciplines.

The Faculty of Arts maintains strong connections with leading international universities through research collaborations and student exchange programs, and nurtures relationships with government, not-for-profit and private organisations through student internship placements, research projects and community engagement.

As well as housing the Graduate School of Humanities and Social Sciences, the Faculty of Arts also comprises five academic schools:

- ▶ Asia Institute
- ▶ School of Culture and Communication
- ▶ School of Historical and Philosophical Studies
- ▶ School of Languages and Linguistics
- ▶ School of Social and Political Sciences

Our students and staff are supported by business units within the Faculty including:

- ▶ The Office of the Dean and Faculty Executive Director
- ▶ The Academic Support Office
- ▶ The Strategy, Planning and Resources Unit
- ▶ The External Relations Unit
- ▶ The Research Office
- ▶ The Human Resources Office

For more information on the Faculty please see www.arts.unimelb.edu.au

6.2 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.3 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health;

on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.4 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>