



POSITION DESCRIPTION

Arts Teaching Innovation, Teaching and Learning Portfolio
Faculty of Arts

Teaching Associate (International) (Multiple Positions)

POSITION NO	0045901
CLASSIFICATION	Level A
SALARY	\$69,148 - \$93,830 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time Optional Part-time positions may be available for candidates with unrestricted work rights in Australia
BASIS OF EMPLOYMENT	Fixed-term positions available for two years Fixed-term contract type: Specific Task or Project
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 a specialist team of teaching and learning practitioners who will be providing pedagogical support to academic staff who are engaged in undergraduate and graduate teaching within the Faculty across its five schools. This will bring together existing staff in the areas of Work Integrated Learning, Object Based Learning and Curriculum Design and Development. It will be an academic unit led by an Associate Dean (Teaching and Learning).

The University prides itself as a leader in global education and the Faculty of Arts has internationalised its student cohort over the past 10 years. This has seen a significant increase in enrolments from non-English speaking backgrounds, particularly from China and other East Asian countries, and has led to the need to ensure that academic staff are provided with the necessary pedagogical tools to meet the learning needs of a diverse student cohort and ensure that all graduates develop The University of Melbourne's desired graduate attributes and in particular the expectation that are critical, creative thinkers with strong reasoning skills, can apply knowledge, information and research skills to complex problems in a range of contexts and are effective oral and written communicators .

In order to meet this demand, the Faculty of Arts will be appointing a number of Teaching Associates (Academic Support - International) (Level A) to support the development of pedagogical skills among academic staff and devise teaching methodologies so as to ensure that all students acquire the desired graduate attributes

As a Teaching Associates (Academic Support - International), you will identify the learning needs of students from diverse cultural and linguistic backgrounds, assist staff with curriculum design and advice and under take direct tutoring and teaching. You will be expected to contribute to teaching excellence within disciplines by fostering best practice in curriculum development, preparation and conduct of lectures and tutorials and related assessment, as well as offering one-to-one and group consultations and workshops with students. It is envisaged that the role will also be involved in recruitment and selection for International Students and in ensuring their smooth transition.

Working under the broad direction of the Associate Dean (Teaching and Learning) in the Faculty and in collaboration with Curriculum Designers and Discipline co-ordinators, the Teaching Associates will play a significant role in supporting curriculum development design, delivery and evaluation. The position/s will be responsible for advancing the effective use of innovative and engaging learning approaches.

The Teaching Associates will contribute to teaching excellence within and across disciplines in the humanities, social sciences and languages including supporting the coordination of subjects, preparation and conduct of lectures and seminars and related assessment, and consultations with students. The incumbents will also be given opportunities to contribute to the production of publications relating to teaching pedagogies in the humanities, social sciences and languages with specific reference to the pedagogical practices required for working with diverse student cohorts. The Teaching Associates themselves will receive ongoing mentoring and opportunities for professional development.

The successful applicants will be committed and engaging educators, with a familiarity with the challenges of teaching a diverse cohort of students at the undergraduate and graduate level across a diverse range of humanities, social sciences and language disciplines. They will have an appreciation of broad disciplines subject areas and the capacity to undertake individual and collaborative projects congruent with the direction of the discipline/s. The Teaching Associates may be deployed to discipline clusters and/or pedagogical groupings based on the successful applicants' level and nature of teaching expertise and discipline background.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

Under the supervision of the Associate Dean, Teaching and Learning and in conjunction with the relevant subject and course coordinator/s:

- ▶ Develop the teaching and learning tools to address the different learning styles of a diverse range of students with a focus on students from diverse cultural and linguistic backgrounds to ensure acquisition of graduate attributes;
- ▶ Design and deliver tutorial, seminars and specialist learning workshops for students from diverse cultural and linguistic backgrounds;
- ▶ Advise on the development of lectures, seminars and assessment tasks in line with pedagogical imperatives in the humanities, social sciences, and languages when working with diverse student cohorts;
- ▶ Actively research and implement new teaching methods designed to support the learning outcomes for students new to the University of Melbourne's pedagogical practices including in class contributions, collaborative, project based and blended and online learning methodologies;
- ▶ Contribute to the design, development, implementation and evaluation of exemplary learning and teaching resources which illustrate best-practice in the provision of learning experiences for diverse student cohorts;
- ▶ Contribute to the development of learning and teaching grants in relation to improvement of learning experiences of students from diverse cultural and linguistic backgrounds through appropriate learning design principles;
- ▶ Develop and maintain subject learning resources through the University's Learning Management Systems to enhance student learning experiences;
- ▶ Liaise with central Infrastructure Services (IT), Learning Environments, the Faculty's e-teaching team and other relevant Units in relation to learning and teaching where necessary.

1.2 SERVICE TO THE DISCIPLINE

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

1.3 SERVICE TO THE FACULTY

- ▶ Attend meetings and undertake administrative duties 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. Selection Criteria

2.1 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;
- ▶ Relevant experience in working with students from diverse cultural and linguistic backgrounds 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, social sciences or languages;
- ▶ 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;
- ▶ Proven record mentoring and supporting students and demonstrable experience of teaching diverse group of students including a solid understanding of the learning needs of students from culturally and linguistically diverse backgrounds;
- ▶ 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.

2.2 DESIRABLE

- ▶ A tertiary teaching qualification such as the University's Graduate Certificate in University Teaching (GCUT) or equivalent;
- ▶ Familiarity with University systems, policies and procedures and a willingness to undertake specific University training in technologies and procedures relevant to teaching practice;
- ▶ Fluency in Mandarin.

3. 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.

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

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>.