



<b>Title:</b>	Lecturer		
<b>Work Function:</b>	Teaching Academic	<b>Category:</b>	Teaching Focussed (TF) / <i>Teaching Focussed Clinical Professional (TFCP)</i>
<b>Level</b>	ALB		
<b>Date last updated:</b>	September 2016		

### 1. Purpose of Position

This role contributes primarily to teaching and learning, and carries out activities to maintain and develop scholarly activities relevant to the discipline or profession.

A lecturer develops an understanding of the student learning experience through a commitment to high quality, effective teaching practice. This includes the ability to incorporate research, scholarship and /or professional practice into teaching activities and a commitment to teaching and innovation.

The incumbent is expected to have a growing profile in teaching and service/leadership. They are likely to lead or coordinate the work of other staff. The incumbent is also expected to have a thorough knowledge of their subject within their discipline.

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### 2. Accountabilities and Responsibilities may include:

#### Teaching and Learning

- Conduct learning activities online, distributed or face-to-face as appropriate, which stimulate and foster student learning.
- Innovative curriculum design and development of learning materials in collaboration with other colleagues as appropriate.
- Determine the learning needs of students and provide appropriate teaching and learning support to demonstrate the intended learning outcomes.
- Assess and provide feedback on learning to students
- Supervise the program of study of honours students or postgraduate students engaged in coursework and HDR students, as appropriate.
- Keep abreast of current discipline theory and practice and apply these in teaching and learning.
- Contribute to and undertake professional development including peer review in higher education teaching and maintain currency in discipline theory and practice.
- Contribute to curriculum innovation and design to develop students learning
- Undertake a range of administrative functions connected with the subjects taught, including moderation and assessment of student work.
- Plan learning activities, units and/or courses that reflect a command of the field and is founded on research-based pedagogical practices.
- Provide support to the course team in the development of curricula and resources
- Influence the overall academic, social and cultural experience of higher education through;
  - recognition of the particular learning needs of first year students and facilitating their transition into university learning
  - and ensure students from equity and other demographic subgroups receive adequate support to participate and facilitate success in their courses.

## Service and Leadership

- Contribute to academic service, collegiality and engagement, including efficient management of internal service roles.
  - Significantly contribute to external activities relevant to the discipline/profession and community engagement.
  - Model a high standard of professional behavior consistent with the University Code of Conduct and Vision, Mission and Values.
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## 3. Compliancy and Legislative Requirements

### Occupational Safety and Health

All supervising staff are required to undertake effective health and safety measures to ensure compliance with the Occupational Safety and Health Act 1984 and related legislative requirements.

All staff must comply with requirements of the Occupational Safety and Health Act and all reasonable directives given in relation to health and safety at work, to ensure compliance with University and Legislative health and safety requirements.

### Ethics Equity and Social Justice

All staff are responsible for informing themselves of their obligations and responsibilities in relation to Ethics, Equity and Social Justice. In particular, all staff must demonstrate appropriate and professional workplace behaviours in accordance with the University's Values and Code of Conduct.

**Staff must familiarise themselves and comply with all other University policies and procedures and legislation relevant to the position.**

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## 4. Selection Criteria

***Applicants are not required to address each element of the selection criteria, but should provide sufficient information in their application to enable the selection panel to make an informed assessment of their suitability for the role.***

***Applicants need to consider Curtin's Values and how they apply to the advertised position. Curtin is looking for a demonstrated commitment in their professional and/or personal life to the Values of Curtin which are:***

- ***Integrity – to act ethically, honestly and with fairness***
- ***Respect – to listen, value and acknowledge***
- ***Courage – to lead, take responsibility and question***
- ***Excellence – to strive for excellence and distinction***
- ***Impact – to empower, enable and inspire***

### Essential

1. A doctoral qualification in relevant discipline (*or equivalent accreditation and professional standing for Teaching Focused Clinical Professional role*).
2. Demonstrated high level teaching skills and a demonstrated reflective approach to teaching delivery.
3. A strong understanding of pedagogical theory and contemporary educational practice relevant to the discipline.
4. An emerging record of contribution to scholarship in teaching.
5. Demonstrated experience / capacity to undertake unit coordination.

6. Demonstrated high level communication and interpersonal and organisational skills with a commitment to the development of a collegial and supportive working environment and the ability to interact with students and staff with cross cultural sensitivity.
7. Demonstrated commitment to the application of relevant and applicable policies, procedures and legislation in the day-to-day performance of the functions of this position.

## 5. Capabilities and Behaviours (Curtin Leadership Framework)

It is a requirement that staff in leadership roles exhibit and model capabilities and behaviours consistent with the Curtin Leadership Framework (see [http://odu.curtin.edu.au/curtin\\_leadership\\_framework.cfm](http://odu.curtin.edu.au/curtin_leadership_framework.cfm) ). These include:

Managing Self	Leading Others	Leading Innovation & Change	Leading Strategically	Managing Operations
Understanding self & others	Building & leading high performance teams	Thinking creatively & fostering innovation	Thinking strategically & having vision	Managing Curtin resources
Modelling Curtin Values	Developing staff capability	Managing change	Setting goals & objectives	Continuous quality improvement
Managing time and wellbeing	Facilitating participative decision making	Influencing and inspiring others	Thinking analytically to solve problems	Managing complex projects
Building working relationships	Dealing with conflict			
Effective Communication				