



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

**1. Purpose of Position**

This role makes significant contributions to teaching and learning and carries out activities to enhance and develop scholarly teaching practices relevant to the discipline or profession.

A Senior Lecturer demonstrates an understanding of the student learning experience through high quality, effective teaching practice and curriculum design and including the incorporation of research, scholarship and/or professional practice into teaching activities.

This role promotes and supports student learning through mentoring and leadership demonstrating a commitment to the development of learning and teaching communities. Senior Lecturers/Senior Clinical Professional Fellows drive continuous improvement and innovation across the discipline.

The incumbent is expected to have an established record of achievement in teaching and service leadership.

**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.
- Provide leadership in innovative curriculum design and improvement, development of learning materials and pedagogical innovation.
- Determine the learning needs of students and provide appropriate teaching and learning support to demonstrate the intended learning outcomes.
- Design new innovative assessment practices and monitors and changes existing practices to improve student learning outcomes.
- Provide leadership in moderation and unit and course assessment planning and delivery.
- Obtain external grants to facilitate the development and enhancement of teaching and learning activities.
- Provides leadership through activities that have broad influence on the profession and ensure effective implementation of teaching and learning policies.
- Supervise the program of study of honors students or postgraduate students engaged in coursework and HDR students, as appropriate.
- Engagement and contribution at the national level in professional development and scholarship in teaching and learning.

- Monitor all components of teaching and learning for quality including unit and course design, assessment and student progression, and academic standards.
- Communicate with students and peers on unit development and changes in response to student feedback
- Lead activities relating to the creation of an engaging learning environment for students, including the development of learning communities and strategies used to account for and encourage student diversity.

### **Service and Leadership**

- Contribute to academic service, fostering collegiality and engagement, including efficient management of internal service roles.
  - Significantly contribute to external activities relevant to the discipline/profession and community engagement.
  - Mentor less experienced staff and contribute to the professional development of teaching staff
  - 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. Proven high level teaching skills with a demonstrated reflective approach to teaching and learning.
3. A significant contribution to scholarship in teaching and learning with an emerging record of success in winning external grants to support teaching projects and initiatives.
4. A strong understanding of pedagogical theory and contemporary educational practice relevant to the discipline.
5. An emerging record of peer reviewed publications in high quality journals.
6. Demonstrated experience in curriculum development and unit/course coordination.
7. Demonstrated leadership skills with the ability to lead teaching and learning initiatives and provide mentoring to less experienced staff.
8. Demonstrated high level communication and interpersonal skills with the ability to foster the development of a collegial and supportive working environment and the ability to interact with students and staff with cross cultural sensitivity.
9. Demonstrated commitment to applying 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				