Griffith UNIVERSITY
Queensland, Australia

Position Description

Position Title	Lecturer – Teaching Focused
Group/Portfolio	Health, School of Applied Psychology
Classification	Lecturer (Level B)
Position Number	00064309
Reports To	Head of School, School of Applied Psychology
Employment Type	Full Time – Fixed Term

1.0 Position Purpose

A Lecturer (Teaching Focused) is expected to make informed contributions to the teaching effort of the University and to carry out activities to maintain and develop scholarly, and/or professional activities relevant to the discipline. At a level B, a Teaching Focused Lecturer is expected to perform the full academic responsibilities and related administration for the coordination of courses and programs.

2.0 Eligibility Requirements

- Possession of a PhD or doctoral qualification in psychology or related field.
- Registration as a psychologist in Australia with AHPRA is optional and not mandatory.

3.0 Key Responsibilities

This position description incorporates the full scope of responsibilities for this position. Actual expected responsibilities are applied in accordance with individual work profiles and in consultation with the incumbent's Academic Supervisor.

- Enhance the learning and teaching environment of the School.
- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching across the spectrum of the University's undergraduate, and postgraduate program suite facilitating high quality, student-centred learning activities.
- Support high quality learning and teaching outcomes for students evidenced by technology enhanced learning, problem oriented, authentic learning and assessment practices.
- Support a student-centred service culture and establishment of positive, respectful and supportive relationships between staff and students.
- Promote and enhance student learning experiences through engagement with industry and broader community to develop work integrated learning opportunities and support employability initiatives.
- Engage in evaluative and reflective practices to support education.
- Continuously improve teaching practice through professional development and critical reflection informed by a range of evaluation approaches.

- Inform the quality, innovation, currency and evidence-base of teaching and learning through scholarly activities, commitments and outputs.
- Undertake activity aligned with the scholarship of learning and teaching that has the potential to achieve impact on policy and practice in the wider higher education community.
- Facilitate effective and efficient administration in support of education initiatives.
- Provide educational contributions through responsibility for academic courses, including undertaking responsibilities aligned with the role of course convenor.
- Support, ensure and maintain compliance with relevant legislation and University policies and procedures, including equity and health & safety and exhibit good practice in relation to same.
- Be a leading example of the principles and values embodied in the University's Code of Conduct, and behave, act and communicate at all times to reflect fairness, ethics and professionalism.
- Contribute to the enhancement of the School/Department standing and reputation by promoting educational activities with external communities.

4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship as critical to our graduates' success, in the rapidly changing future world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

  To read about some of the non-technical organisation skills for this position, please see the Leads Self section of our Capability Development Framework.