

<b>Position Title</b>	HDR Student Teaching Fellow
<b>Group/Portfolio</b>	Health
<b>Classification</b>	Associate Lecturer (Level A)
<b>Position Number</b>	
<b>Reports To</b>	Head of School, School of Applied Psychology
<b>Employment Type</b>	Fixed term up to 2 years at 0.2FTE (or by exception 0.1FTE)

## 1.0 Position Purpose

An HDR Student Teaching Fellow at Associate Lecturer level is expected to make contributions to the teaching effort of the University, particularly at undergraduate level and to carry out activities to develop their skills as a teacher in higher education settings. An HDR Student Teaching Fellow will work with the support of an academic supervisor and will work during their period of employment to develop an increased degree of autonomy as capabilities allow.

This role is an integrated paid work experience opportunity for Griffith HDR students to work as a Teaching Fellow. Consequently, they will be expected to participate in professional development with the aim of seeking recognition of their experience and skills through the Advance HE Professional Standards Framework.

## 2.0 Eligibility Requirements

- Enrolled in a Griffith HDR program post confirmation and at least two trimesters of prior teaching experience.

## 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 experience and in consultation with the incumbent's Academic Supervisor.*

A commitment to delivering high quality educational activities

- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching at the undergraduate level 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.
- 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.

- Where appropriate promote and enhance student learning experiences through seeking opportunities to strengthen Griffith's research / teaching nexus.
- Contribute to the enhancement of the School/Department standing and reputation by promoting the school at open days and other student recruitment activities.

A focus on personal professional development

- Continuously improve teaching practice through professional development and critical reflection informed by a range of evaluation approaches.
- Where appropriate to support personal professional development act as course convenor at the undergraduate level, with support and direction from more senior staff.
- 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.

#### 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](#).