

Position Title	Learning and Teaching Designer
Group/Portfolio	Centre for Collaborative Educational Excellence/ Deputy Vice Chancellor, Education
Classification	HEW 8
Position Number	00063790
Reports To	Senior Manager, Education Support
Employment Type	Fixed Term

1.0 Position Purpose

Learning and Teaching Designers play a key role in supporting and uplifting the curriculum, pedagogy and design of programs and courses, across a range of modes of delivery, to achieve high quality learning outcomes for students. In this position, Learning and Teaching Designers will provide support to Group-based and institution-wide learning and teaching projects to meet University priorities. Learning and Teaching Designers also contribute to the development and delivery of learning and teaching professional development to assist with capability building among staff.

Learning and Teaching Designers work collaboratively with teaching staff, subject matter experts, key stakeholders and other members of the Centre for Collaborative Educational Excellence (CCEE) to develop and design student-centred and engaging learning experiences. The focus of some roles will be on learning and teaching support within the University, reporting to the Senior Learning Designer, Group Partner; others will focus on roles focused on academic professional development and quality of teaching, reporting to the Senior Manager, Education Support.

2.0 Eligibility Requirements

- Hold a postgraduate tertiary qualification in a relevant discipline and relevant experience, or an equivalent combination of relevant experience, education and training.

3.0 Key Responsibilities

- Work collaboratively across the CCEE to contribute to the successful and effective delivery of curricular, pedagogical and design support (including professional development), aligned to Group and University priorities.
- Ensure the effective management of learning design and development projects, including:
 - managing stakeholder engagement and expectations
 - scoping projects and preparing work estimates ensuring the efficient use of project resources in collaboration with the CCEE leadership team
 - maintaining relevant documentation and data records
 - delivering outcomes in line with budget and quality objectives

- efficiently managing multiple complex projects with shared resources and competing deadlines.
- Effectively partner with academics, Groups, Central Services, students, and other key stakeholders to co-design, develop and evaluate high-quality educational experiences and professional development activities across a range of modes of delivery.
- Integrate contemporary and emerging learning, teaching, assessment, and feedback strategies and educational technologies to guide sustainable design solutions and/or build scaffolded capacity development for staff.
- Advise and support learning and teaching staff and other stakeholders, as needed, during the design, development, delivery, and evaluation of resources, courses, programs and projects that support the University's strategies, goals, objectives and standards of Griffith University.
- Critically assess and adapt existing learning and teaching resources and activities materials with consideration for accessibility, reusability, and new course and program requirements.
- Maintain sound working knowledge of University's educational systems for learning and teaching, curriculum design and delivery, as well as relevant policies and procedures.
- May be required to take on other responsibilities, commensurate with the expectations of a role at this level, which contribute to the overall objectives of the work unit.
- Ensure compliance with relevant legislation and University policies and procedures, including equity and health and 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 always communicate 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](#).