Senior Management

- Manager, Learning and Teaching

Testimonial

Key to success in this position is excellent organisational skills, ability to deal with a diversity of professional and academic staff and ability to have a strategic orientation which you can translate into the operational.

Di Selzer
Manager
Arts, Education & Law Team
Learning and Teaching

What is the job about?

The Manager (Learning and Teaching) is responsible for the oversight and management of a range of professional services, aligned to an Academic Group. These services include student literacy support and development; educational resource design and development and academic staff development in blended learning.

You are directly responsible for up to 12 professional staff based across campuses and engaged in direct client support and service delivery. The complexity of diverse professions and multiple locations poses some challenges in maintaining effective communication, team building and performance management.

To be effective in this position, you need to develop relationships and networks within Information Services, within your Academic Group and within the wider University. You are an advocate for the services your portfolio delivers and a conduit for client feedback to inform review and improvement of services.

You will need to develop an ability to think strategically, to understand the bigger picture context of decisions and encourage your staff to think more broadly than their immediate job context.

What experience do you need?

Experience in leading and managing staff is essential, particularly due to the complexities of diverse professions and multiple locations.

Ideally you will have experience in financial management as you will be required to manage your team budget; oversee fee-for-service projects and SLAs.

Qualifications and/or equivalent experience in learning and teaching will be a great asset to understanding the business of your portfolio and the broader higher education environment.

Experience in project management will assist you in monitoring projects undertaken within your team and taking appropriate action to resolve issues that may arise.

How to get here?

Essential

- Tertiary qualifications to postgraduate level or an equivalent combination of relevant experience and
Recommended

- Development of leadership and management skills can be undertaken even if you are not currently a team leader or manager.
- There are many programs on offer through Staff Development that would be valuable when preparing for this role. For further information on what is available please see the Staff Development website and then discuss with your supervisor which would be the most relevant programs for you. The team in Staff Development are also happy to help you locate the right training courses and resources.
- Other useful professional development is offered through Odyssey Training and the Australian Institute of Management.
- If you are interested in upgrading your formal qualifications, the Graduate Certificate in Higher Education can be undertaken at Griffith University and is free to Griffith staff.
- You can also undertake postgraduate qualifications in leadership and management.
- Membership to a professional organisation such as HERDSA (Higher Education Research and Development Society of Australasia)
- Be prepared to look for opportunities to develop and practise leadership and management skills through leading projects or working parties; taking a secondment to another area of the organisation or university or participate in the QULOC inter-organisational experience program.

Management

Team leader

Educational Designer

- Educational Designer

Testimonial

One of the most enjoyable aspects of being an Educational Designer is the chance to talk in depth with many different academics across many different fields about their areas of expertise. Our job is to collaborate to design experiences suitable to the pedagogical approaches of that course or program. To design experiences to enhance the learning of students, it is necessary to immerse yourself in the subject area, so continual learning is also a very satisfying part of the process. Educational Designers often get to "lead" the development process, and in some cases the development of scenarios, tools, case-studies, and applications to support the learning objectives of the course. Working within a team environment like this is also creative and rewarding as we get to collaboratively think "outside of the box".

Gary Tischer
Educational Designer
Learning and Teaching

What is the job about?

An Educational Designer (ED) works with academics to develop student centered learning experiences to enhance the learning and teaching. To achieve this, the educational designer may work alone or collaboratively within a small team including programmers, multimedia developers and graphic designers to develop learning solutions. An integral part of the ED role is also about the application of multimedia, web 2.0 and other educational technologies to provide experiences and solutions to learning objectives.
What experience do you need?

Educational Developers may be asked to work across a broad variety of subject areas so in many cases they will be working in areas they are not subject matter experts. It is necessary to have the educational knowledge and skills to guide the academic in the sound use of pedagogical learning and teaching strategies within their courses.

It is important for the Educational Designer to have experience in the field of learning and teaching, particularly where it relates to adult learners. Over the years, previous positions held by Educational Designers have been nurses, teachers, archaeologists, musicians, soldiers, programmers and lecturers. The common thread of all these people has been the desire to improve and enhance the learning experience for students.

How to get here?

There is no direct or distinct path to become an Educational Designer as many of the requirements for the role are a combination of experience and tertiary qualifications in areas including education/training/multimedia. Other avenues include "train the trainer" training, or Instructional Skills courses. Universities also provide specific training to academics that are also suitable for aspiring Educational Designers. Here at Griffith GIHE (Griffith Institute for Higher Education) provides some great starter options including: Graduate Certificate in Higher Education, along with an assortment of Professional Development activities based on skills that would certainly support an upcoming Educational Designer.

If you are interested in becoming an Educational Designer the best way to find out more would be to contact one or two EDs currently in the role.

Learning Specialist

- ICT Literacy Specialist

Testimonial

"If you love interaction with people - especially mature age and international students that may need a little TLC, this role allows that. You are able to use your skills to meet the training and support needs of students (from computer savvy to first timers) and staff (who also need skills to increase their confidence). This means catering to all levels and ensuring that everyone learns something. Helping clients to help themselves is very rewarding - clients need support and respond to good training with gratitude.

The role also allows you to form working relationships with staff across the whole University from different areas - not only INS (although I have met some great people here)

You also are continually learning in our role through:

- Staying informed regarding technology
- Problem solving - I could always train in the Microsoft Office Suite etc., however I am now a great problem solver! (learning on the job through issues students and staff have)

This means the role always feels fresh and is constantly evolving."

Nicole Duffin
ICT Literacy Specialist
Learning and Teaching (AEL)
"If you love learning, solving problems and helping people this is a job for you. We get paid to learn every day, whether it is helping a person solve a problem we have never seen before, keeping up to date with the latest versions of supported software or keeping up to date with teaching practices.

We spend a lot of time creating as we continuously improve our teaching materials and self-help resources and seek innovative ways to help people gain confidence and skills to help themselves with ICT. One thing is for sure, you will never be bored in this role.

This role saves staff and students time and frustration by introducing them to the Griffith online environment and/or the software they need to perform basic tasks like academic writing, referencing, presenting, organising and manipulating data. By helping people become comfortable with their tools, they can focus on their content."

Mary-Ann Shuker
ICT Literacy Specialist
Learning and Teaching (Health)

"I love my job as it involves helping clients become independent learners and the deep satisfaction I get every time a client says that they have learnt something useful that they can apply to their work or studies and after solving or fixing a client’s problem. Meeting people from diverse backgrounds and building that relationship over the years and seeing them complete their studies is very rewarding. I am also continuously learning something new in this job. With new software or software versions coming out every year, this job challenges me to keep up to date with the emerging technologies. This job also provides a lot of opportunities to learn new things and to study in terms of professional development which helps me focus on student learning and teaching practices."

Ameeta Prakash
ICT Literacy Specialist
Learning and Teaching (Business)

What is the job about?

This role has two parts to it - teaching and support - both aim to improve the client's literacy so that they learn to learn and can troubleshoot further obstacles by themselves.

We provide support to students and staff in standard software applications by:

- developing and running workshops
- holding computing drop-in sessions
- providing consultations and
- developing and disseminating self-help resources.

What experience do you need?

To be an ICT Literacy Specialist, you need:

- problem solving experience
- to know how to teach adults, accounting for diverse backgrounds and skill levels
- to be able to plan, promote, monitor, evaluate and continuously improve ICT literacy programs and resources, integrating them with courses where appropriate
- advanced knowledge and experience of MS Office, EndNote, Windows and Mac Operating Systems and communication technologies
- highly developed oral, written and interpersonal communication skills to teach and support clients
face-to-face, via remote desktop and telephone and via email as well as to communicate with other teams internally.

**How to get here?**

You can take a many and varied path to get here. Within INS, most likely entry point is from Library and IT Help or sideways from Remote Desktop Support.

- Attend the workshops advertised in the [Guide to learning services](#).
- Ask a current ICT Literacy Specialist to mentor you, they may be able to provide you some work for professional development.
- Get an IT and an adult teaching qualification.
- Obtain a Microsoft Office Specialist Certification.
- There are a number of professional associations/regulatory bodies that provide a wealth of useful information and professional development opportunities.
  - ElNet
  - EDUcause
  - QULOC (EndNote reference group)
- Read PC and Teaching Magazines to keep current with new offerings, e.g. [PC & Tech Authority](#) and [EDUcause](#).
- There are many programs on offer through Staff Development that would be valuable when preparing for this role. For further information on what is available please see the [Staff Development website](#) and then discuss with your supervisor which would be the most relevant programs for you. The team in Staff Development are also happy to help you locate the right training courses and resources.
- Learn to use the [Information Services Service Desk Tool](#).

**Information Literacy Librarian**

**Testimonial**

As an Information Literacy Librarian, I am responsible for the development, coordination, delivery and evaluation of information literacy programs and resources for the students of Griffith University.

All students walk into the class with different backgrounds. It is a challenge to help them at a level they feel comfortable with and bring them all up to the same information literacy level. It is always rewarding to see students learning the tools and techniques when searching and transferring those skills from one resource to the next.

If you enjoy teaching to small groups of 10 up to large groups of 300, then this is a job for you. This job provides lots of opportunities for professional development and you would be working within a small dynamic team.

Lynette Wo  
Information Literacy Librarian  
Learning and Teaching (Arts, Education and Law)

My role as an Information Literacy Librarian is all about connecting people with information and knowledge. The role involves teaching the necessary skills to not only find information but to evaluate and use that information in a meaningful way.

The most rewarding part of my job is the daily interaction with staff and students in meeting their information needs. With a mix of research, as well as face-to-face and online teaching, the role not only allows for challenging and motivating interaction but also for professional development in terms of
keeping up to speed with web based teaching tools, resources and best practices.

Working with a diverse discipline base across multiple campuses ensures that I’m challenged and motivated on a daily basis.

Jennifer Campagnolo
Information Literacy Librarian
Learning and Teaching (Health)

Information Literacy involves the set of abilities requiring individuals to know when information is needed and have the ability to locate, evaluate and use effectively the needed information. My focus therefore, as an Information Literacy Librarian, is on student learning and my role to facilitate that learning, rather than my role as the so-called "expert" in enabling students to become information literate graduates of our university. As such, I'm always alert to the "teachable moment" where I can help students become more confident and competent locators, evaluators and users of information. The "teachable moment" may take place either in the large lecture theatre setting, in small group workshop, in-discipline or generic learning contexts and feedback is sought and used to enable improvement.

Robyn Edmanson
Information Literacy Librarian
Learning and Teaching (Science, Engineering, Environment & Technology)

What is the job about?

Information Literacy Librarians develop, coordinate, deliver and evaluate information literacy programs and resources for staff and students. This includes developing and delivering face-to-face instruction and creating and maintaining online resources. They create and deliver content for specific cohorts of students and also support the teaching and learning needs of the whole student body.

Situated within Learning and Teaching discipline teams, Information Literacy Librarians work with colleagues to provide information literacy workshops which fit within the suite of generic skills workshops offered by L&T, which also include academic skills and computing programs. Each Information Literacy Librarian also works within their discipline-specific team to create resources for the relevant student cohort. These include lectures, workshops, common time sessions and online materials that cover how to effectively find, use and evaluate information for assessment. Sessions may be as short as 30 minutes once a semester, as long as two hours on a weekly basis, or a series of short videos depending on the requirements of the course, convenor and students. As well as face to face sessions, Information Literacy Librarians are responsible for online content such as self-help researching & referencing material on the Library website.

Online material that Information Literacy Librarians have been responsible for creating and maintaining includes:

- Library Research Tutorial
- Elements of the Academic Integrity Tutorial
- Referencing Tool
- Library Searching 101 Video

As the only librarians within Learning & Teaching, Information Literacy Librarians are representative on a number of committees that deal with relevant library resources that require support from a range of relevant
stakeholders, for example the Library Management System Module Owner's Group which covers Millennium and LibrarySearch, and EndNote. New technologies are constantly evolving so it is important to stay up to date and this role provides the opportunity for a lot of professional development in the areas of emerging technology, educating adults and librarianship.

As there are only a few Information Literacy Librarians to service the whole university the role is very busy so this is a role for someone with energy, enthusiasm and passion.

What experience do you need?

To be an Information Literacy Librarian, you need:

- to be a qualified librarian
- to know how to teach adults, accounting for diverse backgrounds and skill levels
- to be able to plan, promote, monitor, evaluate and continuously improve information literacy programs and resources, integrating them with courses where appropriate
- knowledge and experience of MS Office and EndNote
- highly developed oral, written and interpersonal communication skills to teach and support clients face-to-face, via telephone and email as well as to communicate with other teams internally.

How to get here?

Essential

- To become a librarian in Australia, you need to obtain a degree that is accredited by the Australian Library and Information Association (ALIA) to allow you to become an Associate (professional) member. This may be an undergraduate or postgraduate degree, the details of accredited courses are available here.

Recommended

- The role of Information Literacy Librarian also requires relevant experience in teaching information skills, and reference and information work, preferably in a university environment.
- Professional development opportunities include formal training available through ALIA PD, informal training opportunities through attending industry events, conference attendance and other similar events.
- There are many programs on offer through Staff Development that would be valuable when preparing for this role. For further information on what is available please see the Staff Development website and then discuss with your supervisor which would be the most relevant programs for you. The team in Staff Development are also happy to help you locate the right training courses and resources.

- Learning Adviser

Testimonial

I find it rewarding to see students make vast improvements in their understanding of the academic context, and then put strategies into place which make them feel more empowered.

I enjoy the contact with the students and other staff members from various parts of the university. I really enjoy teaching and that forms the basis of this role.

Working with academics to promote effective student learning is very satisfying.

It is rewarding to hear from students when they attribute your support and suggestions to improved marks. For example a student writes: “The sessions provided made all the difference with regards to my essay structure and overall results. With your invaluable suggestions and guidance, I was blessed
in receiving two high distinctions for both essays in semester 1 and 2."

What is the job about?

Learning Advisers are professional educators who work across the university to support students in developing their academic skills by:

- developing and/or delivering academic skills components embedded within courses;
- facilitating interactive co-curricular workshops on topics such as time management; reading and note taking effectively; critical thinking; oral presentations; academic writing and exam strategies;
- providing individual and group consultations to students using a variety of methods including face to face, telephone and email;
- developing, implementing and evaluating learning programs and resources;
- collaborating with university staff and the broader academic community concerning student learning needs, approaches to teaching, assessment, curriculum development, academic literacy and transition to university.

What experience do you need?

Extensive student-centred teaching experience in a tertiary context is required. Learning advisers need to have experience in developing, teaching and assessing units of work in credit bearing university courses. You will need to be able to assess academic skills literacy and teach academic skills to students from diverse backgrounds. It is essential that you are a team player in order to work effectively with other learning advisers and colleagues within Information Services, as well as academics and other university staff. You will have held one or more academic teaching positions.

How to get here?

**Essential**

A Bachelor degree with subsequent relevant student-centred experience is essential. It is desirable to have a postgraduate degree in education or a related discipline. Within Information Services, there are no direct entry points to this role due to the requirement for extensive university teaching experience.

**Recommended**

Membership of professional associations such as AALL (Association for Academic Language and Learning), HERDSA (Higher Education Research and Development Society of Australasia), and ATLAANZ (Association of Tertiary Learning Advisors of Aotearoa/New Zealand) is recommended. Attending conferences organised by these associations, the First Year in Higher Education Conference and other forums (internal and external) is essential to keep abreast of emerging trends in the higher education sector.

There are a number of short courses available through Griffith University Staff Development that may also help prepare someone for this role. As these offerings change regularly, check the Staff Development website to see what is available.

If you are considering other formal qualifications, the Graduate Certificate in Higher Education can be undertaken at Griffith University. This qualification is free to Griffith staff.

- **Blended Learning Advisor**

  **Testimonial**
The best thing about being a Blended Learning Adviser is that I get to make a difference in the student learning experience. I advise academics on how technology can best support their teaching aims and support them in the use of their chosen technologies. The role is all about relationships, building rapport and trust with the academics, and collaborating with your peers. I enjoy being a Blended Learning Advisor as I get to manage projects, learn new skills, develop relationships and collaborate with very talented people.

Lenka Boorer

I love working as a Blended Learning Advisor. I get to help experts in their discipline incorporate technology in their teaching to improve the student experience. This may involve advising what is available or helping troubleshoot when problems are encountered or training staff in new products (for example, the Blackboard upgrade). I love helping people and I love technology, so this is an ideal role for me.

Mary-Ann Shuker

What is the job about?

The position is managed by the Dean (Learning and Teaching) and works in collaboration with academic colleagues within the Academic Group, GIHE and FLAS to:

- Increase the uptake and usage of appropriate information and communication technologies (ICTs) in the delivery of learning and teaching to improve the student’s learning experience.
- Increase capability of academic colleagues in the appropriate knowledge and use of ICTs in the enhancement of their learning and teaching practices.
- Support the implementation of Griffith University’s Learning and Teaching strategies.

What experience do you need?

- Tertiary qualifications in a relevant discipline and/or an equivalent combination of relevant experience, education and training.
- Demonstrated ability to plan and deliver academic professional development programs and resources.
- Proven experience in the design of student-centred learning experiences and resources using a variety of media including web, audio, video, CDRom, DVD.
- Demonstrated knowledge of all aspects of the multimedia development lifecycle, including the ability to provide appropriate support in the design and development of quality educational multimedia projects.
- Demonstrated knowledge of current industry trends and active participation in remaining abreast of current applicable technologies.
- Demonstrated ability to work on a variety of jobs simultaneously, and to respond to the needs of individual projects by setting own priorities or working to established priorities.
- Demonstrated interpersonal and professional communication skills to be able to effectively communicate with a variety of academics at different levels within the Academic Group, and wider University community.
- Demonstrated knowledge of and proven experience in the use of use of a Learning Management System e.g. Blackboard.

How to get here?

- Tertiary qualifications and experience in Adult Education, Training and Development or Higher Education would help you achieve this role.
- Within Griffith, experience as an Educational Designer, an Academic or an ICT Literacy Specialist
helps develop required skills.
- Creating and managing a course or organisation within Learning@Griffith (Blackboard) is highly relevant.

**Training Specialist**

- **Library and IT Help Trainer**

**Testimonial**

I really enjoy getting away from my desk, meeting with team members across all campuses and participating together in learning experiences that increase their capacity to work well within the team and provide excellent service for the staff and students of the University. I most enjoy finding out what is new, under development, and being able to assist in delivering these changes by providing training to staff. It is vital that LITH staff be kept in the loop and are equipped to support staff and students at their point of need. I see my job as being the one who goes running around looking for 'loops' to jump into.

Felicity Berends
Library and IT Help Trainer
Information Services

**What is the job about?**

The Library and IT Help (LITH) Trainer works with LITH staff, ensuring they have all the information they need to perform their duties as a first port of call for any staff or student with IT or Library related enquiries.

Within Information Services (INS) there is always change; to the processes of other support teams (requiring LITH to make changes to the way we work) or to the products and services offered by INS and the University as a whole. It is the job of the LITH Trainer to keep abreast of all these changes and inform LITH staff of anything that may impact on the work they do or how they do it.

Training is conducted fortnightly, however, the LITH Trainer is in constant communication with the LITH team, representatives from project teams in INS and other INS team leaders, and with other closely associated teams such as Student Administration. This requires a lot of time and attention to detail as information is gathered, collated, and prepared to be distributed out to the LITH team in the most appropriate way.

The LITH Trainer works closely with the LITH Team Leaders but reports to the LITH Manager. There is very little supervision provided, requiring a great degree of self motivation and initiative.

The LITH Trainer has additional duties at present:

- Service Desk tool (SDT) Administrator & meet regularly with other SDT Administrators, LITH Team Leaders and a CTS team leader to discuss continual improvement of the SDT.
- Service desk tool (SDT) Trainer - co-ordinate the other SDT Trainers (also LITH staff) and participate in the management of SDT Training materials, SDT Web pages and implementation of SDT Forums (where INS staff can meet to learn more about and discuss issues related to the SDT).
- As a senior LITH Team member the LITH Trainer is occasionally asked to be a LITH representative at other INS meetings (e.g Change Advisory Board, Enrolment Preparation meetings).

**What experience do you need?**
First and foremost you need to know what Library and IT Help does, and how they do it. In addition the following is essential:

- **Behavioural attributes:**
  - A self motivated problem solver with attention to detail. There will be many times when you are called upon by other LITH staff to help them find a resolution for a client. It is a great opportunity to train the staff member as well as find a resolution for the client.
  - Flexibility to allow for training to be dictated by staff/roster changes, project timeline changes, staff questions and concerns during training sessions, etc..
  - Highly developed oral, written and interpersonal communication skills to teach and support LITH staff face-to-face, online (L@G, or Wimba), via chat and telephone and via email; as well as to communicate with other teams internally.
  - Highly organised, able to co-ordinate the booking of rooms and resources, guest presenters, visits of LITH staff to other support teams and vice versa, whilst accommodating LITH rosters and the need to adequately staff all our service points.
  - Must be always willing to learn and share that learning with others

- **Work experience/skills:**
  - able to plan, deliver, evaluate and continuously improve training programs and resources, timing training with planned changes within INS where appropriate. I spent 6 months as an Academic Librarian where I developed and delivered Information Literacy training to groups of students, as well as conducting one-on-one training/reference help.
  - experience in teaching adults, accounting for diverse backgrounds and skill levels. Look for staff development courses that will give you guidance on preparing and delivering training to adults. I would recommend a Certificate IV in Training and Assessment for those with no background in training or education.
  - advanced knowledge of LITH policies and procedures

- **Computing experience**
  - knowledge and experience of MS Office, Windows and Mac Operating Systems, L@G, and communication technologies
  - advanced knowledge of the SDT

**How to get here?**

- To become the Library and IT Help Trainer I would recommend working for at least a year in LITH. It is essential to the Trainer role that you have a comprehensive knowledge of the LITH team, its roles and responsibilities, policies and procedures.
- Staff within Library and IT Help generally are qualified (or working towards their University qualifications) in either Library and Information Management or in Information Technology (IT).
- A certificate IV in Training and Assessment will prepare you well for the role of training staff within the workplace.
- Don't forget there is plenty of in-house training offered that will help in preparing you for a training role. The Staff development website regularly holds training specific to public speaking and presenting to groups, training and facilitation of groups, effective communication, and many other skills that would be beneficial in a trainer.

**Lending Services Trainer**

**Testimonial**
Being the Lending Services Trainer is a challenging and rewarding undertaking. It requires versatility, patience, and a willingness to learn and evolve. As the Trainer, I have the opportunity to work across all campus libraries and enjoy interacting with different teams on a regular basis. The Lending Services team is full of knowledgeable, hard-working staff dedicated to providing quality front-line customer service and it is my responsibility to nurture that ethic by offering a high level of staff education.

Krystle Dyson
Lending Services Trainer
Scholarly Information and Research

What is the job about?

The Lending Services Trainer is responsible for the delivery of introductory training for new staff and regular refresher training for all Lending Customer Service Officers. This involves identifying and addressing knowledge gaps within Lending Services to enable a consistent and customer focused service approach.

The Trainer develops and delivers training to meet the needs of a variety of training styles, and ensures training is associated with current and new services. This requires the Trainer to regularly liaise with other service groups in order to learn and communicate relevant changes as they happen.

The role also requires regular performance of direct customer service duties such as desk, roving and other support roles.

Additionally, the trainer is responsible for keeping procedure documentation up to date and is involved in the maintenance of knowledge databases.

What experience do you need?

To be successful in this position it is necessary to have a good working knowledge of library management systems and Lending policies and procedures. A background in customer service is also crucial.

The Trainer must have excellent written and verbal communication skills, and the ability to work independently and as part of a team. It is a position that suits a self-motivated worker who has the ability to adapt to changing environments and foster that ability in others.

How to get here?

- A Certificate IV in Workplace Training and Assessment is the desired formal qualification.
- As the Trainer is required to travel between all campuses regularly a current drivers license is essential.
- There are a number of Griffith Staff Development programs and workshops offered relating to leadership that would be valuable when preparing for this role. For further information on what programs and workshops are offered see the Staff Development website.

Graduate/Entry Level