

# Ameena Payne

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## Objective

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As a creative educator and mentor grounded in a teaching ethos of dissent, critical inquiry, and community, I seek opportunities to work at the intersection of education and collective action, where mentoring, research, and pedagogy unite to inspire growth. Recognised for teaching excellence and leadership, I actively leverage radical and communal imagination to challenge conventional norms in educational practices that center student voices, dismantle barriers to access, and encourage collaborative, transformative learning. My goal is to work with like-minded individuals and organisations to create meaningful learning environments that support growth and drive positive outcomes.

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## Experience

November 2024 - Current

**Research Assistant** *University of Technology Sydney*

I contribute to the 'Disrupting the school-to-prison pipeline' project led by Dr. Archie Thomas. My primary role involves transcribing interview data, ensuring accuracy and attention to detail to preserve the integrity of participants' accounts. Funded by the James Martin Institute of Public Policy, this project supports the work of the National Indigenous Youth Education Coalition (NIYEC).

July 2023 - July 2024

**Research Assistant** *University of Melbourne*

I assisted with 'Examining the social, historical and political effects of school discipline', a project funded by the Australian Research Council and led by Dr. Sophie Rudolph. My role involved conducting a critical literature review on non-punitive approaches to student disruption and assisting with drafting and refining academic outputs. This work played a key role in the publication *Understanding school discipline and exclusion in Australia: key issues* in the *Australian Educational Researcher* (Rudolph et al., 2024).

August 2023 - October 2024

**Casual Academic** *Deakin University*

In this role, I applied my knowledge of current threats to academic integrity, including issues surrounding the misuse of generative AI (genAI) tools, to maintain compliance with institutional policies. I assessed student work for postgraduate units EEE741 Designing and Implementing Assessment for Learning in Higher Education (Trimester 1, 2024) and EEE742 Establishing Effective and Inclusive Learning Environments in Higher Education (Trimester 2, 2023 and 2024), contributing to high-quality teaching, meeting learning requirements, and supporting flexible subject offerings.

# Experience

May 2018 - February 2022

*Online Education Services*

I worked in various roles, focusing on teaching and student support. As a Vocational Education Trainer and Assessor, I designed and delivered business-focused training programs, offering personalised feedback to boost student growth. I also served as an eLearning Advisor, helping students with online learning and consistently earning recognition for teaching excellence. Earlier on, I supported students in navigating their academic journey as a Student Advisor and Student Services Advisor, ensuring smooth course progression and providing tailored guidance.

May 2019 - February 2022

**Vocational Trainer & Assessor**, *Online Education Services*

I was responsible for designing and delivering units such as BSBXCM501 Lead Communication in the Workplace and BSBWOR501 Manage Personal Work Priorities. I assessed managers from Lululemon Athletica Australia | New Zealand, providing detailed feedback that helped improve their professional skills. I also delivered training for other business-focused units, including BSBMGT502 Manage People Performance and BSBPMG522 Undertake Project Work. I successfully completed student assessments under tight deadlines and was recognised for my personalised feedback and contributions to continuous improvement in the training programmes.

May 2019 - October 2021

**eLearning Advisor**, *Online Education Services*

I facilitated Swinburne Online undergraduate units, including EDU10024: Academic Skills for Success and COM10011: Learning and Communicating for Innovative Business Practice. I investigated cases of academic misconduct, including detecting outsourced assessments and establishing authorship using metadata and other investigative techniques. Additionally, I leveraged detection technologies, such as TurnItIn, and proactive strategies to uphold academic standards and encourage a culture of integrity. I supported students through academic integrity challenges and maintained a strong online presence, ensuring an engaging learning experience. My efforts were consistently recognised, earning me the Academic Executive Director's Commendation for Teaching Excellence multiple times.

December 2018 - May 2020

**Student Advisor**, *Online Education Services*

I provided personalised academic support, including mental health and wellbeing assistance to Swinburne Online, Western Sydney Online and QUT Online. I responded to academic integrity concerns and directed students to academic integrity resources to support ethical practices. I developed a solution for managing mental health escalations across three university partners, boosting advisor confidence and enhancing student support. Additionally, I handled course progression and design using StudentOne and Callista, maintaining accurate student records and enrolments.

May 2018 - December 2018

**Student Services Advisor**

I facilitated smooth communication and coordination between internal teams, including Program Directors and Student Advisors. I provided course progression advice to students across multiple curriculums, processed student lifecycle functions such as exemptions, internal transfers, and deferrals, and ensured timely resolution of queries. My contributions were recognised for their effectiveness, leading to a promotion to Student Advisor. I also received an Acknowledgement of Excellence in July 2018 for my communication and problem-solving skills.

## Education

March 2022 - Current

**Doctor of Philosophy (Education) Deakin University**

I planned and executed a phenomenological inquiry into internationalised master's students' feedback experiences. Guided by Prof. Margaret Bearman, Dr. Jessica Holloway, and Dr. Tim Chambers, I uphold strict ethical standards, manage sensitive data, and am elevating my skills in problem-solving, communication, teamwork, and qualitative research.

July 2023 - July 2024

**Master of Education Deakin University**

Under the supervision of Prof. Rola Ajjawi and Dr. Jessica Holloway, I conducted research published as *Humanising feedback encounters: A qualitative study of relational literacies for teachers engaging in technology-enhanced feedback in Assessment & Evaluation in Higher Education* (Payne et al., 2022). This work demonstrated autonomy, initiative, and adaptability, as well as the ability to effectively communicate findings to specialist and non-specialist audiences. Through this program, I developed strong skills in collaboration, ethical research practices, and disseminating impactful insights to the academic community.

February 2019 - December 2019

**Graduate Certificate of Learning & Teaching (Higher Education) Swinburne University**

I developed creative approaches to curriculum design and delivery, including integrating digital technologies across on-campus, blended, and fully online modes. This program enhanced my ability to create engaging, student-centered learning experiences and apply innovative teaching practices in higher education settings.

January 2018

**Certificate IV in Training and Assessment (TAE40116) CBD College**

**References available upon request**