Graduate Student Teacher (GST) Program, 2023–24
Division of Academic and Public Programs, Harvard Art Museums
Paid position, open to all Harvard University graduate students
Work-study eligible

The Harvard Art Museums seek up to ten Graduate Student Teachers (GSTs) for a year-long high school gallery teaching program. This program is offered by the Harvard Art Museums’ Division of Academic and Public Programs (DAPP) in collaboration with the Cambridge Rindge and Latin School (CRLS), Cambridge’s only public high school. GSTs explore different approaches to gallery teaching for high school students, build multi-visit partnerships with high school teachers, use visual art as a tool for teaching a variety of academic subjects, and help develop and foster a museum-going identity and museum literacy among local teens. The program is open to all Harvard University graduate students interested in object-based interdisciplinary teaching at the high school level. This program is a year-long commitment, with the possibility to continue for a second year for those enrolled at Harvard in 2024-25.

Program components:
• Graduate Student Teachers (GSTs) will work collaboratively to develop and lead interactive gallery lessons for CRLS students that promote close observation, critical thinking, and deep engagement with the museums’ collections.
• GSTs will teach CRLS students how museums can become resources for their academic and personal growth. They will actively contribute to the development of a museum-going identity among CRLS students, including through a program designed to familiarize 9th-graders with the museums and how they work.
• GSTs will partner closely with individual CRLS teachers and classes, creating semester-long multi-visit partnerships that build museum literacy for students and link the museums’ collections to course curricula in subjects such as studio art, Spanish language, and world history.
• GSTs will be matched with between one and three classes per semester, teaching approximately three lessons for each class.
• GSTs will collaborate with their cohort throughout their time in the program, workshopping their lesson plans in a group setting and teaching their CRLS lessons in pairs or groups of three.
• GSTs will participate in assessment and self-assessment of their teaching.
• Training will draw on scholarship from art history, museum pedagogy, and a variety of other fields. GSTs will build their own museum literacy by learning directly from educators, curators, conservators, and each other during behind-the-scenes museum tours, workshops, and weekly training sessions.
• Program participants will gain valuable object-based teaching experience and research skills; develop a portfolio of lesson plans that demonstrates a broad knowledge of object-based teaching; apply the approaches learned in weekly training sessions to CRLS class visits; and acquire valuable experience developing multi-visit museum/classroom partnerships.
Compensation
$20/hr.
This position is work-study eligible.
Field Education or Field Experience credit is encouraged, where applicable.

Time Commitment
• August 23, 2023–May 24, 2024, excluding Harvard breaks; a mandatory orientation for new GSTs will be scheduled for late August.
• Hours will vary week to week depending on the GST training schedule, the CRLS teaching schedule, and any other projects the GST is working on; teaching schedules are based on the GST’s teaching partners’ and CRLS class availability.
• 5-15 hours per week, with more opportunities for hours from the second half of the fall semester onward, after the GSTs complete their initial teaching training. GSTs will begin to teach gallery visits in late October or early November.
• GSTs will work with up to three CRLS classes per semester and will teach in collaboration with 1-2 other GSTs for each class. Typically, GSTs teach approximately twelve gallery visits per semester.
• GSTs must commit to the program for the entire academic year, consider it a priority in their schedules, and attend a mandatory weekly meeting on Wednesdays from 10am-12pm in person at the Harvard Art Museums.
• GSTs must be available to teach some days per week during high school hours (9am-3pm).
• Opportunities for additional hours may include further teaching, research, evaluation, personal projects related to high school audiences, and field trips.

Position Requirements
Graduate students of all backgrounds with an interest in teaching with art museum collections and resources are encouraged to apply. An interest in the development of a museum-going identity and museum literacy among local high school students is required. Experience teaching at the high school level in the classroom, in museums, or in other art-related programs, or related teaching experience with high school students, is preferred but not required. A background in art history would be an asset but is not required. Passionate and experienced museumgoers preferred. Both part-time and full-time students are encouraged to apply. Spanish-speaking students are strongly encouraged to apply. GSTs must commit to the position for the full 2023-24 academic year.

Physical Requirements
GSTs must be able to move through the museums’ building during their training and teaching, making stops in multiple locations for 30 minutes or more, and travelling to CRLS (down the street from the museums) periodically.

How to Apply
Applications, comprising a cover letter and résumé or CV, must be submitted via email to Dr. Jen Thum (she/her, Associate Director of Academic Engagement and Campus Partnerships and Research Curator) at jennifer_thum@harvard.edu. Please use the subject line GST Application in your message.
Applications will be accepted and reviewed on a rolling basis until August 7th; please submit your application as soon as possible for early consideration. Qualified applicants will be contacted for Zoom or in-person interviews. Hiring decisions will be made on a rolling basis and completed by the August start date. A mandatory orientation for new GSTs will be scheduled for late August.

Contact Dr. Jen Thum (information above) or Sarah Lieberman (she/her, Cunningham Fellow in Academic and Public Programs, sarah_lieberman@harvard.edu) with any questions.

This position requires the following pre-employment screenings: Identity and Criminal.