



## POSITION DESCRIPTION

Department of Paediatrics  
Melbourne Medical School  
Faculty of Medicine, Dentistry and Health Sciences

### Project Support Officer - Community Educational Engagement Program

<b>POSITION NO</b>	0043900
<b>CLASSIFICATION</b>	PSC 6
<b>SALARY</b>	\$51.74 per hour
<b>SUPERANNUATION</b>	Employer contribution of 9.5%
<b>WORKING HOURS</b>	Casual 21.75 hrs/week
<b>BASIS OF EMPLOYMENT</b>	Casual
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>CURRENT OCCUPANT</b>	New
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Helen Enright Tel +61 3 9345 4108 <a href="mailto:Helen.enright@unimelb.edu.au">Helen.enright@unimelb.edu.au</a>  <i>Please do not send your application to this contact</i>

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[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Summary***

As the Lead for education on the Melbourne Children's Campus, the Department of Paediatrics is custodian of an exciting new teaching and learning project. The *Enhancing Campus Education for the Long Term* grant, awarded by the RCH Foundation, aims to develop a campus-based educational framework encompassing all educational activities on the campus to enhance education, training and professional development for all clinical personnel. The Campus partners, the Royal Children's Hospital, the Murdoch Children's Research Institute and the University of Melbourne, work together to deliver high quality clinical services underpinned by research and education and have a commitment to improving the quality, methodology, evaluation and cost effectiveness of all educational activities on the campus.

A significant program in this is the Community Educational Engagement Program (CEEP). Working under the broad direction of the Teaching & Learning Coordinator (the project lead), the *Project Support Officer - Community Educational Engagement Program* will work to implement components of a suite of Education programs for the Victorian health care community and the schools based health education program. This is an existing program that has already been developed and operating for one year.

The Project Support Officer will contribute to two programs: the "Hands on Heads" school based program and the GP Educational Partnership Program.. The incumbent will work with a number of stakeholders at RCH, the Department of Paediatrics and in the community. These include the GP Liaison Unit, the Doctor of Medicine Paediatric Teaching Team and numerous secondary schools across Victoria.

The incumbent will primarily focus on contributing to the Hands on HEADSS program which brings together high school students and medical students in a workshop to build communication skills in medical students and health literacy skills in High school students. The students are trained in school in preparation for a workshop with medical students. This would involve a program of school visits, training of new school staff in the Hands on HEADSS teaching methodology and coordinating school excursions to RCH for the workshop.. As the school based program will be largely staffed by Medical students from the University of Melbourne, the Project Support Officer will liaise with key education faculty in the Faculty of Medicine and Health Sciences at the University to contribute to the program.

This position requires a high degree of initiative and self-management to deal with the range of functions and tasks involved. The position reports to the Teaching & Learning Coordinator, Ms Helen Enright. The incumbent will also work closely with a second Project Support Officer (1.0 FTE) and an Educational Technologist (1.0FTE) on these educational programs.

### ***1. Key Responsibilities***

Under the direction of the Teaching and Learning Coordinator, the Project Support Officer will contribute to two major education programs within the CEEP program. Program 1 is the Hands on HEADSS program and Program 2 is the GP Education Program.

#### **1.1 HANDS ON HEADS PROGRAM**

- ▶ Contribute to the Hands on HEADSS education program including:
  - Identification and recruitment of new schools
  - Training new staff members in the Hands on Heads teaching/facilitation methodology

- Conducting preparation sessions with secondary students for their first workshop
  - Supporting teachers and students for their first workshop/s
  - Conduct re-fresher trainings for teachers and students at already participating secondary schools in order to re-engage and strengthen the existing partnerships
- ▶ Oversee the quality of the education program and provide support for school staff in program implementation.
  - ▶ Contribute to the ongoing schools newsletter
  - ▶ Contribute to Hands on HEADSS resource development and updating

## 1.2 EDUCATION PROGRAM

- ▶ Contribute to the GP education working group to work collaboratively with the Primary Care Liaison Unit, other RCH practitioners.
- ▶ Contribute to the running of a Primary Care Education conference in November 2017
- ▶ Contribute to the development, publication and accreditation of online GP education resources under the guidance and training of the second Project Support Officer

## 1.3 BOTH PROGRAMS

- ▶ Contribute to collection of measurable outcomes of program success
- ▶ Develop effective relationships, alliances and networks within the RCH, schools and within the Victorian community to foster the development and implementation of the two programs.
- ▶ Ensure best practice standards of education delivery through quality assessment and evaluation;
- ▶ Organise and participate in CEEP program working group meetings, perform administrative duties and other committee support activities
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

## ***2. Job Complexity, Skills, Knowledge***

### 2.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Project Support Officer reports to the Teaching & Learning Coordinator and operates under their broad direction. The position has a degree of autonomy and the opportunity to exercise initiative and innovation in carrying out the delegated tasks

The Project Support Officer will receive broad direction on the tasks required and the incumbent is expected to routinely make independent decisions and produce complete tasks with direct input on a daily basis. Complex decisions may be taken in liaison with the supervisor.

### 2.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent is expected to contribute to improving the performance of the CEEP programs by identifying problems, exploring options, developing and testing processes and systems and implementing solutions

The occupant will be responsible for individual time management and be expected to use initiative in prioritising work, balancing a range of tasks simultaneously and undertaking these efficiently.

### 2.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent will work strategically and collaboratively with the two CEEP working groups and other leaders across Medical education to ensure the provision of quality Education programs. This will require development of a good understanding of the inter-relationships between a broad range of activities undertaken across the campus. Knowledge of the pedagogical principles underpinning education will be applied in all activities.

### 2.4 RESOURCE MANAGEMENT

The Project Support Officer is responsible for directly managing his/her own time resources, adopting the most efficient and effective solutions, bring the requirement of additional resources or tools to the attention of supervisors as necessary.

### 2.5 BREADTH OF THE POSITION

The Program Officer will interact with clinicians, academics and professionals in the community and will be required to negotiate the complex interface between units and areas of the University, the Royal Children's Hospital and the Secondary School sector.

## 3. *Selection Criteria*

### 3.1 ESSENTIAL

- ▶ Qualifications in a relevant education area
- ▶ Previous experience in teaching and learning in Victorian school settings
- ▶ Demonstrated capability of developing a good working relationship with a range of stakeholders eg: clinicians, teachers adolescents and other professionals at all levels in hospitals and the community.
- ▶ Highly developed interpersonal, written and verbal communication skills and a demonstrated ability to effectively engage and influence people at all levels as well as work as a member of a team.
- ▶ Proven ability to think laterally and develop creative approaches, to analyse and prioritise diverse detailed information and to convert ideas and objectives into actions
- ▶ Capacity and willingness to actively contribute to the running of the Community Educational Engagement program in the hospital and community setting.
- ▶ Outstanding organisational skills with the ability to develop and achieve clear goals and to effectively prioritise the competing demands of a complex project
- ▶ A high level of self-motivation and solution-focus coupled with the ability to utilise initiative to achieve objectives, working independently as well as a member of a team

### 3.2 DESIRABLE

- ▶ Previous experience working in educational research

### 3.3 SPECIAL REQUIREMENTS

- ▶ As this position is located at The Royal Children's Hospital, the incumbent will be required to hold and maintain a current Working with Children Assessment Notice valid for paid-work <http://justice.vic.gov.au/workingwithchildren> and current police check

## 4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to service for excellence and reach the targets of Growing Esteem.

## 5. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

## 6. *Other Information*

### 6.1 THE DEPARTMENT OF PAEDIATRICS

<http://medicine.unimelb.edu.au/school-structure/paediatrics>

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located with the hospital in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the School of Medicine. The Department has responsibility for the Child & Adolescent Health component of the Doctor of Medicine course of the School. There are approximately 80 academic and professional staff, 270 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Scholarly Selective component of the MD course. In 2014, the total research income for the Department was nearly \$6M and members of the Department published more than 550 peer reviewed publications.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy and also to broader aspects of health policy at a national and state level.

Working with its partners, The Royal Children's Hospital and the Murdoch Childrens Research Institute, the University's Department of Paediatrics' vision for the Royal Children's Hospital campus is to be an integrated research, teaching and clinical institute (and environment) with the overall aim of benefiting child and adolescent health.

## 6.2 MELBOURNE MEDICAL SCHOOL

[www.medicine.unimelb.edu.au](http://www.medicine.unimelb.edu.au)

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

### 6.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

[www.mdhs.unimelb.edu.au](http://www.mdhs.unimelb.edu.au)

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

### 6.4 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

### 6.5 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and

reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

## 6.6 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>