Educational Technologist (Accessibility)

Student and Scholarly Services
Chief Operating Officer Portfolio

POSITION DESCRIPTION

POSITION NUMBER
0057080

PROFESSIONAL CLASSIFICATION
STANDARD/SALARY
UOM 6 - $92,749 - $100,397 per annum

SUPERANNUATION
Employer contribution of 17%

WORKING HOURS
Full Time (1 FTE)

BASIS OF EMPLOYMENT
Continuing

HOW TO APPLY
Go to http://about.unimelb.edu.au/careers, under Current staff or Prospective staff, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’) and search for the position by title or number.

CONTACT
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Please do not send your application to this contact

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers
ACKNOWLEDGEMENT OF COUNTRY

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).
The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.
We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.
We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

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

Find out more about the University’s strategy, ‘Advancing Melbourne’, at https://about.unimelb.edu.au/strategy/advancing-melbourne

CHIEF OPERATING OFFICER PORTFOLIO

The Chief Operating Officer (COO) Portfolio enables quality outcomes for students, staff and partners by delivering University-wide services and operational support to meet the organisation's evolving needs and strategic goals. The portfolio also works in partnership with teams across the University to drive innovation, transformation and improved performance, within and across functions. It is responsible for functions relating to the University’s finances, property, technology, legal and risk management, student and academic support, research and innovation services, operational performance, business services and sustainability.

The COO Portfolio is comprised of seven sub-portfolios:

- Business Services
- Chief Finance Officer Group
STUDENT AND SCHOLARLY SERVICES

Student and Scholarly Services provides student administration and services from recruitment and point of enquiry to graduation. This team also delivers wellbeing and scholarly services to students and staff.

Teaching and Learning Innovation >> Learning Environments

Learning Environments is the central teaching and learning support group and is part of the Teaching, Learning Innovation (TLI) portfolio in Scholarly Services. The team enables the University’s scholarly and learning community to enrich and extend academic achievement through the effective use of world-class learning environments, technologies and media. For more information about us, visit: https://le.unimelb.edu.au/

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 Advancing Melbourne strategy that addresses 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 strive for excellence and reach the targets of Advancing Melbourne.

ABOUT THE ROLE
Position Purpose:

The Educational Technologist (Accessibility) will provide specialist and expert guidance and support around the provision of equitable access (with a focus on supporting student and staff engagement with
diverse abilities and requirements) to educational technologies, online educational resources, online and digital teaching and learning activities and assessments for students and instructional and support staff in their learning and teaching.

This position plays a crucial part in fostering and directly supporting inclusive digital learning environments that value diversity, remove barriers, and support the learning success of every student. The role will be part of the Academic Systems and Digital Experience Team and will work with colleagues in helping to support TLI staff and faculty staff to facilitate the implementation of accessible practices in teaching and learning using educational technologies and digital services and resources of TLI, and contribute to the provision of support, guidance and general resources for students with diverse abilities in undertaking their learning.

The focus of this position is in providing high quality advice and support in the development of best practice teaching, learning and assessment initiatives that consider accessibility alongside testing, reviewing and providing advice on accessibility within the current and emerging centrally supported educational technology suite of the University. This will require the incumbent to liaison with other TLI staff and stakeholders within the university, such as faculty representatives and groups, and requires knowledge of the university’s strategy and other policy frameworks.

The Educational Technologist (Accessibility) will report to the Manager, Academic Systems Support.

Reporting line: Manager teaching and learning support
No. of direct reports: 0
No. of indirect reports: 0

**Key Dimensions and Responsibilities:**

Task level: Moderate
Organisational knowledge: Moderate
Judgement: Moderate
Operational context: Institution Wide

OH&S and compliance: 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. These include general staff responsibilities and those additional responsibilities that apply for managers, supervisors and other personnel. Specific responsibilities for the role are available at http://safety.unimelb.edu.au/topics/responsibilities/.

Staff must comply with all relevant requirements under the University’s risk management framework including legislation, statutes, regulations and policies.
Core Accountabilities:

- Provide direct support, advice, and assist with the creation and maintenance of guides and resources for teaching and support staff on accessibility in teaching and learning, utilising the University suite of enterprise educational technologies.
- Provide support and advice to TLI management and colleagues on accessibility considerations with the University's suite of enterprise educational technologies, providing key accessibility advice into the ASDE team, teaching and learning support team and other teams within TLI and Scholarly Services.
- Support learning designers, support staff and teaching staff in the development of accessible online and blended subjects, courses and teaching materials.
- Support the delivery of workshops and training sessions for teaching staff and staff to increase awareness and understanding of accessibility principles, inclusive teaching, best practices, and assistive technologies.
- Test and evaluate the useability, capability and accessibility of the services and tools that are in the University's suite of enterprise educational technologies and when requested undertake the investigation of candidate services and technologies and provide recommendations and advice to management.
- Work closely with the Student Equity and Disability Services (SEDS) team office to ensure support, advice and guidance resources are aligned with the implementation of approved reasonable accommodations for students with disabilities, ensuring that their needs are met while maintaining academic rigor and integrity.
- Contribute to the promotion of a culture of diversity and inclusiveness of accessibility within the university community, encouraging inclusive teaching and learning practices.
- Advocate for students' accessibility needs and provide support and advice to management on identified challenges and opportunities to improve the accessibility of the digital learning environments.
- Keep up-to-date with accessibility regulations, guidelines, and trends to ensure compliance with legal requirements and industry standards.
- Fostering and maintaining positive professional working relationships within the team, and with other professional and academic stakeholders, utilisation of an array of project management tools.
- Apply copyright, Universal Design for Learning (UDL), User Experience (UX) and accessibility principles and expertise to any learning design builds, professional development, exemplars, consultation or strategic advice work.
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities.
- To ensure the University provides a safe environment for children, this position requires the incumbent to hold a current and valid Working with Children Check.
Selection Criteria:
1. The appointee will have an appropriate postgraduate qualification with relevant experience or an equivalent combination of relevant experience and/or education/training.

Knowledge and skills:
2. Demonstrate COO Portfolio values by acting in the best interest of your employer; displaying service excellence by taking ownership of the delivery; and value working collaboratively, connecting with people and building relationships in your workplace.
3. Experience in the field of supporting accessibility, disability services, or inclusive education, preferably within a higher education setting.
4. Demonstrated skills with supporting and using assistive technologies, accessibility settings, accessible document creation, and accessible multimedia production.
5. Demonstrated knowledge of accessibility laws, guidelines (e.g., WCAG), and best practices for inclusive web design, preferably with accessibility support in the contexts of higher education teaching and learning.
6. Experience with accessibility testing or performing accessibility audits.
7. Demonstrated experience in designing and developing support material and guides and in delivering online and or face-to-face professional development facilitating professional learning activities.
8. Extensive problem-solving skills with the ability to provide advice on improvements to existing practices or implementation of new accessibility support in teaching and learning.
9. Demonstrated capacity to work well as part of a team, in providing support and guidance to other team members.
10. Demonstrated experience in managing personal workload across competing priorities in a highly dynamic and flexible environment.
11. Excellent customer relationship and interpersonal skills, including the ability to liaise with a range of internal and external stakeholders, to communicate best practice support for accessibility in teaching and learning.
12. Highly organised, detail oriented with a strong work ethic, commitment to continuous improvement, openness to new ideas and creative approaches to problem solving within established timelines.

Desirable:
13. A sound knowledge of university academic policies and procedures, and experience in designing and managing University subjects is highly desirable.
14. Experience with UDL implementation