Online Tutor - Evaluation

POSITION NO 0046775

EMPLOYMENT TYPE This is a casual position (Multiple Positions)

RATES Online Tutoring/Marking/Consultations $50.59 per hour and $60.51 per hour (with PhD)

SUPERANNUATION Employer contribution of 9.5%

WORKING HOURS Teaching Periods for 2020 and 2021 approx. 102 hours per subject

OTHER BENEFITS https://about.unimelb.edu.au/careers/staff-benefits

HOW TO APPLY Online applications are required. Go to http://about.unimelb.edu.au/careers, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’), then find the position by title or number.

Your application should include the subject(s) of interest, a two-page letter explaining your interest and your CV.

CONTACT FOR ENQUIRIES ONLY Name: Dr Ghislain Arbour
Tel +61 3 9035 3843
Email: Ghislain.arbour@unimelb.edu.au

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
Position Summary

Multiple positions for online tutors for subjects taught in the Master of Evaluation and the Graduate Certificate in Evaluation. The tutors will contribute to teaching excellence at the post-graduate level by working under the supervision of their subject coordinators to complete or support various teaching tasks required for the delivery of these subjects.

These subjects attend the theoretical and methodological needs of those who wish to prepare for program and policy evaluation in local, national and international contexts, in a wide range of sectors and roles.

Casual Tutors will be required to carry out tutorials, which include student consultations and marking of assessments, in a subject or subjects taught in the Master of Evaluation and the Graduate Certificate in Evaluation.

The Master and the Graduate Certificate are delivered by the Centre for Program Evaluation (CPE) at the Melbourne Graduate School of Education (MGSE). CPE is Australasia’s premier university-based evaluation centre focused on teaching, research, and consultancy. CPE leads the university and evaluation community in the design and delivery of high-quality online training in program evaluation that is aligned with international professional evaluation competency sets.

Below are subjects for which CPE needs tutors.

The subjects are offered following a four-terms annual calendar. Subject descriptions are available on the University handbook. The availability of positions ultimately depends on enrolment numbers at any given terms.

<table>
<thead>
<tr>
<th>Subject Code and Title</th>
<th>Teaching periods</th>
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<tbody>
<tr>
<td>EDUC90850 Foundations of Evaluation</td>
<td>Terms 2 and 4</td>
</tr>
<tr>
<td>EDUC90848 Applied Res. Methodology</td>
<td>Terms 1 and 3</td>
</tr>
<tr>
<td>EDUC90716 Qualitative Methods for Eval.</td>
<td>Term 2</td>
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<tr>
<td>EDUC90717 Mixed Methods Res. and Eval.</td>
<td>Term 3</td>
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<tr>
<td>MAST90078 Quantitative Methods for Eval.</td>
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<tr>
<td>EDUC90849 Impact Evaluation</td>
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<tr>
<td>EDUC90719 Developing Evaluation Capacity</td>
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</tr>
<tr>
<td>EDUC90851 Evaluation and Value for Money</td>
<td>Term 4</td>
</tr>
<tr>
<td>EDUC90933 Evaluation in Education</td>
<td>Term 3</td>
</tr>
<tr>
<td>EDUC90847 Practice of Evaluation**</td>
<td>Terms 2 and 4</td>
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1. **Key Responsibilities**

- Undertake training in online teaching and learning technology (new tutors);
- Review and master the content of the subject (new tutors);
- Support students academically through online office hours and occasionally via online individual chats and emails, as directed;
- Engage with students on the discussion board;
- Mark student assignments;
- Support the subject coordinator in the preparation of and delivery of synchronous and asynchronous content, as directed;
- Attend administrative meetings;
- Attend the aforementioned tasks with average class size of approximately 30 students for each teaching staff member.

2. **Selection Criteria**

2.1 **ESSENTIAL**

- Masters level qualification in any discipline;
- Mastering of theories and methods relevant to subject content;
- Experience with evaluation or research methods relevant to subject content;
- Ability to work successfully online with teaching staff and students;
- Flexibility and the ability to work collaboratively with other team members;
- Good communication and organisational skills;
- Previous teaching and marking experience.

2.2 **DESIRABLE**

- Masters or Doctorate level qualification or a specialisation in one of the following disciplines: accounting, axiology, economics (or sub-disciplines, like health economics), logistic, organisation theory, political science, performance measurement, program evaluation, project management, public administration (or sub-disciplines, like health management), social return on investment, supply chain management, value theory;
- Three+ years of experience with evaluation AND research methods;
- Previous online teaching experience;
- Previous online subject development;
- Availability for repeating appointments over time.

2.3 **OTHER JOB-RELATED INFORMATION**

- Unrestricted right to work in Australia;
- Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check;
3. 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 strive for excellence and reach the targets of Growing Esteem.

4. 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:
https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel
These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 ORGANISATION UNIT

Melbourne Graduate School of Education

5.2 BUDGET DIVISION

Our Vision:
Together we equip people to address the major educational challenges of our times.

Our values:
Respect, Integrity, Curiosity, Fairness and Transparency

Our Mission
The Melbourne Graduate School of Education fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society.
• We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession.
• We stimulate learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities.
• We provide research leadership, setting the direction for high impact, innovative and responsive research that addresses the pressing issues of our times.
• We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

MGSE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne’s Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

Our flagship Master of Teaching is based on a clinical approach to teaching and is a significant shift away from traditional approaches to teacher education. We also offer a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines.

For more information about us, visit: education.unimelb.edu.au

5.3 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

5.4 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes: place, community, education, discovery and global.

5.5 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 https://about.unimelb.edu.au/strategy/governance

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.

https://research.unimelb.edu.au/

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.