## University Museums and Collections
Chancellery: Global, Culture & Engagement

### Deputy Head, Learning Programs

<table>
<thead>
<tr>
<th>POSITION NO</th>
<th>0062070</th>
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<tbody>
<tr>
<td>CLASSIFICATION</td>
<td>UOM 8</td>
</tr>
<tr>
<td>SALARY</td>
<td>$115,137 – $124,622 p.a.</td>
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<tr>
<td>SUPERANNUATION</td>
<td>Employer contribution of 17%</td>
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<tr>
<td>WORKING HOURS</td>
<td>Full-time (FTE 1.0)</td>
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<tr>
<td>BASIS OF EMPLOYMENT</td>
<td>Fixed term for 12 Months</td>
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<td>OTHER BENEFITS</td>
<td><a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a></td>
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### HOW TO APPLY
Online applications are preferred. Go to [http://about.unimelb.edu.au/careers](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.

### CONTACT FOR ENQUIRIES ONLY
Bridgette Van Leuven, Head of Learning Experiences
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Email b.vanleuven@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](http://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.

**Position Summary**

The University of Melbourne has endorsed a vision to unify its museums and collections under the umbrella of a Cultural Commons. This integrated strategy will guide the University’s cultural estate to enhance scholarly and public value and strengthen the University’s global cultural standing.

The Museums and Collections Department has been established to ensure coordination and alignment with university objectives. The Department is responsible for Buxton Contemporary, Science Gallery Melbourne, The Ian Potter Museum of Art, Old Quad Treasury, MPavilion Parkville and the Grainger Museum.

The aim of the Department is to build a collaborative and flexible network around the University's cultural assets so students, staff members local and global communities gain knowledge and understanding of contemporary and traditional cultures, scientific discovery and creative practice.

Guided by the academic and civic pursuits of the University, the University of Melbourne has developed a cultural strategy with the following goals:

1. Ensure UoM Museums, and collections are appropriately managed supported, and integral to Melbourne’s cultural fabric
2. Enrich the social and intellectual life of our students and communities in order to empower them with the skills, resilience, courage and creativity to address the great challenges of our time.
3. Ensure communities feel connected and engaged with our programs, our place and our collections
4. Provide academics and students with enhanced access to a unique set of assets for research and teaching
5. Develop an internationally active model of best practice museology that is admired and adopted by other leading Universities across the world

The Deputy Head, Learning Programs is responsible for the design, delivery and evaluation of all learning content for school students as part of the Museums and Collections Learning Experiences program based at Science Gallery Melbourne and STEM Center for Excellence. In addition, the role oversees, supports and provides advice to STEAM programs at Buxton Contemporary Gallery, Ian Potter Museum and Old Quad.
With a focus on STEAM curriculum outcomes the objectives of the Learning Experiences Program is aimed to:

- Inspire and engage students in the study of STEAM
- Improve teacher confidence in teaching STEAM and applying STEAM to real world concepts
- Leverage the Museums & Collection’s experience and expertise to provide a unique learning opportunity for students and teachers
- Integrate with the University of Melbourne and industry partners in Melbourne Connect and other communities to expose students to opportunities for further study and future careers in STEAM

As a member of the Museums and Collections Department’s, Science, Academic and Learning Team, the Deputy Head, Learning Programs works alongside colleagues to ensure an inclusive workplace and genuine collaboration with Australia’s First Peoples.

The position reports to the Head of Learning Experiences and has a number of direct reports. The primary function of the Deputy Head, Learning Programs will be to design, deliver and evaluate leading-edge, STEAM-based learning programs to students participating in activities at the STEM Centre of Excellence, Science Gallery, Ian Potter Museum, Buxton Contemporary Gallery, Old Quad and the University of Melbourne.

The incumbent will be inspired and embrace potential learning resources of the curated exhibitions, the scientific and academic research, industry experts and artistic explorations across the University of Melbourne and Melbourne Connect. The role will also contribute to the management of key stakeholder relationships and ongoing operations of the Learning Experiences Programs working closely with a dedicated learning team. Successful candidates will ensure program delivery of excellence, student and stakeholder satisfaction, and contribute to a motivated, effective, respectful team and working environment.

1. **Key Responsibilities**

   **Curriculum design**
   - Designs technology rich, curriculum aligned STEAM learning programs and resources for secondary students attending the STEM Centre of Excellence, Science Gallery Melbourne and the University of Melbourne.
   - Oversees, supports, and provides advice for STEAM programs at Buxton Contemporary Gallery, Ian Potter Museum and Old Quad.
   - Collaborates with curators, artists, academics, educators, and industry partners in the co-design of learning content and experiences enabling students and teachers to gain knowledge and understanding of contemporary and traditional cultures, scientific discovery, technical innovations and artistic practices.
   - Lead the design of teacher professional development programs providing leadership to educators in areas of pedagogy and program design.
   - Embeds inclusive learning pedagogies, specifically with Deaf and Hard of Hearing students working closely with the Inclusive STEAM Educator.
   - Researchers and share insights from best practice STEAM pedagogies and methodologies that enhance the student experience.

   **Delivery and evaluation of programs**
   - Responsible for high-quality learning content and the efficient delivery of synchronous and asynchronous learning resources and programs.
   - Teaches and facilitates curriculum programs to students on-site, off-site and virtually.
   - Responsible for the critical evaluation of all learning programs identifying underperforming areas that require innovative solutions.
   - Contributes to all areas of reporting across the Learning Experiences Program.
• Lead continuous improvement initiatives and methods to ensure improved performance and quality of learner outcomes.
• Oversee the management of staff scheduling and resourcing for delivery of all learning programs.

Collaboration and Stakeholder Relationship Management
• Builds and maintains strategic relationships, alliances and partnerships with secondary schools, local industries, and key stakeholders to enhance content and delivery strategies.
• Engages with partners schools to ensure high levels of student, teacher and parent opportunities, attendance and engagement occur.
• Engages with community and industry partners to ensure satisfaction and alignment with future workforce needs.
• Provides oversight to Teacher Professional learning events, Teacher network events, Student Ambassador Programs, and other Tech School events and activities, as required.
• Provides oversight to the development of communications and community engagement programs and strategies including social media, newsletters, research articles, presentations, public events, etc.

Management
• Leads the professional development and training of staff providing ongoing coaching and mentoring when required.
• Assists in the management of the budget for equipment, resources and material needs for all learning programs.
• Deputise for the Head of Learning Experiences as required with reporting responsibilities and contribute to the relationship management of key stakeholders.
• Responsible for learning content budgets and contributes to budget management decisions.
• Support and collaborate with the Head of Learning Experiences and Senior Management Team by contributing to the strategic development and operational management of the Learning Experiences program.
• Works with Indigenous colleagues to build First Nations-led content into the Learning program.
• Undertake and maintain relevant professional development/knowledge at a high standard.

General Administration
• Undertake administrative and related duties as required to ensure best quality of support and the effective functioning of the Tech School.
• Assist with the implementation of processes and policies within the Learning Experiences program, including educational, OHS, Child Safety and other regulatory policies.
• Promote the ‘Vision and goals’ of the organisation, both internally and externally, with professionalism and enthusiasm.
• Support a culture of achievement that acknowledges the input of others and maintain a safe and productive work environment that is free from discrimination, bullying and harassment.

2. Selection Criteria

2.1 ESSENTIAL
• Current VIT Teacher registration with a minimum of 5 years teaching experience.
• Vocational, Graduate or Bachelor level qualifications (or higher) in any of Science, Information Technology, Mathematics, Engineering, Arts or Technology disciplines.
• Detailed experience and knowledge of the Victorian Curriculum and Australian Curriculum.
• Strong experience in developing innovative STEAM programs including program design and curriculum materials, in a school environment.
• Demonstrated experience in delivering STEAM projects that embrace arts/creativity, science and digital technologies to demonstrate career pathways and future skills capabilities.
• Experience utilising a range of high-end digital design production technologies in fields such as VR, AR, gaming, film and video, advanced manufacturing, coding, app design, etc.
• Experience in leading and managing staff.
• Excellent interpersonal, communication, written and verbal skills, especially the capacity to work collaboratively and cooperatively in small teams.
• Demonstrated organisation and problem-solving skills, with an ability to manage several different projects concurrently.

2.2 DESIRABLE
• Education qualifications/experience delivering STEAM subjects.
• Expertise working with a range of technologies.
• Experience in a tertiary environment.
• Expertise with Deaf and Hard of Hearing students.
• Industry experience outside of the classroom.

2.3 OTHER JOB RELATED INFORMATION

This position requires the incumbent to hold a current and valid Working with Children Check.

Occasional work may be required to work outside the normal hours of work which may include evenings, weekends and/or public holidays.

3. Job Complexity, Skills Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

This position works under the broad direction of the Head of Learning Experiences. The incumbent will be expected to work with a high level of independence and be self-motivated, prioritise workloads and forward plan. This position will have the discretion to innovate within their function and is required to take responsibility for outcomes.

3.2 PROFESSIONAL AND ORGANISATION KNOWLEDGE

Professional knowledge is required, which comes from professional qualifications and/or professional experience in the education sector, and or, creative or STEAM industries.

3.3 RESOURCE MANAGMENT

The Head of Learning Experiences will assist in the supervision of full time and casual education and outreach staff and ensure to deliver within project budgets. The incumbent will assist in the development and implementation of local processes and procedures that promote best practice and collaboration ensuring effective and efficient operational services.

3.4 BREADTH OF POSITION
Chancellery-led strategy and initiatives are developed consultatively and impact at the University-wide level. It is essential that the Deputy Head, Learning Programs has the conceptual, analytical and people skills to operate across this breadth of scope and is able to develop the networks to facilitate leadership through influence.

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 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.

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:

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.

6. Other Information

6.1 ORGANISATION UNIT

https://museumsandcollections.unimelb.edu.au/


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The Museums and Collection Department aims to build a collaborative and flexible network around the University’s cultural assets to enable students, staff members local and global communities to gain knowledge and understanding of contemporary and traditional cultures, scientific discovery and creative practice.

The objectives of the Department are as follows:

- To further the University’s academic mission through new pedagogical and engagement opportunities;
- To respect the past and lead into the future by providing a platform for students, staff and communities to gain access and an understanding of the contemporary and traditional cultures, values and knowledges of Indigenous Australians, and
- To serve the community within and beyond the campus boundaries by capitalising on the University’s substantial cultural estate to build a global reputation, student and public engagement.

6.2 BUDGET DIVISION

The Department sits within the Global, Culture and Engagement, Chancellery at The University of Melbourne

6.3 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

6.4 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.

6.5 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