Department of Paediatrics  
Faculty of Medicine, Dentistry and Health Sciences  

National Parent-Peer Administrator (ENVISAGE)  

POSITION NO  0040422  

CLASSIFICATION  UoM 6  

SALARY  $92,749 - $100,397 p.a. (pro rata for part-time)  

SUPERANNUATION  Employer contribution of 17%  

WORKING HOURS  Part-time (0.7 FTE)  

BASIS OF EMPLOYMENT  Fixed term for 12 months  

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

HOW TO APPLY  Online applications are preferred. 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.  

CONTACT FOR ENQUIRIES ONLY  
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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.

Position Summary

The National Parent-Peer Administrator – ENVISAGE will join Healthy Trajectories - a Child and Youth Disability Research Hub. Healthy Trajectories is a Melbourne Children’s Campus Initiative established with the vision of optimising the capacity of children and youth whose lives are complicated by disability to reach their full potential for health and participation across the life span.

The vision of Healthy Trajectories will be realised through four key avenues:

- a measurable contribution to the National Disability Research Agenda
- the establishment of productive inter-disciplinary, inter-sectorial research programs
- successful advocacy for evidence-based policy, service and practice changes
- creation of a disability-prepared workforce through the integration of knowledge into pre-service, professional and researcher education

The National Parent-Peer Administrator will be an integral contributor to the Department of Social Services (DSS) funded project titled: Enabling Visions and Growing Expectations (Families) or ENVISAGE-Families for short. This project brings together a consortium of universities and industry partners across Australia and is part of the DSS National Early Childhood Program-funded projects. The grant aims to provide facilitated group workshops in all states and territories for parents and carers of young children aged 0-8 years with a newly identified disability or who have concerns regarding their child’s development. It will also deliver ENVISAGE First Peoples, our program co-designed with Aboriginal and Torres Strait Islander families raising children with developmental concerns.

Specifically, ENVISAGE-Families is a peer support program that empowers, supports and connects caregivers early in their experience of raising a child with developmental concerns or disability. ENVISAGE-Families was co-designed by parents, service providers and researchers in Australia and Canada and can be delivered online or in person and explores topics through group discussions co-facilitated by a trained caregiver with lived experience and a qualified early childhood professional. Evaluation of ENVISAGE-Families has positively impacted parents’ sense of empowerment, parenting confidence and capacity, well-being, and an enhanced sense of connectedness.
The **National Parent-Peer Administrator** will work in collaboration with the ENVISAGE Leadership Team and the National Project Manager to support the implementation of the ENVISAGE-Families program across Australia, using their “lived” experience raising a child with a disability as a lens to support the role. The role has a national focus as well as state-based responsibilities.

The **national component** will focus on supporting the enhancement and adaptation of the Program to address multicultural and diversity needs. The **National Parent-Peer Administrator** will collaborate with the National Indigenous Engagement Coordinator and State Project and Parent-Peer Administrators to liaise with multicultural and diversity groups to co-develop materials and support program reach, including engaging with people in rural and remote areas of Australia.

The **National Parent Peer Administrator** will support all program facilitators by providing training, building a collaborative community of practice and maintaining a best-practice resource library. They will also support the development of State Projects and Parent-Peer Administrators in enhancing the capacity of local facilitators to deliver a high-quality experience to participants undertaking the ENVISAGE program.

The **state-based responsibilities** are to undertake the state project administration activities for **Victoria and Tasmania**. This aspect of the role will involve working alongside the State Project Administrator, the National ENVISAGE Leadership Team, and local service providers to identify areas of need and training requirements. This will include maintaining existing and developing new collaborations with state-based service providers and connecting with community leaders where appropriate. The state project administration activities will also support research and evaluation activities for the ENVISAGE project.

The **National Parent-Peer Administrator** will be based in the Department of Paediatrics at the University of Melbourne and report directly to Professor Christine Imms, Director of Healthy Trajectories and Apex Australia Chair of Neurodevelopment and Disability.

### 1. Key Responsibilities

- Engage and collaborate with a range of internal and external stakeholders across disciplines and sectors and with multicultural and linguistically diverse communities to build and sustain solid partnerships for mutual benefit and enable and enhance the delivery and evaluation of the ENVISAGE project.
- Effectively communicate and collaborate with the ENVISAGE team and external stakeholders to facilitate knowledge sharing and manage task and project expectations in a timely manner.
- Communicate and collaborate with key stakeholders throughout the project to ensure implementation requirements are met and risks mitigated.
- Partner with the ENVISAGE national training team to coordinate and deliver of training, mentorship, support and development of program facilitators across Australia through a community of practice.
- Contribute to the codesign and development of ENVISAGE program workshop materials and ENVISAGE facilitator training materials in partnership with the ENVISAGE Leadership Team, National Project Manager and National Training Manager. This may include (but not be limited to):
  - program enhancement initiatives.
  - adaptation and support for culturally and linguistically diverse communities, regional and rural outreach.
  - updating of learning platform materials.
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- supporting parents and facilitators to engage in the online discussion boards and utilise the online resource library.
- project and administrative tasks as required by the National Leadership Team.

Collaborate with the ENVISAGE National Team to facilitate knowledge sharing practices between State Project Administrators, State Parent Peer Administrators, and Facilitators. This includes participation in or leading meetings/workshops/seminars to build skills and networks to support local implementation teams.

Support the national team with tasks including:
- project marketing campaigns.
- recruitment and enrolment of families and caregivers to ENVISAGE-Families workshops.
- providing advice and support when engaging with culturally and linguistically diverse populations and/or Aboriginal and Torres Strait Islander Peoples.
- providing advice and support to develop relationships that facilitate regional and remote outreach.
- identifying site-based risks and making recommendations to the national team to ensure project deliverables are met within the relevant timeframes.

Participate in the delivery of ENVISAGE-Families workshops and facilitated discussions within their state (face to face and/or online) and/or online delivery nationally as required. This requires completion of the ENVISAGE-Families facilitator training.

2. Selection Criteria

2.1 ESSENTIAL

- A degree in (but not limited to) Behavioural Science, Social Science or Allied Health; with subsequent relevant experience in research and/or project management OR demonstrated experience in project coordination and governance relating to project implementation, data management and reporting.
- Personal “lived” experience raising a child with a disability.
- Demonstrated experience of working with community groups from culturally and linguistically diverse background.
- Experience in developing or adapting materials and resources for acceptable use by various culturally and linguistically diverse communities.
- Experience in delivering training and building the capacity of facilitators/educators.
- Demonstrated effectiveness with time management and an ability to respond to changing priorities, manage multiple tasks and meet competing deadlines by using judgement and initiative.
- Outstanding interpersonal and communication skills and capacity to initiate, manage and maintain partnerships and collaborations with internal and external stakeholders, including caregivers of children with disability, clinicians in an academic and or clinical setting, researchers, organisational leadership and government sector personnel.
- Demonstrated experience in working with a geographically dispersed and multidisciplinary team.
- Demonstrated experience in working with children with developmental concerns or disability and/or their families.
- Advanced level of computer literacy working with a range of computer systems and applications, including excellent skills in Microsoft Office applications and experience in or demonstrated ability to learn and use new systems.
Demonstrated commitment to family-centred service and empowering caregivers of children with developmental concerns or disabilities to take a strength-based, participation-focused approach to their child and situation.

2.2 OTHER JOB RELATED INFORMATION

- Demonstrate a commitment to the vision, mission and values of ENVISAGE.
- Behave in a way consistent with ENVISAGE and The University of Melbourne being a child-safe organisation, where children's rights are protected and promoted, and the culture of Aboriginal and Torres Strait Islander children and families is valued.
- Hold a current and valid Working with Children Check.
- Be fully vaccinated for the COVID-19 virus or be able to provide evidence of medical exemption.
- Perform work out of ordinary hours e.g., deliver workshops on weekends and evenings if required.
- Undertake travel to support the implementation and evaluation of ENVISAGE if required.
- Engage in training fidelity activities to ensure implementation fidelity of ENVISAGE Families.
- This role could be undertaken by an individual living anywhere in Australia.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The National Parent-Peer Administrator will operate under the direction of the ENVISAGE Leadership Team and the National Project Manager and is expected to exercise a high level of independence in undertaking the responsibilities of the position. The role requires that the incumbent take responsibility for their work, independently carry out agreed tasks, be self-motivated, proactive and able to prioritise workloads.

3.2 PROBLEM SOLVING AND JUDGEMENT

The National Parent-Peer Administrator is required to exercise a high degree of professional judgement in managing competing priorities. The incumbent will routinely make independent decisions in managing their day-to-day work, often in an environment of changing priorities. High level problem-solving skills are also required and with this, the capacity to proactively identify, manage and resolve problems with reference to the supervisor.

The National Parent-Peer Administrator is expected to work in a generous style that fosters teamwork and collaboration. It is important that the incumbent has effective relationship management and interpersonal skills and the insight to process multiple points of view.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The National Parent-Peer Administrator requires a thorough understanding of the ENVISAGE program of research and the governance structure which comprises team members across multiple organisations in Australia. The incumbent will be expected to develop a sound understanding of the University of Melbourne environment, including
university policies and procedures as they relate in particular to consumer partnerships and participation in research.

3.4 RESOURCE MANAGEMENT

The appointee is responsible for efficient time management and effective use of work resources without compromising quality.

3.5 BREADTH OF THE POSITION

This position formally reports to the Healthy Trajectories Director but may receive broad direction from the ENVISAGE National Project Manager and other members of the ENVISAGE leadership group with regard to day-to-day activities.

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 THE DEPARTMENT OF PAEDIATRICS

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

The Department of Paediatrics is the flagship representative of the University's 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, including 25 professorial positions, 430 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. Approximately 220 students rotate throughout the year undertaking the CAH clinical studies, and 60 students undertake research in the MD Research Project component of the MD course. In 2019, the total research income for the Department was over $5.5M, and members of the Department published more than 1190 peer-reviewed publications.

Working with its partners, The Royal Children’s Hospital and the Murdoch Children’s 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 CHILDREN’S-campus

https://www.melbournechildrens.com/about/

Melbourne Children’s is a fully integrated academic paediatric teaching hospital and research institute which is unique in Australia and acclaimed internationally. Bringing together four outstanding organisations, The Royal Children’s Hospital, the Murdoch Children’s Research Institute, The University of Melbourne Department of Paediatrics and The Royal Children’s Hospital Foundation, the Melbourne Children’s is a single, purpose-built and multi-award-winning campus in the city of Melbourne.

The purpose of the Melbourne Children’s is to collaborate, as world leaders, in advancing child and adolescent health through prevention, early intervention and health promotion, together with the highest quality clinical care, outstanding research and comprehensive education and training. Together the partnership forms an interwoven, symbiotic relationship delivering high quality clinical services underpinned by research and education. Collectively the independent entities contribute to a paediatric health sciences precinct which is greater than the sum of the parts. The presence of each benefits the other, ensuring the primary focus of each entity is achieved.

The Royal Children’s Hospital Foundation provides invaluable philanthropic support to Melbourne Children’s, enabling the campus to pursue innovative, world-leading clinical, research and teaching opportunities to deliver high quality paediatric care and successful prevention strategies.

6.3 THE ROYAL CHILDREN’S HOSPITAL

http://www.rch.org.au/home/

The Royal Children's Hospital (RCH) is a state-wide teaching, training and research paediatric hospital. The hospital provides tertiary, secondary and primary child and adolescent health services, including mental health services.
The Royal Children's Hospital has a major leadership role in child and adolescent health in Victoria with state-wide specialist roles. A tertiary and quaternary paediatric referral centre the Royal Children's Hospital provides specialist services and multidisciplinary clinics for sick infants, children and adolescents from Victoria, Tasmania, South Australia and southern New South Wales. The Royal Children's Hospital also provides specialised paediatric care for patients from overseas, particularly from south-east Asia, Nauru and Fiji.

The Royal Children's Hospital plays a major role in child public health, health promotion and advocacy for children and young people’s health. It provides the full spectrum of medical and surgical paediatric services, as well as a number of specialist tertiary paediatric services and health promotion and prevention programs for infants, children and adolescents. These services are provided on both an inpatient and ambulatory basis.

6.4 THE MURDOCH CHILDREN’S RESEARCH INSTITUTE

http://www.mcri.edu.au/

The Murdoch Children’s Research Institute (MCRI), based at the Melbourne Children’s campus, is Australia’s largest child health research organisation. It includes Victorian Clinical Genetics Services (VCGS), which is a wholly-owned subsidiary of the Institute. MCRI’s Vision and Mission is to be a major global contributor to the creation of knowledge and to obtain knowledge to improve the health of children.

Working with the health professionals and academics at The Royal Children's Hospital Melbourne and the University of Melbourne’s Department of Paediatrics gives researchers a unique ‘bench to bedside’ opportunity, enabling them to more quickly translate research discoveries into practical treatments for children.

6.5 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

6.6 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.

6.7 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