CENTRE FOR WELLBEING SCIENCE
Melbourne Graduate School of Education

Teaching Specialist, Wellbeing Science

POSITION NUMBER
0059721

UOM CLASSIFICATION /SALARY
Level B - $114,645 - $136,136
Level C - $140,433 - $161,926 per annum (pro rata for part-time)

SUPERANNUATION
Employer contribution of 17%

WORKING HOURS
Full Time (1 FTE)

BASIS OF EMPLOYMENT
Fixed term available for 1 year (Teaching and Research)

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.

Indigenous applicants are encouraged to apply.

CONTACT FOR ENQUIRIES ONLY
Professor Dianne Vella-Brodrick
+61 3 8344 0254
dianne.vella-brodrick@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
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

FACULTY OF EDUCATION

The Faculty 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. The Faculty of Education stimulates 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 time. We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

CENTRE FOR WELLBEING SCIENCE

The Centre for Wellbeing Science (CWS) formerly known as the Centre for Positive Psychology is Australia’s leading research Centre in positive psychology and is part of MGSE at the University of Melbourne. Our purpose at CWS is to build and use the science of wellbeing to help individuals to flourish and to create thriving communities. We realise this purpose by using new approaches in our work with communities which involve building learning capabilities and adopting a strengths-based lens. We have a special focus on working with young people to equip and empower them to become positive change agents in their community.

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.

ABOUT THE ROLE

Position purpose:

The Faculty of Education is at the forefront of innovation in education, working with partners in schools, early childhood settings, communities, government and beyond, constantly seeking new and improved ways to support Australia’s education system. Within the Faculty, the Centre for Wellbeing Science is a hub for interdisciplinary research and teaching activities associated with wellbeing science, including positive psychology, positive education and education policy.

The appointee will be expected to make an outstanding contribution to teaching, education scholarship and engagement. The Teaching Specialist in Wellbeing Science is a teaching focused and knowledge transfer role. This person will contribute strongly to the Faculty’s teaching programs including the Master of Applied Positive Psychology (MAPP), undergraduate breadth subjects in wellbeing science as well as the development of new subjects related to wellbeing coaching and wellbeing leadership. The ability to influence and stimulate the student experience through the use of innovative teaching and learning initiatives and to supervise research higher degree students will be essential to the role. The successful candidate will also be involved in education scholarship whereby teaching and learning processes are studied to advance knowledge and practices in wellbeing education. Experience and demonstrated success in engaging with the education sector or relevant community groups is also required.

This position requires a moderate degree of independent work, supervision and innovation, problem-solving skills connected with project management and conceptual demands of teaching and community engagement. The appointee may also play a broader role in contributing to other relevant projects, programs or committees in the Faculty or within the broader University context.

Reporting line: Professor Dianne Vella-Brodrick
No. of direct reports: 0
No. of indirect reports: 0
Direct budget accountability: No

Key Dimensions and Responsibilities:

Task level: Moderate
Organisational knowledge: Moderate
Judgement: Significant
Operational context: Academic Division
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:

TEACHING AND LEARNING

 Teach in the Faculty programs, particularly the Centre for Wellbeing Science programs.
 Broad knowledge and expertise in wellbeing science to enable teaching across multiple subjects within the Centre and Faculty.
 Prepare and deliver lectures, tutorials and seminars, including executive, online, blended and flexible delivery methods.
 Lead and/or make a significant contribution to the development, review and evaluation of courses and subjects in the Centre and Faculty’s teaching programmes.
 Evidence of teaching in higher education with contemporary information and communication technology
 To contribute to national and international discourse about wellbeing education and training.

LEADERSHIP AND SERVICE

 Show leadership in the Teaching and Learning portfolios, including development of new programs. Ensure the University requirements and standards are met; develop innovative teaching offerings; mentor junior staff in terms of course content and lecture development and ensure assessment requirements across all subjects meet AQF standards.
 Provide service to the Faculty through membership of committees.
 Attract funding for and lead scholarship of education projects related to wellbeing science.
 Promote the University and the discipline by participating in appropriate professional activities such as leadership committees of professional associations and presenting at national and international conferences.

ENGAGEMENT

 Actively engage with and influence educational and health policy and public debate related to wellbeing science, mental health and wellbeing education.
 Provide research-based advice and support to government and educational bodies, local organisations, or other community groups on wellbeing science and wellbeing education.
 Engage in ongoing professional development in the area of wellbeing science, positive psychology, education, and related disciplines, maintaining knowledge of current research, professional practice standards, resources and public concerns and needs.
 Actively contribute to the Centre and University’s discourse on wellbeing science and related fields using various communication platforms.
RESPONSIBILITY AND COMPLIANCE

- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.
- All staff are expected to maintain the following behaviours:
  - Treat everyone equitably; act fairly with staff and demonstrate respect for diversity.
  - Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration.

Selection Criteria:

Education/Qualifications

1. A PhD or equivalent research doctorate in Wellbeing Science, for example Positive Psychology, Psychology, Education or Workplace Wellbeing.
2. A demonstrated capacity to contribute to the future directions of the University of Melbourne.
3. A proven record of successful teaching at undergraduate and graduate level, including the ability to contribute to the design and coordination of innovative and distinguished programs, and evidence of successful knowledge transfer activities.
4. Knowledge of contemporary theoretical and policy debates within the area of wellbeing science and education.
5. Excellent interpersonal and communication skills, with the ability to work and contribute collaboratively in a teaching team.
6. Demonstrated high-level organisational and administrative skills, including the ability to plan and organise self and others to ensure the successful completion of tasks.

Desirable

7. Established links with education providers, health care organisations, or other professional associations, and an ability to develop strong links and partnerships with other key professional organisations.
8. Potential for contributing to the development of evidence-based government policy.
9. Involvement with external bodies in curriculum and policy development in wellbeing education or a related area.
10. Involvement in relevant professional associations and evidence of contributions to the community.
11. Capacity to provide high quality supervision for higher degree students.

Other job-related information:

- Working with Children Check.
- Standard Driver license (to conduct school visits when required).