



POSITION DESCRIPTION

Department of Paediatrics
Melbourne Medical School
Faculty of Medicine, Dentistry & Health Sciences

Aboriginal Communications & Engagement Officer

Only Indigenous Australians are eligible to apply, as this position is exempt under the Special Measure Provision, Section 12 (1) of the Equal Opportunity Act 2011 (Vic).

POSITION NO	0060618
CLASSIFICATION	UOM 5
SALARY	\$79,961 – \$91,844 p.a. (pro-rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time (0.6 FTE)
BASIS OF EMPLOYMENT	Fixed term contract available 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	Isabel Brookes Tel: +61 3 9345 7008 Email: isabel.brookes@unimelb.edu.au Please do not send your application to this contact

Indigenous Australian seeking support in applying for this position are welcome to contact the University by emailing their query and position number to: hr-careers@unimelb.edu.au

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. 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 Aboriginal Communications & Engagement Officer is based within the STRONG Kids, STRONG Future team in the Department of Paediatrics. STRONG Kids, STRONG Future works in partnership with the community on activities focused on research, development, training, and implementation of culturally appropriate development measures for Aboriginal and Torres Strait Islander children.

BACKGROUND

The ASQ-STEPS is a new measurement tool that is being developed by the STRONG kids, STRONG Future team. It is the first developmental outcome measure for Aboriginal and Torres Strait Islander children that can:

- ▶ assess individual children's developmental progress and
- ▶ evaluate the impact of early childhood programs and interventions.

The ASQ-STEPS is still being created. We have worked with the ASQ-STEPS Indigenous Reference Group, communities, cultural, and early child development experts to develop the ASQ-STEPS and trialled it with practitioners, children and their caregivers to learn the best way to use it. We are testing the ASQ-STEPS to ensure the information it collects is accurate and meaningful. This is called the ASQ-STEPS Validation study.

THE ROLE

Working with the STRONG Kids, STRONG Future team, the Aboriginal Communications and Engagement Officer will play a key role in communication and engagement activities within the ASQ-STEPS research program. This includes:

- ▶ Participating in engagement activities for the ASQ-STEPS research study and identifying additional opportunities for engagement.
- ▶ Keeping accurate records of communications and engagement and identifying and completing follow-up actions.

- ▶ Preparing materials in varying formats (newsletters, summary sheets and reports) to support sharing research activities and findings across diverse stakeholder groups.
- ▶ Supporting data collection activities, including conducting surveys and interviews with research participants where appropriate.

The role will promote and support close collaboration and ongoing engagement with program stakeholders at participating research sites and the ASQ-STEPS Indigenous Reference Group and build new stakeholder relationships.

The position will report directly to Isabel Brookes, ASQ-STEPS Project Coordinator. The position is a fixed-term, part-time (0.6 FTE; 3 days per week) appointment for 12 months. Flexible hours arrangements may be considered.

ABOUT YOU

You will:

- ▶ Be enthusiastic and committed to improving developmental outcomes for Aboriginal and Torres Strait Islander children.
- ▶ Have experience in engagement, community consultation and knowledge translation.
- ▶ Work effectively and professionally as part of a team, with the capability to complete tasks independently following appropriate learning opportunities.
- ▶ Be open to opportunities to build engagement and research skills and actively engage in mentoring processes.

1. Key Responsibilities

Under the guidance of the ASQ-STEPS Project Coordinator and STRONG Kids, STRONG Future Program Manager, the Aboriginal Communications and Engagement Officer will assist with various tasks to progress the ASQ-STEPS Validation study.

- ▶ Becoming a vital part of the ASQ-STEPS research team, including:
 - ▶ Developing a solid understanding of the ASQ-STEPS developmental outcome measure to communicate the key messaging in stakeholder engagement.
 - ▶ Incorporating cultural knowledge into approaches towards communications, engagement, and research practices.
 - ▶ Taking initiative in developing materials and resources to support project promotion, engagement, implementation and knowledge translation.
 - ▶ Facilitating engagement activities with existing and potential stakeholders, including maintaining clear records of engagement activities and follow-up actions.
 - ▶ Leading the communication and engagement with the ASQ-STEPS Indigenous Reference Group.
 - ▶ Assisting in the planning and preparation of knowledge translation resources.
 - ▶ Undertaking fieldwork tasks, including interviews and yarns with Aboriginal and Torres Strait Islander people, including community members and practitioners.
 - ▶ Presenting research activities and findings in a variety of community and professional contexts.
- ▶ Conducting other duties to contribute to the success of the ASQ-STEPS research program:

- ▶ Scheduling and documenting project meetings.
- ▶ Arranging travel and developing materials for the ASQ-STEPS Indigenous Reference Group.
- ▶ Travel to various locations as required to support communication and research engagement activities.
- ▶ Support preparation and co-deliver ASQ-STEPS training at research sites.
- ▶ Develop an understanding of the roles and duties of other team members and work collaboratively to identify alignment between STRONG Kids STRONG Future projects.
- ▶ Engaging in professional learning as identified as beneficial to the project.

2. Selection Criteria

2.1. ESSENTIAL

Education and experience

- ▶ A qualification in communications, community development/engagement, health, early childhood education, child development or an equivalent combination of relevant experience and education/training.

Knowledge and skills

- ▶ A high level of capability with standard computing programs and applications (MS Office).
- ▶ Strong interpersonal skills, especially the ability to interact effectively with community stakeholders.
- ▶ Experience in community consultation and engagement processes with Aboriginal and Torres Strait Islander communities.
- ▶ Advocacy skills and the ability to problem solve and adapt to changing contexts.
- ▶ Strong written and verbal communication skills, including modifying communication methods for various purposes.
- ▶ Ability to establish and maintain effective relationships with colleagues, research participants, collaborating organisations and other stakeholders.
- ▶ Attention to detail and ability to follow instructions.
- ▶ Ability to organise and plan work according to agreed priorities.
- ▶ Willingness to learn, engage in self-reflection, and participate in relevant professional development activities.
- ▶ Willingness to travel interstate.

2.2. DESIRABLE

- ▶ Experience with research activities in health, education and/or early learning environments
- ▶ Familiarity with research methods relevant to health or education research implementation in Aboriginal and Torres Strait Islander contexts

2.3. OTHER JOB-RELATED INFORMATION

- ▶ This is an Aboriginal Identified Position, classified under the 'special measures' section 12 of the Equal Opportunity Act 2010. Only Aboriginal and/or Torres Strait Islander people are eligible to apply.
- ▶ Travelling to research sites is required to conduct the study and/or train local research support personnel. The successful applicant must be prepared to work for periods in remote and regional locations.
- ▶ The successful applicant will need to be able to obtain Working with Children clearances in jurisdictions across Australia.
- ▶ A current driver's licence is required.

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 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.

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. DEPARTMENT OF PAEDIATRICS

<https://medicine.unimelb.edu.au/school-structure/paediatrics>

The Department of Paediatrics is a prominent entity within the University's alliance with the Royal Children's Hospital, sharing a location with the hospital on Flemington Road,

Parkville. It's a fundamental division in the School of Medicine and oversees the Doctor of Medicine program's Child & Adolescent Health segment. The department comprises 90 academic and professional staff, 488 honorary academic staff and hosts over 150 students in various research degrees, including Honours, Masters, and PhD programs. Every year, around 220 students participate in the CAH clinical studies, and 60 more engage in research for the MD Research Project. In 2021, the department's research funding exceeded \$5.86 million, supplemented by an additional \$46 million through its research partner, the Murdoch Children's Research Institute (MCRI). In 2022, department members contributed to 1126 peer-reviewed publications.

The department is instrumental in delivering diverse clinical, biological, and health science education within the MD program, focusing on child and adolescent health, paediatric surgery, and various related specialties, including mental health. It also offers post-graduate courses in Adolescent Health and Welfare, Genetic Counselling, Genomics and Health, and Research Higher Degrees.

At the Royal Children's Hospital, the department is vital, contributing to policy development and senior management. Its members significantly influence child and youth health policy and broader health policy at both national and state levels.

In collaboration with the Royal Children's Hospital and the Murdoch Children's Research Institute, the Department of Paediatrics at the University aims to transform the Royal Children's Hospital campus into a combined hub of research, teaching, and clinical practice, focusing on enhancing child and adolescent health.

5.2. MELBOURNE MEDICAL SCHOOL

<http://www.medicine.unimelb.edu.au/>

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs, including the Doctor of Medicine (MD), the first professional entry Masters's level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st-century medical education.

The MMS is committed to improving the well-being of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research, and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

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>