



POSITION DESCRIPTION

Department of Paediatrics
Faculty of Medicine, Dentistry and Health Sciences

Lead Facilitator (ASQ-TRAK)

POSITION NO	0063779
CLASSIFICATION	UOM 7
SALARY	\$106,432 - \$115,211 p.a. (pro rata for part time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time / part-time (0.8 FTE)
BASIS OF EMPLOYMENT	Fixed-term position 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	Eleanor Jackson Email eleanor.jackson@unimelb.edu.au <i>Please do not send your application to this contact.</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

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

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 **STRONG kids, STRONG future** program is an initiative designed to have a significant social impact by improving the developmental outcomes of Aboriginal and Torres Strait Islander children. The program comprises the distribution of an innovative developmental screening tool (ASQ-TRAK) and the delivery of the associated training, which were both developed by the program. The ASQ-TRAK is used to observe and monitor the development of Aboriginal and Torres Strait Islander children as part of routine health checks and is the only culturally adapted developmental screening tool for this context.

The role of the Lead Facilitator - ASQ-TRAK (the Facilitator) is to enable the uptake and faithful use of the ASQ-TRAK by the health, education, and community service sectors. The Facilitator will apply professional practice knowledge in early childhood development and expertise in leading professional learning, to support the implementation of the ASQ-TRAK and deliver related training and educational activities.

The position is situated within The University of Melbourne's Department of Paediatrics, based at The Royal Children's Hospital and reports to the Program Manager, STRONG kids STRONG future.

We foster a values-based culture of innovation and creativity to enhance the research performance of the University and to achieve excellence in teaching and research outcomes.

We invest in developing the careers and wellbeing of our students and staff and expect all our leaders to live our values of:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

1. Key Responsibilities

1.1 COORDINATION

- ▶ Contribute to the ASQ-TRAK training program as a technical lead to ensure efficient and effective program delivery, in close collaboration with the Training Coordinator ASQ-TRAK and Clinical Lead.
- ▶ Maintain and contribute to training administrative system improvement, including regular reporting, data and issues documentation.
- ▶ Participate in collection, analysis and evaluation of training data, and contribute to research activities.
- ▶ Deliver accreditation and quality assurance frameworks, promote participation, and regulate compliance.
- ▶ Contribute to the design, development and quality improvement of the ASQ-TRAK training framework.
- ▶ Contribute to the online education and resource environment.
- ▶ Participate in the development / review of training materials and related documents.

1.2 TRAINING

Facilitate Practitioner Training workshops, including but not limited to:

- ▶ Contribution to logistics and management of travel itineraries in advance of workshop delivery.
- ▶ Travel from home location to workshop delivery site - Workshops may be delivered in urban, regional or remote locations.
- ▶ Delivery of workshops over two (2) days
- ▶ Post-workshop student management – management of the student environment post-workshop, marking and processing workplace practice documentation, and other activities as directed by the Training Coordinator. Example of optional sub-heading

1.3 EDUCATIONAL LEADERSHIP AND SCHOLARSHIP

- ▶ Facilitate and contribute to Communities of Practice meetings for Practitioners and Facilitators under guidance of Clinical Lead.

1.4 ENGAGEMENT

- ▶ Actively promote the ASQ-TRAK tool and training to appropriate services and sectors.
- ▶ Attend relevant conferences and engage with delegates to promote the ASQ-TRAK tool and training.
- ▶ Actively engage in STRONG kids, STRONG future and Department-wide meetings and activities.

1.5 PROFESSIONAL PRACTICE

- ▶ Develop and maintain own professional practice standards.
- ▶ Contribute to the delivery of University-wide strategic priorities and initiatives.

Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Relevant tertiary qualifications and subsequent relevant experience, or an equivalent combination of relevant experience and/or education/training.
- ▶ Demonstrated knowledge of early childhood development including factors influencing the developmental trajectories of Aboriginal and Torres Strait Islander children and knowledge of intervention pathways for children with developmental difficulties or other transferable, relevant professional or lived experience.
- ▶ Ability to engage sensitively and effectively with Aboriginal and Torres Strait Islander people in ways that affirm cultural identity and promote self-determination.
- ▶ Experience in delivering adult education programs or professional development and ability to meet the learning needs of a range of craft groups across the health, education, and community service sectors.
- ▶ Ability to engage practice leadership from various service sectors to support implementation and workforce development strategies.
- ▶ Previous experience of working with Aboriginal and Torres Strait Islander communities and Aboriginal Community Controlled Organisations, and/or a commitment to Aboriginal and Torres Strait Islander culture and advancement
- ▶ Proficiency in the use of MS Office computer applications, and the ability to learn and implement new applications.

2.2 DESIRABLE

- ▶ Recognition as an Accredited ASQ-TRAK Facilitator would be highly regarded.
- ▶ Experience working in the health or early childhood education sector and using developmental screening and/or assessment tools in a professional practice context.
- ▶ Ability to design and deliver online learning activities and resources.
- ▶ Familiarity with policies and procedures at The University of Melbourne

2.3 OTHER JOB-RELATED INFORMATION

- ▶ The role requires frequent interstate travel (approximately 1 trip a month) to meet and work with Aboriginal and Torres Strait Islander organisations and individuals.
- ▶ The role requires work out of ordinary hours, to support peak periods of program activities. Recognition of overtime worked is ensured through time off in lieu.
- ▶ This position requires the incumbent hold a current and valid Working with Children Check. The University of Melbourne is dedicated to safeguarding the welfare of all community members, especially those most vulnerable. As part of our commitment to child safety and in line with the Victorian Child Safe Standards, this position will be required to hold a valid Employee WWCC, regardless of where in the University an employee may work or what work they do.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Lead Facilitator will operate with a high degree of autonomy and is expected to manage and execute their responsibilities with minimal supervision. While clinical guidance and program direction will be provided by the Training Coordinator ASQ-TRAK and Clinical Lead, the Lead Facilitator will be responsible for making independent decisions regarding the day-to-day execution of training programs, workshop facilitation, and the management of associated administrative tasks. The role requires self-motivation, strong organizational skills, and the ability to proactively address challenges as they arise.

3.2 PROBLEM SOLVING AND JUDGEMENT

The Lead Facilitator will encounter a range of issues requiring advanced problem-solving and critical thinking skills. This includes addressing challenges in program delivery, resolving logistical issues related to workshop facilitation, and handling diverse needs of participants. The role demands sound judgement in making decisions that align with program goals, quality standards, and cultural sensitivity. The ability to analyse data, identify trends, and make evidence-based recommendations for improvements is crucial. Additionally, the Lead Facilitator must apply nuanced understanding and sensitivity when engaging with Aboriginal and Torres Strait Islander communities, ensuring that program activities and communications are respectful and effective.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The Lead Facilitator must possess or be able to develop in-depth knowledge of early childhood development, particularly regarding Aboriginal and Torres Strait Islander children, and be familiar with relevant intervention pathways. A strong understanding of adult education principles and professional development strategies is highly desirable. Familiarity with the ASQ-TRAK tool and its application in various sectors, including health and education, is also highly desirable. The role also requires knowledge of The University of Melbourne's policies and procedures, particularly those related to child safety and occupational health and safety. This position demands staying current with best practices in training and development, as well as engaging with relevant research and developments in the field.

3.4 RESOURCE MANAGEMENT

The Lead Facilitator will oversee the management of various resources necessary for effective training delivery, including training materials, technological tools, and logistical arrangements. This involves coordinating with program staff for the preparation and distribution of materials, managing travel itineraries, and ensuring that all resources are utilised efficiently. Budget management for travel and training-related expenses may also be part of the role, requiring careful planning and cost-effective decision-making. The Lead Facilitator will need to balance resource allocation between different program needs and ensure that all resources support the achievement of training objectives and quality standards.

3.5 BREADTH OF THE POSITION

The Lead Facilitator position encompasses a broad range of responsibilities across multiple facets of the ASQ-TRAK training program. This includes technical leadership in program delivery, facilitation of workshops, development and review of training materials, and engagement with various stakeholders. The role involves significant interaction with Aboriginal and Torres Strait Islander communities, requiring cultural competence and sensitivity. It also requires travel to diverse locations and the ability to manage varying schedules and time zones. The Lead Facilitator will play a key role in shaping the direction and quality of the training program, contributing to strategic priorities, and supporting workforce development across multiple sectors. The breadth of the position demands a versatile and proactive individual capable of managing diverse tasks and responsibilities effectively.

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 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.

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 DEPARTMENT OF PAEDIATRICS

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

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located on the Melbourne Children's campus in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the Melbourne Medical School. 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, 400 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Scholarly Selective component of the MD course. In 2017, the total research income for the Department was nearly \$8.5M and members of the Department published more than 1000 peer reviewed publications.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy and also to broader aspects of health policy at a national and state level.

Working with its partners, the Department of Paediatrics' vision for the Melbourne Children's campus is to be a world-leading, integrated research, teaching and clinical site 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.

Teaching, training and research are fundamental elements of the Royal Children's Hospital. The Royal Children's Hospital is part of a child health precinct, and in partnership with the Murdoch Children's Research Institute, the University of Melbourne, La Trobe University, Deakin University, Monash University and RMIT University, ensures clinical services are integrally linked with teaching, training and research.

These relationships are crucial in providing opportunities for significant participation in the public health agenda for children and young people, for 'translational research' to drive laboratory and clinical findings into health promotion and prevention programs and for driving new paradigms and models of care.

6.4 MELBOURNE MEDICAL SCHOOL

www.medicine.unimelb.edu.au

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. The School is ranked ninth in the world (Times Higher Education World University Rankings 2019 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading hospitals in both the public and private sectors, as well as with leading medical research institutes and centres, nationally and internationally.

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.

With nine clinical departments (Clinical Pathology, General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) the MMS has over 900 academic and professional staff members who

are located at the University of Melbourne's Parkville campus or are embedded within health services throughout metropolitan Melbourne and rural Victoria. In addition, MMS staff are privileged to work alongside over 2400 honorary appointees from the health sector who tirelessly contribute their time, knowledge and clinical expertise to the education of our students.

MMS delivers a suite of health-related graduate programs including the Doctor of Medicine (MD) which is the School's flagship program. It was the first Masters level entry-to-practice medicine qualification developed in Australia and set a new benchmark in medical education.

MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. With an annual research income of \$88.5 million the research effort of the school is highly collaborative and spans basic to translational research. MMS has nearly 550 higher degree by research candidates.

School staff members also actively lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service.

Under the leadership of Professor John Prins, MMS is undertaking exciting new developments including a major review of the MD curriculum, an emphasis on the clinician-scientist career trajectory (in partnership with affiliated Hospitals, Medical Research Institutes and Foundations), and a reinvigorated focus on clinically relevant research. These initiatives are being enhanced by a number of recruitment opportunities (through retirements, resignations and recent funding acquisitions) for a range of leadership positions across the School. These positions present a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

6.5 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

6.6 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>

6.7 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.

6.8 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>