



POSITION DESCRIPTION

Faculty of Education
Learning Intervention

Learning Leader (up to 6 positions)

POSITION NO	0063823
CLASSIFICATION	Academic Level A
SALARY	\$83,468 to \$113,292
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	1.0 FTE
BASIS OF EMPLOYMENT	Fixed term position until December 2026. Contract type: Research Contingent Work focus: Academic Specialist
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	Lauren Sartori Email: sartori.l@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

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 MHiPS Learning Leader is part of the Teaching and Learning Team and responsible for training delivery, learning coordination and support for a group of Mental Health and Wellbeing Leaders (MHWLs) and their schools participating in the Mental Health in Primary Schools Initiative (MHiPS). Learning Leaders guide and support each MHWL on their learning pathway including assisting with individual development plans, facilitating specific learning content through the MHiPS Training Program delivered throughout the year.

Each Learning Leader will have a diverse group of MHWLs to work with and therefore must have exceptional organisation skills and be able to work collaboratively with the broader MHiPS training team, schools from across the government, catholic and independent sectors and Department of Education Regional Mental Health Branches. The Learning Leader will require extensive experience in similar learning support roles, content knowledge and experience in providing support to schools around mental health and wellbeing approaches and strategies, excellent communication skills and be able to develop and sustain relationships with their MHWL group and other project stakeholders. Learning Leaders are also required to have demonstrated experience in and an understanding of the process of identifying and supporting schools to implement evidence-based resources and strategies.

THE MENTAL HEALTH IN PRIMARY SCHOOLS INITIATIVE

The Victorian Department of Education (DE) has partnered with the Faculty of Education (FoE) and Murdoch Children's Research Institute (MCRI) to deliver the Mental Health in Primary Schools Initiative across Victoria. The aim of MHiPS is to build the capacity of primary schools to support their student's mental health and wellbeing from a prevention and promotion perspective.

The MHiPS Initiative provides participating primary schools with funding for a Mental Health and Wellbeing Leader (MHWL) to implement a whole-school approach to mental health. The MHWL is also provided with an evidence-based training program, developed and delivered by the Faculty of Education at the University of Melbourne, involving regular Learning Community sessions in addition to core content modules regarding mental health literacy and building school capacity to support mental health.

For further information please visit the Mental Health in Primary Schools Website <https://www.mhips.org.au/>

1. Key Responsibilities

- ▶ Provide support to each MHWL on their learning pathway, including assisting MHWLs in developing learning goals and monitoring and tracking progress against goals.
- ▶ Delivery of core training module (workshops and learning community sessions) both in-person and online.
- ▶ Responding to all training queries, (including facilitating drop-in sessions) from MHWLs and their school communities.
- ▶ Referral of non-training related queries to relevant stakeholders such as DE, VCEA or ISV.
- ▶ Regularly tracking and reporting on training attendance for MHWL cohorts including quantitative summaries and qualitative analysis of trends and patterns that will determine risks to the project delivery and quality.
- ▶ Supporting MHWLs in their delivery of staff professional learning based on their learnings from the core modules and learning community sessions.
- ▶ Facilitating training workshops to MHWLs and schools both in person and online and Learning Community sessions to MHWLs online. This includes organisation and learning of training program content, liaising with guest speakers and confidently presenting content to groups of various sizes.
- ▶ Providing Canvas (Learning Management System) support for trainees including enrolling participants, monitoring discussion boards, completing post training administration tasks including editing and uploading recordings to Canvas.
- ▶ Complete various associated administrative tasks (as directed) with a high degree of accuracy and to tight deadlines including keeping accurate and up to date attendance data for all MHWLs and ensuring training participants and other stakeholders receive training session invitations on time.
- ▶ Source and share information with MHWLs and schools around evidence-based resources relating to child mental health and wellbeing.
- ▶ Liaise with other key stakeholders such as DE Project Officers and regional mental health branch staff.
- ▶ Supporting the MCRI research team as needed.
- ▶ Contribute to additional projects and tasks as requested by the Education Lead, Project Manager or Delivery Lead.
- ▶ Actively participate in the University Professional Development Framework.

1.1 RESEARCH

- ▶ Contribute to research publications as directed by the Education Lead.
- ▶ Represent and promote MHiPS, FoE and the University by participating in local, national, and international seminars, conferences and events.

1.2 BEHAVIOURAL EXPECTATIONS

- ▶ 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.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A tertiary qualification in an appropriate field (psychology, social work, other Allied Health, education or wellbeing).
- ▶ Knowledge of and experience in using evidence-based strategies to support the mental health and wellbeing of primary school students, ideally in a classroom context.
- ▶ Excellent and professional communication and facilitation skills. Must be prepared to present and facilitate professional learning sessions regularly (in person and on zoom).
- ▶ Ability to work as part of a multi-disciplinary delivery team.
- ▶ Superior administrative, organisation and time management skills.
- ▶ Ability to develop and sustain professional relationships with individuals and groups.
- ▶ Demonstrated capacity to acquire new digital skills and get the best out of existing software.

2.2 DESIRABLE

- ▶ Experience working within a primary school and/or clinical setting with primary school aged children.
- ▶ Experience with online approaches to learning and teaching, including supporting participant needs and engagement.

2.3 OTHER JOB RELATED INFORMATION

- ▶ There will be peak periods of delivery where leave is not likely to be approved.
- ▶ Some out of hours work will be required.
- ▶ Some regional travel for in person training delivery will be required.
- ▶ Hybrid working arrangements are available with 60% in the Parkville office, 40% work from home. There are times when working full time from the Parkville office will be required.
- ▶ As the training is delivered to Primary Schools, the position will encompass working during school hours and throughout the school term.
- ▶ Unrestricted right to work in Australia.
- ▶ Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check.

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 ORGANISATION UNIT

The Faculty of Education (FoE) 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. FoE 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.

5.2 BUDGET DIVISION

Our Vision:

Together we equip people to address the major educational challenges of our times.

Our Values:

Respect, Integrity, Curiosity, Fairness and Transparency

Our Mission

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.

- We stimulate 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 times.
- We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

FoE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne's Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

FoE offers a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines. For more information about us, visit: education.unimelb.edu.au

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>