



## POSITION DESCRIPTION

**Faculty of Education**  
Language and Literacy Education

### Resource Development & Content Writer

<b>POSITION NO</b>	0063652
<b>CLASSIFICATION</b>	Level A.6
<b>SALARY</b>	\$105,518 per annum, pro rata
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Potential of up to full time hours.
<b>BASIS OF EMPLOYMENT</b>	2 September 2024 – 31 December 2024
<b>OTHER BENEFITS</b>	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Amanda Samson <a href="mailto:amanda.samson@unimelb.edu.au">amanda.samson@unimelb.edu.au</a> <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](http://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***

Produce well-researched, evidence-based lesson plans and resources that align with the Primary English Victorian Curriculum 2.0. The position involves meticulous attention to detail, ensuring all content adheres to style guide standards, accessibility requirements, and best practices in the science of reading. A thorough understanding of curriculum mapping and a commitment to quality assurance are essential. The ability to integrate graphic design elements and provide resources that enhance teaching and learning experiences is highly desirable.

### ***1. Key Responsibilities***

- ▶ Lesson plan writing: This work involves producing English lesson plans guided by evidence-based, best practice guidelines; a detailed writing style guide; a detailed lesson plan template, and approved curriculum mapping documents which align with the Primary English Victorian Curriculum 2.0.
  - This work may include writing lesson plans, developing support resources for lesson and/or writing summative assessment tasks that align with the curriculum mapping documents.
- ▶ Quality assurance: This work involves ensuring that resources meet the required style guide and accessibility requirements; proof reading and editing of lesson plans and resources; responding to external feedback on lesson plan content and ensuring that formatting or copyright requirements are identified and sent to the appropriate staff members for actioning.

### ***2. Selection Criteria***

#### **2.1 ESSENTIAL**

- ▶ Knowledge of contemporary theoretical and policy debates and practice within the Primary English.
- ▶ Knowledge of Victoria 2.0 Primary English Curriculum and Victorian Teaching and Learning Model 2.0

- ▶ Experience teaching in primary schools in Australia;
- ▶ Demonstrated ability to work collaboratively and constructively in teams, including multi-disciplinary teams;
- ▶ Experience with working with cloud-based platforms and the Microsoft suite of programs

## 2.2 DESIRABLE

- ▶ A history of participating in literacy teacher workshops;
- ▶ A record of producing resources to support the teaching of English at primary context;
- ▶ Further qualifications beyond initial teacher education training;

## 2.3 OTHER JOB RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and 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 FACULTY OF EDUCATION**

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 LANGUAGE AND LITERACIES EDUCATION ACADEMIC GROUP**

The Languages and Literacies Academic Group brings together academics in languages and literacies from a range of education focussed contexts, including the early years, primary, secondary and tertiary settings, and into adulthood. The Academic Group is located within the FoE. Its aims include: Creating new knowledge on issues shaping the disciplines of language and literacy through collaboration with stakeholders, providing world-class graduate courses which develop expertise in language and literacy education, organising events which bring together academics, policy-makers, government and non-government institutions, practitioners and community representatives to discuss key language and literacy issues, and further knowledge, supporting masters and doctoral level research students to pursue academic study, and tendering for research grants and consultancy.

### **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>