POSITION DESCRIPTION

THE UNIVERSITY OF MELBOURNE

Victorian College of the Arts
Faculty of Fine Arts and Music

Tutor / Lecturer in Music Theatre

POSITION NO	0045680
CLASSIFICATION	Tutor, Level A or Lecturer, Level B
SALARY	Level A $69,148 - $93,830 p.a. Level B $98,775 - $117,290 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1 FTE)
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers, under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Margot Fenley Tel +61 3 9035 9405 Email mfenley@unimelb.edu.au *Please do not send your application to this contact*

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

Date Created: 04/09/2014 **Last Reviewed:** 13/04/2018 **Next Review Due:** 13/04/2020

Position Summary

VCA Music Theatre trains industry-ready, professional performers with a strong sense of individual expression. The Tutor / Lecturer in Music Theatre will make a significant contribution to teaching, educational leadership and scholarship, and engagement in the field of Music Theatre and to the Faculty. In addition, the position requires demonstrated capacity to build artistic and academic collaborations with colleagues across Faculty disciplines in teaching and learning.

The incumbent will specialise in teaching vocal technique for music theatre, OR will have a portfolio of high-level skills in music theatre accompaniment and theory teaching. Experience teaching at a tertiary level is required, together with recognised standing in the profession and the capacity to provide relevant industry experience to support student and graduate achievement. The incumbent's teaching practice will demonstrate a clear commitment to continually developing innovative practices that respond to the integration of the three skill areas of music theatre performance across diverse styles and the need to prepare students for diverse professional careers.

The position requires the successful preparation and delivery of studio-based practical training, collaboration with fellow academic staff and mentorship of casual (adjunct) teaching staff in the development and delivery of curriculum. In addition, the position requires substantial subject coordination and academic oversight responsibilities, so demonstrable skills in these areas are required, whether through previous experience in similar tertiary positions or other professional roles.

Whilst making contributions to the delivery of teaching within the Faculty, the appointee must continue to carry out activities to maintain and develop his/her professional and scholarly activities relative to the profession and discipline. Funding and other resources to support such scholarship will be available to Faculty staff. The incumbent may elect to undertake research in his/her area of teaching specialty.

This position will be primarily based at the Southbank Campus and report directly to the Head of Music Theatre.

1. Selection Criteria

1.1 ESSENTIAL

- Demonstrated capacity for teaching excellence that inspires and challenges students at the undergraduate level in a conservatoire-style tertiary training institution.
- Established reputation for excellence nationally or internationally as a performing arts teacher in the Music Theatre field, specialising in one of the key areas of:
    - Music Theatre singing teaching, with particular specialisation in contemporary and commercial voice a requirement. A post graduate degree in vocal pedagogy is highly desirable and the ability to teach spoken voice an advantage. The incumbent will be required to play music theatre repertoire to a highly competent standard.
    - Music Theatre accompanist and music skills teacher. An excellent pianist who is highly skilled in all Music Theatre styles with strong sight-reading skills and has experience in delivering music skills and theory classes at a tertiary level. A demonstrable interest in developing knowledge and skills as a repertoire or vocal coach is highly desirable.

- Knowledge of a range of current training methodologies in their specialist field within the scope of Music Theatre performance.
- Demonstrated ability to contribute to curriculum design, subject coordination and academic administration.
- Effective experience in the use of critical self-reflection, for both personal professional development and as a teaching and learning tool
- Demonstrated ability to integrate understanding of industry standards and protocols into training.
- Evidence of ability and willingness to contribute to the engagement activities of Music Theatre, both within and beyond the University
- Track record or potential to engage in the research profile and output of the Faculty of Fine Arts & Music
- An innovative, creative and critical approach to the development of curriculum and teaching practices
- The capacity to work autonomously, collaboratively and positively within a team
- Strong interpersonal skills, recognising and respecting diversity, personal differences and professional ethics.
- Experience in developing resource materials for learning and teaching

Additional criteria for appointment to Level B

- A PhD in a related field or professional practice of equivalent duration and/or standing, as recognised by the Selection Committee

1.2 DESIRABLE

- Demonstrated industry networks, nationally and/or internationally.
- A national or international profile as a performing arts professional in music theatre or an allied performing arts field

2. Special Requirements

- Some working hours may be required outside of normal business hours, particularly during performance seasons and for auditions for student selection.

3. Key Responsibilities

- This position is principally involved with teaching and associated activities including; studio-based group or individual tutoring, preparation of teaching materials, educational design, educational leadership, supervision of students, marking and preparation for such activities; and professional practice where appropriate.
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

3.1 TEACHING AND LEARNING

- Successfully preparing and delivering studio-based practical training at the undergraduate level and contributing to artistic projects.
- Initiation and development of high quality subject materials.
- Undertaking consultation with students and marking and assessment as appropriate
- Undertaking subject coordination and administrative tasks associated with the subjects taught.
- Contributing to curriculum development with appropriate consultation with other members of the discipline group.
- Analysing of learning needs of students and identifying of appropriate approaches to teaching
- Developing ways to improve practice by obtaining and analysing feedback
- Embedding reflective practice within all aspects of teaching
- Effective management and coordination of casual staff members
- Maintaining currency with the latest ideas in the discipline and for teaching the discipline
- Development of learning materials including innovative teaching methodologies and online delivery if appropriate
- Developing and supervising Breadth subjects, where appropriate

3.2 RESEARCH

- Maintaining research active status as defined by the Faculty's "Research Active Definition" document
- Conduct research and be actively involved in professional activity
- Supervising honours and postgraduate students
- Developing, maintaining and enhancing the artistic and academic research programs within the Faculty
- Seek and maximise opportunities for multidisciplinary collaboration within the University and between VCA & MCM disciplines and programs and cooperation across and within disciplines.

3.3 ENGAGEMENT

- Actively participating in some outreach activities related to teaching and learning
- Effective liaison with external industry networks to foster collaborative partnerships
- Contributing to developing links with the profession and other universities, both nationally and internationally, to support best practice teaching and learning within the discipline.
- Engagement in subject or professional pedagogy research as required to support teaching activities

3.4 LEADERSHIP AND SERVICE

- Contribution to the intellectual debate within the Faculty and also within the profession and discipline.
- Actively participating in the communication and dissemination of effective teaching practice in the discipline.

- Engagement in subject, professional pedagogy research as required to support teaching activities
- Active contribution to Music Theatre and/or faculty meetings and undertake coordination of subjects and programs as required and commensurate with the academic level of appointment
- Participation in program planning and delivery within budget and in alignment with the VCA and Faculty of VCA & MCM's Vision, Purpose and Strategic Business Plans

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 deserve to service 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:

http://safety.unimelb.edu.au/topics/responsibilities/

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 VICTORIAN COLLEGE OF THE ARTS

Further information about the Victorian College of the Arts can be found at http://vca.unimelb.edu.au/.

6.2 FACULTY OF FINE ARTS AND MUSIC

Further information on the Faculty of Fine Arts and Music can be found at

http://finearts-music.unimelb.edu.au

6.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at http://futurestudents.unimelb.edu.au/explore/why-choose-melbourne/reputation-rankings.

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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.

6.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

- Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement http://about.unimelb.edu.au/strategy-and-leadership
- The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.
- The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. http://research.unimelb.edu.au/our-research/research-at-melbourne
- The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of *Research at Melbourne: Ensuring Excellence and Impact to 2025*.

6.5 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 http://www.unimelb.edu.au/unisec/governance.html.