



## POSITION DESCRIPTION

Melbourne Graduate School of Education  
Centre for Positive Psychology

### Associate Professor, Positive Psychology

<b>POSITION NO</b>	0045288
<b>CLASSIFICATION</b>	Associate Professor Level D
<b>SALARY</b>	\$145,685 - \$160,500 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full Time (1.0 FTE)
<b>BASIS OF EMPLOYMENT</b>	Fixed Term position available for 3 years
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/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 Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Lindsay Oades Tel +61 3 3 8344 0170 Email <a href="mailto:lindsay.oades@unimelb.edu.au">lindsay.oades@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)

## ***Position Summary***

The Melbourne Graduate School of Education (MGSE) is at the forefront of innovation in education, working with partners in schools, early childhood settings, communities, government and beyond, constantly seeking new and improved ways to support Australia's education system. Within MGSE, the Centre for Positive Psychology is a hub for research and teaching activities associated with positive psychology, positive education and education policy.

The appointee will be expected to make an outstanding contribution to the teaching, research and engagement priorities of MGSE, with particular expertise in commercialisation and innovation. The person will contribute strongly to MGSE's teaching programs including the Master of Applied Positive Psychology (MAPP), the undergraduate breadth subjects in positive psychology, and other programs. The ability to influence and stimulate the student experience through the use of innovative teaching and learning initiatives and to supervise research higher degree students will be essential to the role.

The successful candidate will show research leadership, will have a well-developed research program in a relevant field and will have evidence of attracting research funding, particularly category 2 and 3 (government and industry). Experience and demonstrated success in engaging with the education sector or relevant community groups is also required.

This senior position requires a high degree of independent work, minimum supervision and high level of innovation, problem-solving skills connected with project management and conceptual demands of research, teaching and community engagement. The appointee is also expected to play a broader role in leading other relevant projects or programs in MGSE, and taking on more formal leadership roles in MGSE and the University of Melbourne.

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

### **1.1 LEADERSHIP AND SERVICE**

- Show leadership in the Teaching and Learning portfolio which will involve directing and coordinating the MAPP course and providing strong support for existing and planned teaching programs. Ensure the University requirements and standards are met; develop innovative teaching offerings; mentor junior staff in terms of course content and lecture development; ensure assessment requirements across all subjects meet AQF standards; and approve guest lecturers and workforce planning for MAPP teaching staffing needs.
- Provide leadership in innovative and entrepreneurial approaches to creating products, programs and services that are research informed.
- Provide academic leadership within the Graduate School by supporting and mentoring junior academic staff, effectively leading teams, and engaging in administrative, financial and resource management as needed.
- Provide service to the University and MGSE through membership of committees.
- Promote the University and the discipline by participating in appropriate professional activities such as leadership committees of professional associations and presenting keynote addresses at national and international conferences.

### **1.2 RESEARCH – ADVANCEMENT OF THE DISCIPLINE**

- Pursue excellence in research in the field of positive psychology, education, and related areas of interest.
- Generate substantial research funds from government, industry and/or national competitive sources.
- Direct and manage major research projects over all phases from conceptualization to report-writing and presenting at conferences.

- Publish in top tiered peer-reviewed journals, books, reports and refereed conference proceedings within the fields of positive psychology, education, and related areas.
- Develop research and consultancy links with government and industry, based on responsiveness to key policy challenges, locally and nationally.
- Lead and develop evidence based tools/ products for commercialization.
- Participate in research activities of the Graduate School such as the Graduate School's seminar programs and workshops and provide mentorship to junior academic staff and early career researchers.
- Supervise postgraduate students undertaking research projects or degrees and chair advisory panels for RHD students from the Graduate School.

### 1.3 TEACHING AND LEARNING

- Coordinate and lead the MAPP.
- Teach in the MAPP and provide teaching and support in the other programs delivered by the Centre for Positive Psychology.
- Supervise and participate in supervisory panels for postgraduate students undertaking research projects or degrees.
- Lead and/or make a significant contribution to the development, review and evaluation of courses and subjects in the Centre and in the Graduate School's teaching programmes.
- Teach into other programs as required within the Graduate School.

### 1.4 ENGAGEMENT

- Contribute expertise to projects across the Graduate School and the University, and provide concepts for potential commercialisation of output where suitable.
- Actively engage with and influence educational and health policy and public debate related to well-being, mental health and education.
- Provide research-based advice and support to government and educational bodies, local organisations, or other community groups on positive psychology, positive education, and other relevant areas.
- Engage in ongoing professional development in the area of positive psychology, education, and related disciplines, maintaining knowledge of current research, professional practice standards, resources and public concerns and needs.
- Actively contribute to the Centre's and University's discourse on positive psychology and related fields using various communication platforms.

### 1.5 RESPONSIBILITY AND COMPLIANCE

- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.
- All staff are expected to maintain the following behaviours:
  - 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**

- 1.1.1 A PhD or equivalent research doctorate in Positive Psychology, Psychology, Education, Management, Neuroscience, or other relevant area.
- 1.1.2 An outstanding demonstrated capacity to make a significant leadership contribution to the future directions of the University of Melbourne.
- 1.1.3 A proven record of successful teaching at undergraduate and graduate level, including the ability to make significant contributions to the design and coordination of innovative and distinguished programs, and evidence of successful knowledge transfer activities.
- 1.1.4 A proven track record of successfully generating funds from government, industry, and national-competitive sources.
- 1.1.5 An established international research profile with a significant record of publications in leading journals.
- 1.1.6 Excellent leadership, interpersonal, and communication skills, with the ability to work and contribute collaboratively in a research or teaching team.
- 1.1.7 Demonstrated capacity to provide high quality supervision for higher degree students.
- 1.1.8 Proven record in developing collaborative relationships nationally or abroad.

### **2.2 DESIRABLE**

- 1.2.1 Established links with education providers, health care organisations, or other professional associations, and an ability to develop strong links and partnerships with other key professional organisations.
- 1.2.2 Potential for contributing to the development of evidence-based government policy.
- 1.2.3 Involvement with external bodies in curriculum and policy development in positive psychology or a related area.
- 1.2.4 Involvement in relevant professional associations and evidence of contributions to the community.

## ***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 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 service for excellence and reach the targets of Growing Esteem.

## ***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:

<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.

## ***5. Other Information***

### **5.1 ORGANISATION UNIT**

Melbourne Graduate School of Education

### **5.2 BUDGET DIVISION**

#### *Our Vision:*

A society in which education enables full and equitable participation.

#### *Our Mission*

Through effective collaborations, we will deliver:

- ▶ relevant, high quality, high impact research
- ▶ research-informed, clinical teacher education that develops graduates with the capacity to inspire and improve individual learning outcomes
- ▶ outstanding quality postgraduate studies for professionals.

The Melbourne Graduate School of Education (MGSE) is Australia's number 1 and among the world's finest for Education (QS World Rankings by Subject).

MGSE 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.

Our flagship Master of Teaching is based on a clinical approach to teaching, and is a significant shift away from traditional approaches to teacher education. We also offer 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](http://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 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.

## 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 <http://www.unimelb.edu.au/governance>