



POSITION DESCRIPTION

Melbourne Graduate School of Education

Partnerships Coordinator (Master of Teaching)

POSITION NO	0044641
CLASSIFICATION	Lecturer, Level B
SALARY	\$98,775 to \$117,290 (pro rata for part-time)
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part-time (0.4 FTE)
BASIS OF EMPLOYMENT	Fixed-term from 1 February 2018 to 24 December 2018 Work Focus Category: Academic Specialist Fixed term contract type: Recent Professional Practise required
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Teresa Angelico Deputy Director, Learning and Teaching Email teresaa@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

Position Summary

The Master of Teaching Partnerships Coordinator is responsible for building and maintaining relationships with partnership early childhood centres, primary and secondary schools in relation to professional experience placements for Teacher Candidates. With responsibility for implementing engagement strategies, including informing, consulting and involving stakeholders, the Partnerships Coordination also works with Clinical Practice Coordinators to build partnerships to ensure that all Teacher Candidates have access to the required number of professional experience placements throughout their studies.

The Partnership Coordinator liaises with the Course Coordinators (Early Childhood, Primary and Secondary) to analyse needs and trends and to determine the effectiveness of engagement strategies in order to continually improve partnership arrangements. The Partnership Coordinator monitors alignment between professional experience subject requirements and partnership arrangements as outlined in the annual Partnerships Agreement between MGSE and secondary schools. This role is responsible for identifying stakeholder issues and for providing advice on issues and / or risks to stakeholder relationships as soon as they arise so risks can be managed effectively. This role will develop effective engagement strategies to support clinical teaching practice placements.

The Partnership Coordinator works closely with the Team Leader – Placement to build and maintain relationships with key stakeholders and to coordinate stakeholder contact. Further, this role ensures that stakeholders are recognised as partners in the development and delivery of the Master of Teaching and is responsible for the management of stakeholder forums, meetings and special events. The Partnership Coordinator reports to the Deputy Director - Learning and Teaching. Support for this role will be provided by the Professional Support team within the Academic Support Office.

1. Key Responsibilities

1.1 LEADERSHIP

- ▶ Ensure that partnership arrangements are in place to enable all Teacher Candidates to undertake placements for practicum subjects
- ▶ Instigate regular visits to schools to establish, monitor and support partnerships
- ▶ Meet with principals and other key personnel to promote the Master of Teaching and participation in the program
- ▶ Present Master of Teaching sessions to school staff cohorts
- ▶ Liaise with the Course Coordinators, Clinical Teaching Practice Coordinators and the Placement team and fellow Partnerships Coordinator, to monitor size and location of school and centre groups
- ▶ Ensure that there are effective partnerships, regular communication, and planning interactions with professional experience academics and professional staff involved in school and centre placements
- ▶ Contribute to the provision of ongoing support and course-specific professional development for Teaching Fellows and Clinical Specialists (in liaison with CTP subject coordinator)
- ▶ Participate in committees including, Master of Teaching course committees and Professional Practice meetings; and other subcommittees as required

- ▶ Work with staff from the Dean's office to assist with presentations to visiting delegations and site visits to partnership schools
- ▶ Contribute to the broader MGSE school and centre partnerships activity as required by the Dean.

1.2 ENGAGEMENT

- ▶ In collaboration with the Clinical Practice Coordinators, contribute to the scheduling, organisation and delivery of information sessions and professional development to Clinical Specialists and Teaching Fellows
- ▶ In collaboration with the Clinical Practice Coordinators and Course Coordinators, contribute to the delivery of information sessions during Orientation and Open Days
- ▶ Participate in relevant research projects as required
- ▶ Promote the Master of Teaching to other University of Melbourne faculties and external institutions
- ▶ Liaise with bodies such as VIT and AEU
- ▶ Engage in ongoing evaluation of the Master of Teaching, particularly with regard to the monitoring of the success of partnerships
- ▶ Contribute to ongoing evaluation research into programs including survey devising and analysis, reporting.

2. Selection Criteria

2.1 ESSENTIAL

- Relevant academic qualification, extensive knowledge of Victorian school systems and extensive experience in school leadership, or school partnerships
- Excellent understanding of internal and external influences shaping the provision of initial teacher education, in particular, the professional experience component
- Demonstrated capacity to develop and maintain stakeholder networks and strategic relationship management
- Demonstrated, deep understanding of the theoretical framework of evidence-based, interventionist clinical models of pedagogy and individualised learning informing the Master of Teaching
- Demonstrated capacity to provide leadership to staff teaching in the Master of Teaching program and to apply interpersonal and team work skills to work as a member of a teaching and leadership team
- Demonstrated high-level organisational, problem solving and project management skills, including the ability to plan and organise self and others to ensure the completion of tasks
- Demonstrated ability to be adaptive and accepting of new ideas, and a willingness to approach new challenges and adjust to plans to meet new priorities
- Demonstrated ability to contribute to the strategic direction of the Graduate School, particularly in relation to matters within this portfolio
- Excellent communication, persuasion and engagement skills
- Valid driver's license with access to a car for visiting partnership schools/centres

- VIT registration or a valid Working with Children Check.

2.2 DESIRABLE

- ▶ Doctoral degree of substantial progress towards a doctoral degree in education/teaching, or a relevant area
- ▶ Capacity to contribute to the Graduate School's research priority-based agenda, which may be evidenced by publications and/or success in attracting research funding within that framework

3. *Special Requirements*

- ▶ Leave will not always be approved during placement and other peak periods

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 ORGANISATION UNIT

Melbourne Graduate School of Education

6.2 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

6.3 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>.

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/governance>