



## POSITION DESCRIPTION

**Melbourne Graduate School of Education**  
Melbourne Centre for the Study of Higher Education

### Senior Learning Designer

<b>POSITION NO</b>	0043286
<b>CLASSIFICATION</b>	PCS 8
<b>SALARY</b>	\$99,199 - \$107,370 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 until 24 December 2018 Fixed term contract type: Specific task or project
<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>	Deborah Jones Tel +61 3 8344 5600 Email <a href="mailto:djones@unimelb.edu.au">djones@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***

A Senior Learning Designer position is available (appointment as appropriate for skills and experience).

The role will focus on leading the design, development and delivery of innovative solutions for the University's suite of online courses including the MOOCs initiative, using a range of contemporary technologies, online platforms and collaborative learning environments. The position will use sound instructional principles and methodologies oriented to best practice learning and teaching pedagogies, and will be guided by the University's Digital Learning Strategy.

The Senior Learning Designer will have extensive experience in the practice of learning design for online education, with an established and intellectual understanding of pedagogy in an online learning context and a background in the development of frameworks for efficient and effective learning design.

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

### **1.1 OPERATIONAL ACTIVITIES AND SERVICE QUALITY**

- ▶ Ensure high quality learning experiences for students by providing professional development and best practice exemplars to academic staff;
- ▶ Maintain a detailed understanding of learning objectives and how these relate to learning design frameworks and priorities for online learning and apply these as appropriate to all online course design and development initiatives;
- ▶ Design and deliver support for staff development to build online teaching capacity in the academic community and the effective implementation of educational technologies in online courses;
- ▶ Collaborate with online learning specialists to develop and implement coherent, engaging and high quality courses.
- ▶ Determine and document course design through extensive consultation with academics;
- ▶ Lead the course development process including the iterative design and development of prototype units or modules for review and assessment with academics and eLearning colleagues.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

### **1.2 COLLABORATION AND LEADERSHIP**

- ▶ Contribute and report regularly to team meetings, and work with colleagues to support broader eLearning activities at the University;
- ▶ Assist academics in the strategic and pedagogically-driven design of curriculum and content for their wholly online courses.
- ▶ Demonstrate leadership in the innovative development of online course and module learning designs, through research-informed practice and design of resources to facilitate more efficient learning design and development processes;

- ▶ Actively foster mentor relationships with Learning Designers, taking regular opportunities to collaborate and learn from research and best practice examples of learning design from other institutions;

### 1.3 INNOVATION AND IMPROVEMENT

- ▶ Engage in regular research to inform online development initiatives including MOOCs, disseminating ideas and findings as appropriate;
- ▶ Contribute to collective resources and processes that will facilitate more rapid and consistent design and development of online courses. This activity will be led by Senior Learning Designers.
- ▶ Actively develop and maintain professional capacity through scholarly interest; establish a profile in the educational research field by attending events; and be involved in relevant professional and educational networks.

## 2. Selection Criteria

### 2.1 ESSENTIAL

- ▶ Applied educational design experience in the development of curriculum based, high quality online learning resources and experiences.
- ▶ Excellent customer relationship and interpersonal skills, including the ability to liaise with a range of internal and external stakeholders to achieve successful outcomes;
- ▶ Highly organised, detail oriented with a strong work ethic, commitment to continuous improvement, openness to new ideas and creative approaches to problem solving within established timelines;
- ▶ An appropriate postgraduate qualification with extensive relevant experience or an equivalent combination of extensive relevant experience and/or education/training;
- ▶ Significant experience in the creation and implementation of effective educational design frameworks based on established models for constructive alignment of learning objectives, tasks and assessment;
- ▶ Ability to work with and interpret client requirements in the design and development of educational technology resources or courses;
- ▶ Extensive experience working with and designing for enterprise learning management systems and online learning environments;
- ▶ Extensive experience working as part of a team and providing support and guidance to manage critical and competing priorities in a highly dynamic and flexible environment;
- ▶ A sound and current knowledge of emergent trends in ICT, particularly the educational application of social media, mobile technologies and rich media collaboration.

### 2.2 DESIRABLE

- ▶ A sound knowledge of university academic policies and procedures, and experience in designing and managing University courses is highly desirable;
- ▶ University teaching experience.

## 3. Job Complexity, Skills, Knowledge

### 3.1 LEVEL OF SUPERVISION / INDEPENDENCE

- ▶ You will be in close collaboration with colleagues from the Learning Environments unit;
- ▶ The incumbent will need to demonstrate educational design expertise and provide practical support to academic staff, using relevant pedagogical and theoretical methodologies for enhancing student learning experiences and teaching practice through educational technologies and eLearning design;
- ▶ To maximise effectiveness, the incumbent will need to work in a transparent and consultative manner; sharing personal knowledge and technical expertise; undertaking assigned development activities; maintaining co-operative working relationships with colleagues; and seeking and responding to feedback.
- ▶ They will need to train, monitor and support online course facilitators in any specific technologies and processes intrinsic to the smooth implementation of online courses.
- ▶ You will need to employ a higher degree of initiative and autonomy. High levels of trust and self-reliance underpin expectations of leadership, autonomy, responsibility, communication and consultation in this role.

### 3.2 PROBLEM SOLVING AND JUDGEMENT

- ▶ This role will have access to sensitive information and you will be expected to maintain extremely high professional standards of behaviour by using tact, discretion and clarity;
- ▶ The incumbent is expected to maintain exceptionally high standards of professional behaviour, including advanced interpersonal skills and sound judgement, to build productive and positive professional relationships with academic and professional staff at the University;
- ▶ You will need to have high-level analytical skills and apply pragmatic approaches to supporting the project stakeholders.

### 3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ▶ The incumbent are expected to have a deep understanding and empathy of the University culture and its community. This will include a sound understanding of academic objectives, administrative processes, and organisational structures.
- ▶ The incumbent will use their knowledge to contribute to the successful implementation of the University's eLearning strategy generally and its online course development initiatives in particular.

### 3.4 RESOURCE MANAGEMENT

- ▶ The incumbent will use University facilities and resources with a high degree of professionalism.
- ▶ This position may supervise some staff however no direct budgetary responsibilities are required.

### 3.5 BREADTH OF THE POSITION

- ▶ This position requires a well-rounded perspective on the teaching and learning activities within the University
- ▶ This role requires an in-depth, specialist understanding of the online graduate courses project structure, objectives and strategy. You must develop and maintain strong positive communications throughout the University community.

## ***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 desire 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](http://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>