



## POSITION DESCRIPTION

Melbourne Graduate School of Education

### Research Fellow

POSITION NO	0041621
CLASSIFICATION	Research Fellow, Level B
SALARY	\$95,434 - \$113,323 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time fixed term contract available for four years from October 2016 Work Focus Category: Research Only Fixed term contract type: Research
OTHER BENEFITS	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
CURRENT OCCUPANT	Vacant
HOW TO APPLY	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.
CONTACT FOR ENQUIRIES ONLY	Professor Johanna Wyn Email <a href="mailto:j.wyn@unimelb.edu.au">j.wyn@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)**  
**[joining.unimelb.edu.au](http://joining.unimelb.edu.au)**

## ***Position Summary***

The position is designed to contribute across the Youth Research Centre (YRC) in the Melbourne Graduate School of Education (MGSE), drawing on expertise in quantitative analysis and where appropriate, to teaching programs (particularly in relation to quantitative research). In this position you will contribute to this suite of research projects in the YRC, with a primary focus on the Life Patterns longitudinal program (Transitions, Pathways and Mobilities). Where required, the position will also support other research program in the Centre. The candidate will have expertise in the field of the sociology of education, labour markets, in quantitative analysis and an outstanding track record in research and teaching. The successful applicant will contribute to research performance of the Melbourne Graduate School of Education through the publication of articles in the fields of education, youth studies and young people's wellbeing and will be involved in the supervision of research higher degree students at Masters and PhD levels.

## ***Selection Criteria***

### **1.1 ESSENTIAL**

- 1.1.1 A doctoral degree in education, sociology or a related field;
- 1.1.2 Capacity to contribute to the MGSE's research agenda, which may be evidenced by publications;
- 1.1.3 An awareness of contemporary theoretical and policy debates within the sociology of education and youth studies;
- 1.1.4 Demonstrated ability to work in a team and provide guidance to casual staff in the area, if necessary;
- 1.1.5 Demonstrated expertise in quantitative data design and analysis;
- 1.1.6 Demonstrated capacity to attract research funding and to manage research projects;
- 1.1.7 Demonstrated capacity in the supervision of higher degree students;
- 1.1.8 Excellent written and oral communication skills; and
- 1.1.9 Demonstrated capacity to work within tight timelines and within budget.

### **1.2 DESIRABLE**

- 1.2.1 Demonstrated capacity to work collaboratively both within and outside the University; and
- 1.2.2 Established links with funding bodies (government and non-government) and with organisations associated with youth transitions.

## ***2. Special Requirements***

- 2.1 There are no special requirements for this position.

### 3. Key Responsibilities

#### Research

##### *Project planning and maintenance*

- Organise and participate in project planning meetings/workshops, both internal and external;
- Contribute to the writing and/or tracking of ethics applications, where required;
- Develop quotes and responses to tenders and procurement requests for services related to research and capacity building in the field of youth wellbeing;
- In conjunction with senior research staff develop program logic, project plan and detailed implementation timeline;
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- Support the archiving of data.

##### *Project delivery*

- Organise and lead project meetings to report on project progress;
- Implement project deliverables according to contract guidelines including the management of day-to-day tasks in accordance with project plan;
- Effectively manage issues on the project that may impede the project's progress and work with senior research staff to resolve these issues;
- Supervision of research assistant/s including scheduling of tasks, review of completed tasks and provision of feedback on work quality;
- Tracking budgets in accordance with the established client contract;
- Client liaison and relationship management. This includes communicating with clients to keep them informed of project progress;
- Coordinating the data collection and analysis process to meet project objectives; and
- Store and maintain integrity and security of project/research data.

##### *Research and publications*

- To contribute to research outcomes on a national scale and to publish in DEEEWR-recognised research publications; and
- To maintain and expand knowledge of current research, resources and practice in the fields of higher education, vocational and youth studies.

##### *Research training*

To supervise/offer expertise to postgraduate students undertaking research projects or research higher degrees.

#### Engagement

- To undertake professional activities including the dissemination of research, publications, membership of committees and consultancies; and

- To engage in ongoing professional development in the area of teacher education, and to maintain knowledge of current research, resources and practice in that field.

### **Leadership and Service**

- To undertake academic and administrative leadership in the broad field of the sociology of education, through research and where relevant, teaching into the areas above;
- To assist in ongoing professional development of the various course teams and support casual staff, as necessary; and
- To liaise and engage in projects with relevant external education and community groups.

### **Behavioural expectations**

All staff are expected to maintain the following behaviours:

- Treat everyone equitably; act fairly with staff and demonstrate respect for diversity; and
- Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration.

### **Occupational Health and Safety**

- 3.15 Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

## **4. Other Information**

### **4.1 ORGANISATION UNIT**

EPEI Domain of the MGSE

### **4.2 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: [educaiton.unimelb.edu.au](http://educaiton.unimelb.edu.au).

#### 4.3 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 [www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings](http://www.futurestudents.unimelb.edu.au/explore/about/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 [hr.unimelb.edu.au/careers](http://hr.unimelb.edu.au/careers).

#### 4.4 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. [www.growingesteem.unimelb.edu.au](http://www.growingesteem.unimelb.edu.au)
- ▶ 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://www.unimelb.edu.au/research/research-strategy.html>

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*.

#### 4.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

#### 4.6 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 [www.unimelb.edu.au](http://www.unimelb.edu.au).

## ***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.