



## POSITION DESCRIPTION

Melbourne Graduate School of Education  
Science of Learning Research Hub

### Research Fellow 1 or 2 Program Co-ordinator (Design)

<b>POSITION NO</b>	0044366
<b>CLASSIFICATION</b>	Level A (Research Fellow 1) or Level B (Research Fellow 2)
<b>SALARY</b>	Level A \$69,148 - \$93,830 p.a. pro rata Level B \$98,775 - \$117,290 p.a. pro rata
<b>SUPERANNUATION</b>	Employer contribution of 9.5%
<b>BASIS OF EMPLOYMENT</b>	Fixed term Part-time (0.5 FTE) Position available January 2018 to 20 December 2018 Fixed-term contract type: Externally funded contract employment Work focus category: Academic Research
<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> , then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Laureate Professor John Hattie Email: <a href="mailto:jhattie@unimelb.edu.au">jhattie@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 Science of Learning Research Hub, located within the Melbourne Graduate School of Education, aims to translate robust learning sciences into educational and pedagogical practice.

The Science of Learning Schools Hub (SLSH) aims to invite up to 20 Victorian schools to join a 2018 Science of Learning Schools Partnership, focused on creating a community in which the foundational principles of the Science of Learning can be validly translated. A pilot of this project was successfully conducted in 2017, and we are now seeking a suitably qualified Research Fellow to fill the role of Program Co-ordinator (Design) to assist in the design, development and delivery of the program in its first substantive rollout in 2018.

The Program Co-ordinator (Design) will work closely with the Program Co-ordinator (Transition) in researching and developing the philosophy, objectives, curricula and content for the program. This will include, but not be limited to, design and implementation of both face-to-face and online delivery modes, identification of appropriate content components for a valid Science of Learning curriculum, and co-ordination of participants' contributions to the program.

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

- ▶ Initiating, promulgating and maintaining a range of research materials, resources and information related to the Science of Learning;
- ▶ Designing targeted, fit-for-purpose web based resources and systems to support the aims of the program
- ▶ Liaising with technical experts, as required, to build necessary systems and resources
- ▶ Moderating online, interactive platforms e.g. discussion boards, content uploads and participant interactions;
- ▶ Providing support and guidance to participants in uploading and accessing appropriate science of learning research
- ▶ Identifying and developing communication opportunities and channels to support research dissemination amongst participant schools
- ▶ Identifying opportunities to translate research into practice to help embed learning sciences within participating schools
- ▶ Provide administrative support to the Hub and to the Program Coordinator (Transition) of the project
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5 or 6.

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- ▶ Relevant tertiary qualifications;
- ▶ An awareness of contemporary theoretical and policy debates within Education in general and the Science of Learning in particular;
- ▶ Strong written and verbal communication skills;
- ▶ Demonstrated knowledge of science of learning research, principles, philosophy and methodologies;
- ▶ Intermediate to advanced technology literacy, in particular the ability to design, or co-ordinate the design of, online educational platforms;
- ▶ Strong customer service orientation
- ▶ Capacity to contribute to MGSE's research agenda
- ▶ Strong written and verbal communication skills
- ▶ Demonstrated stakeholder management skills
- ▶ A demonstrated track record of effective teamwork and collaboration skills.

### **2.2 DESIRABLE**

- ▶ Teaching experience

## ***3. Special Requirements***

- ▶ The incumbent may be required to travel to participating schools.

## ***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 strive 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/people/community/responsibilities-of-personnel>

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

## ***6. Other Information***

### **6.1 BUDGET DIVISION**

Melbourne Graduate School of Education

<http://education.unimelb.edu.au/>

#### **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)

## 6.2 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>.

## 6.3 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.

#### 6.4 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>