



POSITION DESCRIPTION

Melbourne Conservatorium of Music
Faculty of the VCA and MCM

Lecturer/Senior Lecturer/Associate Professor in Music (Performance Teaching)

POSITION NO	0044212
CLASSIFICATION	Lecturer, Level B / Senior Lecturer, Level C / Associate Professor, Level D
SALARY	<p>Level B \$98,775 - \$117,290 p.a.</p> <p>Level C \$120,993 - \$139,510 p.a.</p> <p>Level D \$145,685 - \$160,500 p.a.</p> <p>Level of appointment is subject to the appointee's qualifications and experience</p>
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time (1 FTE)
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	<p>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.</p>
CONTACT FOR ENQUIRIES ONLY	<p>Professor Gary McPherson Tel +61 3 8344 7889</p> <p><i>Please do not send your application to this contact</i></p>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

This is a full time continuing position for a suitably qualified musician who possesses an established national and/or international profile as a researcher and expert practitioner in the area of performance teaching. The incumbent will provide leadership in the further development of the Conservatorium's undergraduate and graduate program in instrumental/vocal pedagogy and bring imaginative and innovative perspectives to building on the distinguished tradition of performance and performance teaching within the Conservatorium's teaching and research profile.

The ideal candidate will be a passionate musician with a strong and effective commitment to teaching and research. The candidate will possess the range of personal and academic attributes that would be required to coordinate the Conservatorium's undergraduate and graduate performance teaching degrees. Core duties will include teaching subjects within the Master of Music (Performance Teaching) dealing with school based instrumental/vocal pedagogy and studio instrumental/vocal pedagogy, as well as developing the Conservatorium's graduate research program. Additional duties will be dependent upon qualifications and interests of the applicant and the needs of the Conservatorium.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Preparation and delivery of individual lectures, tutorials and seminars in performance teaching
- ▶ Preparation and delivery of a range of performance teaching subjects that focus on approaches, methodologies, techniques for teaching music performance in schools and studios
- ▶ Development of performance teaching at the Undergraduate and Graduate Levels
- ▶ Initiation and development of subject material
- ▶ Marking and assessment of performance teaching subjects
- ▶ Marking and assessment of assessment tasks at undergraduate and graduate levels
- ▶ Effective management and coordination of casual staff members
- ▶ Administration of the Master of Music (Performance Teaching)
- ▶ Ongoing curriculum development
- ▶ Developing and supervising Breadth subjects, where appropriate

1.2 RESEARCH

- ▶ Demonstrated capacity to supervise Masters and PhD students in the field of performance teaching
- ▶ Demonstrated research activity with clear plans to strengthen research within the Melbourne Conservatorium of Music
- ▶ Maintain research active status in accordance with Faculty's research guidelines and university expectations
- ▶ Apply for competitive external research grants, either as a sole researcher or as part of collaborative networks
- ▶ Manage and support students with ethics applications

1.3 PROFESSIONAL ACTIVITIES AND KNOWLEDGE ENGAGEMENT

- ▶ Involvement in professional activity, including music education associations, conferences and collaboration with colleagues in other institutions
- ▶ Contribution to the advancement of scholarly practices in the professional community through active involvement, which could include outreach programs, liaison with the peak professional organisations for the benefit of students and the Conservatorium.
- ▶ Communication of professional skills, knowledge and expertise to the wider community.

1.4 LEADERSHIP AND SERVICE

- ▶ Leadership of performance teaching offerings within the Conservatorium
- ▶ Attendance at Conservatorium's and/or faculty meetings and membership of committees
- ▶ Participation in program planning and delivery within budget and in alignment with the Faculty's and Conservatorium's Vision, Purpose and Strategic Business Plans
- ▶ Occupational Health and Safety (OH&S) responsibilities as outlined in section 4.

2. *Selection Criteria*

2.1 ESSENTIAL

- ▶ Doctoral qualification in an area of music performance teaching
- ▶ Expertise in teaching a range of areas within instrumental/vocal pedagogy, including those focused on teaching approaches and innovative teaching methodologies
- ▶ An extensive knowledge of the research literature in performance teaching including one to one studio teaching and group instruction
- ▶ A proven track record of successful program building and developing undergraduate and graduate degrees in performance teaching
- ▶ A willingness and demonstrated success in recruiting students into masters level specialist courses in performance teaching
- ▶ Compatibility of teaching within undergraduate and graduate programs of the Conservatorium
- ▶ Success in supervising research higher degree students at masters and doctoral levels in performance teaching
- ▶ Track record or potential to engage in the research profile and output of the Conservatorium
- ▶ Ability to mentor staff across the Conservatorium's teaching and learning performance program

Additional criteria for appointment to Level C

- ▶ A strong record of published work at a national level
- ▶ Demonstrated track record of contribution to the strategic development of an organisation, its programs and public outreach profile

Additional criteria for appointment to Level D

- ▶ International standing as a researcher who has published in high stakes journals and publications and given presentations at national and international conferences

- ▶ Demonstrated leadership in graduate offerings in performance teaching and leadership in the area of performance teaching research within the Conservatorium

2.2 DESIRABLE

- ▶ Ability to teach in at least one other secondary area such as chamber music, entrepreneurship or career development
- ▶ Developing and supervising Breadth subjects, where appropriate

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

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

5. *Other Information*

5.1 THE MELBOURNE CONSERVATORIUM OF MUSIC

The MCM has over 900 full time equivalent students and is the largest Conservatorium in Australia. In April 2009 the former Faculty of Music and School of Music within the former

Faculty of the VCA became a single music school within the Faculty of the VCA and MCM. The new Conservatorium has a clear vision for international excellence in music training, scholarship and research. It is the most comprehensive music institution in Australia, building on the distinctive strengths of the music programs offered by the former music schools across western and non-western music performance, musicology and ethnomusicology, music therapy, music performance teaching, composition, conducting, and opera.

The Conservatorium is also the most highly endowed in Australia with a large number of bequests and scholarships that attract and support many of Australia's finest young musicians. It operates across two campuses: the main university Parkville campus and the arts precinct at Southbank, both adjacent to the city centre and a comfortable distance for each other via public transport.

The Conservatorium is committed to being a centre of creative and scholarly excellence that is recognised internationally for its innovation and the quality of its outputs in music performance, research, teaching and community outreach. This commitment forms the foundation of its work.

5.2 FACULTY OF VCA AND MCM

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

5.3 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

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.

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. 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*.

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 www.unimelb.edu.au.