



THE UNIVERSITY OF
MELBOURNE

POSITION DESCRIPTION

Melbourne Graduate School of Education

Lecturer/Senior Lecturer in the Science of Learning

POSITION NO	0045668
CLASSIFICATION	Lecturer, Level B / Senior Lecturer, Level C Level of appointment is subject to experience
SALARY	\$98,775 - \$117,290 p.a. Level B \$120,993 - \$139,510 p.a. Level C
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed term position for 3 years Work Focus Category: Teaching and Research
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	Professor John Hattie Tel +61 3 9035 3482 Email jhattie@unimelb.edu.au Please do not send your application to this contact

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

Position Summary

Over the past four years, scholars have joined the MGSE from across campus, the University of Queensland, and ACER to form the “Science of Learning Research Centre” (see <http://www.slrc.org.au>). This has been funded by an Australian Research Council special project, comprised of over 100 researchers, post-graduate and dissertation students working on many exciting projects, and now includes courses within the MGSE with the eventual goal of becoming a major strand of courses and research in the Science of Learning.

The Lecturer/Senior Lecturer in the Science of Learning position will work within a highly rigorous research framework that draws from the behavioural and social sciences to address contemporary challenges in education. The position will bring an experimental and quantitative perspective to the Science of Learning; with priority given to innovative scholars who focus their research on learning strategies, self-regulation, feedback, and/or (meta)cognition.

A major part of the position is translating the Science of Learning research into real-world settings (e.g., schools). The Lecturer/Senior Lecturer in the Science of Learning academic will have excellent pedagogical skills, including the ability to clearly communicate sophisticated scientific research to audiences with diverse backgrounds and expertise. The appointee should be well prepared to engage in collaborative or supervised research with graduate students, and actively recruit and supervise doctoral students who are interested in applying a cross-discipline Science of Learning perspective to challenges in educational policy and practice.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Prepare and deliver lectures, tutorials and seminars, including executive, online, blended and flexible delivery methods;
- ▶ Initiate, develop and review curriculum;
- ▶ Incorporate Aboriginal and Torres Strait Islander education into the curriculum, appropriately reflecting the commitments made in documents such as the University’s Reconciliation Action Plan;
- ▶ Communicate with and provide feedback to students in a timely and effective manner;
- ▶ Conduct assessment, marking and moderation;
- ▶ Complete administrative tasks associated with the subjects taught;
- ▶ Coordinate subjects, as required, which may include supervision of sessional teaching staff, development of a staffing plan and associated administration and coordination;
- ▶ Monitor and support students’ academic progress with the provision of feedback, and contribute to associated progress review activities as required;
- ▶ Monitor Subject Experience Surveys to assess performance and continuously improve quality of teaching.

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ Establish and maintain a relevant and impactful research agenda;
- ▶ Disseminate research in high impact peer reviewed journals, scholarly books, and other appropriate outlets;
- ▶ Apply for and attract competitive research funding;

- ▶ Meet and / or exceed MGSE research activity minimum criteria;
- ▶ Participate in relevant research projects, independently or as an active team member;
- ▶ Supervise and contribute to the supervision of RHD students;
- ▶ Actively participate in research seminars, and national and international conferences.

1.3 LEADERSHIP AND SERVICE

- ▶ Assist in ongoing professional development of colleagues and support sessional staff, as necessary;
- ▶ Proactively contribute to MGSE, the broader University and the discipline through appropriate leadership and service opportunities, such as participation on committees, project and working groups, and taking an active role in meetings and performing coordination and leadership roles;
- ▶ Identify and participate in relevant professional and community associations, including participation in meetings, advisory/editorial boards of professional societies.

1.4 OTHER

- ▶ Contribute to developing and maintaining networks within the discipline and with other universities, businesses, Governments, institutions, and communities, both nationally and internationally, to support collaboration across all aspects of academic work;
- ▶ Develop and maintain ongoing professional development in the relevant discipline areas, and maintain knowledge of current research, resources and contemporary practice in that field.

In addition to the above, responsibilities for a Level C appointee may include:

- Provide significant leadership in scholarly and related academic activities relevant to higher education teaching and learning and research across the University and nationally.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A completed doctoral degree in educational psychology, neuroscience, cognitive psychology, or a related field closely aligned with the Science of Learning;
- ▶ Knowledge of contemporary theoretical and policy debates and practice within the discipline area;
- ▶ A strong track record of publications, in line with the MGSE Research expectations;
- ▶ Demonstrated ability to attract research grants and consultancies;
- ▶ Ability to demonstrate excellence in teaching;
- ▶ Demonstrated ability to contribute to course or subject development (including both face to face and online) and undertake subject coordination duties where appropriate.
- ▶ Provide leadership and strategic support to the growing Science of Learning community within MGSE and across the University, and with local, state, and national stakeholders.
- ▶ Demonstrated ability to work collaboratively and constructively in teams, including multi-

disciplinary teams.

In addition to the above, essential criteria for Level C appointment are:

- Evidence of innovation and impact in teaching and learning.
- Demonstrated capacity to attract research funding.
- A strong record of research publications relating to university teaching and learning.

2.2 DESIRABLE

- Broad knowledge and expertise enabling a contribution to teaching across multiple subjects and / or programs;
- Experience in effectively supervising or co-supervising Research students;
- Strong digital literacy, in line with the University's commitment to digital pedagogies in research, learning and teaching;
- Experience in community engagement with a capacity to build local and international networks and partnerships;

In addition to the above, desirable criteria for Level C appointment are:

- Experience in leadership roles.

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 based on 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/topics/responsibilities/>

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

5. Other Information

5.1 ORGANISATION UNIT

Melbourne Graduate School of Education

5.2 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.

5.3 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>.

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. <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.

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 <http://www.unimelb.edu.au/governance>