



POSITION DESCRIPTION

Melbourne Graduate School of Education

Project Manager – Master of Teaching

POSITION NO	0049677
CLASSIFICATION	UoM 8
SALARY	\$103,409 - \$111,927 per annum (pro rata for part time)
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed-term position until 18 December 2020.
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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Leonie Benson Tel +61 3 8344 2845 Email leonie.benson@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

The Project Manager, Master of Teaching will play a critical role in the coordination of the Master of Teaching 2022 project. This is an umbrella term for a range of separate (but interdependent) projects that will result in the re-design and renewal of the Master of Teaching suite of courses. These courses specialise in Early Childhood, Early Childhood/Primary; Primary; and Secondary teaching. The range of work is significant and will include projects that focus on comprehensive course review, curriculum re-design and renewal and internal re-accreditation of all courses.

The Project Manager, Master of Teaching will work closely with senior academic and professional staff. They will be responsible for the high level integrated strategic project support and timely delivery of a range of activities and processes required to ensure project outcomes are achieved.

The incumbent will work closely with the Manager, Learning and Teaching and team. They will also liaise with other MGSE support teams to seek their expertise in the implementation of project outcomes and activities.

1. Key Responsibilities

1.1 COMPREHENSIVE COURSE REVIEW

- Develop the comprehensive course review and action plan documentation in collaboration with senior academic and professional staff.
- Develop comprehensive course review timelines and milestones and coordinate achievement of these.
- Liaise with colleagues in Chancellery and other external stakeholders to identify and develop best practice approaches to the course review process.
- Provide expert advice and executive support to the comprehensive course review steering committee and associate working parties.

1.2 CURRICULUM REDESIGN AND RENEWAL

- Effectively manage project resources and timelines, overseeing and contributing to the curriculum renewal process.
- Develop curriculum re-design and renewal timelines and milestones and coordinate achievement of these.
- In collaboration with senior academic staff actively engage with the creation and implementation of complex course structures, models, mapping documents and delivery modes.
- Work collaboratively with the Learning and Teaching, and other MGSE professional, teams to ensure that key outcomes that are specified as priority actions can be implemented.
- Provide expert advice to curriculum renewal committees and associated working parties.

1.3 INTERNAL RE-ACCREDITATION

- ▶ Effectively coordinate internal re-accreditation project resources, timelines and milestones and coordinate achievement of these.
- ▶ In collaboration with senior academic staff actively engage with the development of University course/subject approval documents.
- ▶ Work collaboratively with the Learning and Teaching and MGSE professional teams to ensure that key outcomes that are specified as priority actions can be implemented.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A relevant postgraduate qualification or extensive experience and management expertise or an equivalent combination of relevant experience and/or education/training.
- ▶ Demonstrated experience in the management and coordination of projects including planning, communication, implementation and reporting.
- ▶ Excellent relationship building and negotiation skills with the ability to work effectively and progress issues with key project stakeholders.
- ▶ Engaging and persuasive interpersonal skills including the ability to foster collaboration and engagement across diverse stakeholder groups at all levels of seniority.
- ▶ Advanced writing skills with demonstrated ability to develop documentation to a high standard.
- ▶ Demonstrated high level of organisational skills with the proven ability to prioritise tasks, in an environment of high volume of work and tight timelines.
- ▶ Results focussed with the ability to apply adaptive reasoning, exercise discretionary judgement and escalate issues to senior management as appropriate.

2.2 DESIRABLE

- ▶ Master of Teaching or equivalent undergraduate Education qualification.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The incumbent will work under the broad direction of the Manager, Learning and Teaching and work closely with key academic and professional leaders.

3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent has the discretion to innovate within the administrative elements of the project ensuring that processes and practices are within those of the University and the MGSE

guidelines and policies. A high level of attention to detail is required and evidence-based decision making should be executed in consultation with the Manager, Learning and Teaching and key academic and professional leaders.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent will be expected to develop strong working relationships with MGSE staff and University stakeholders.

3.4 RESOURCE MANAGEMENT

The incumbent will be expected to manage project resources in a manner compliant with University policy and procedures. They will also be responsible for supervising the Learning and Teaching Officer who will provide project support tasks.

3.5 BREADTH OF THE POSITION

The incumbent is responsible for the coordination of the Master of Teaching 2022 project. The position has responsibility for complex tasks and the development of initiatives to support this project. The capacity to work with a range of staff at different levels of seniority within the University is vital.

4. *Special Requirements*

- ▶ Unrestricted right to work in Australia;
- ▶ Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check;
- ▶ Some out of hours work may be required; and
- ▶ This position is based at the Parkville site. Travel to other sites may be required.

5. *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.

6. 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.

7. Other Information

7.1 ORGANISATION UNIT

Melbourne Graduate School of Education

7.2 BUDGET DIVISION

Our Vision:

Together we equip people to address the major educational challenges of our times.

Our values:

Respect, Integrity, Curiosity, Fairness and Transparency

Our Mission

The Melbourne Graduate School of Education fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society.

- We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession.
- We stimulate learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities.
- We provide research leadership, setting the direction for high impact, innovative and responsive research that addresses the pressing issues of our times.
- We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

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

7.3 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>.

7.4 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. <https://research.unimelb.edu.au/>

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.

7.5 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>