



POSITION DESCRIPTION

Melbourne Conservatorium of Music
Faculty of Fine Arts and Music

Tutor / Lecturer / Senior Lecturer in Music (Music Therapy)

POSITION NO	0048348
CLASSIFICATION	Tutor, Level A, or Lecturer, Level B or Senior Lecturer, Level C
SALARY	Level A \$72,083 - \$97,812 p.a. Level B \$102,967 - \$122,268 p.a. Level C \$126,128 - \$145,431 p.a. Level of appointment is subject to the appointees qualifications and experience
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time or Part time
BASIS OF EMPLOYMENT	Continuing or Fixed term
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	Professor Felicity Baker Tel +61 3 8344 5346 Email felicity.baker@unimelb.edu.au <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

Position Summary

A division within the Melbourne Conservatorium of Music (MCM), the discipline of Music Therapy is the largest of its kind in any Australian music school, having been established in 1978 and grown steadily over the past three decades. It is a flourishing area that has produced graduates of outstanding quality and competitive success who fill international positions in Universities and have established numerous new positions. The division focuses on research driven practice, with a balance of theory, methods, clinical training and research.

There are currently up to four positions available to join the Music Therapy team in teaching and research positions. We invite applications from experienced music therapy researchers and educators who have demonstrated their commitment to building partnerships with graduate researchers, academic colleagues and industry partners. Ideal candidates will have the skills, knowledge and attitudes that will enable them to become leaders within the music profession nationally and internationally as well as making an academic, research and pedagogical contribution to music therapy within the MCM.

Appointees will make significant contributions to music therapy pedagogy, research and research training, and knowledge transfer activities of the Melbourne Conservatorium of Music (MCM). Core duties of the roles will involve teaching and coordination of music therapy subjects, acquisition of research funding from government or industry sources, and contribution to committees at MCM, Faculty and University level. Typically, a load might include teaching, research, committee participation, and recruitment activities, auditions, and selection into the music therapy courses. The appointee will contribute to the future direction of Music Therapy, will be expected to maintain office hours for student consultation and work collegially with colleagues.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Successfully prepare and deliver lectures and seminars at undergraduate and postgraduate levels.
- ▶ Support the development of music therapy students, both online and face to face
- ▶ Initiate and develop high quality subject materials.
- ▶ Contribution to curriculum development
- ▶ Marking and assessment of assignments and examinations
- ▶ Participate in annual auditions
- ▶ Effective management and coordination of casual staff members
- ▶ Developing and supervising Breadth subjects, where appropriate

1.2 RESEARCH

- ▶ Supervision of Research Higher Degrees
- ▶ Undertake research relevant to the position or in an area relevant to the development of the music therapy discipline
- ▶ Maintain research active status through regular undertaking and dissemination of original research according to the Faculty research guidelines and university expectations.

- ▶ Apply for competitive external research grants, either as a sole researcher or as part of collaborative networks.
- ▶ Seek and maximise opportunities for multidisciplinary collaboration within the University and faculty or externally.

1.3 ENGAGEMENT

- ▶ Contribution to the advancement of music therapy, particularly through active engagement with industry partners
- ▶ Involvement in professional activity in a range of contexts, including the national Australian Music Therapy Association
- ▶ Communication of professional skills, knowledge and expertise to the wider community through participation in media opportunities, such as radio and online publications and interviews.

1.4 LEADERSHIP AND SERVICE

- ▶ Attendance at Conservatorium's and/or faculty meetings and/or membership of committees
- ▶ Participate in program planning and delivery within budget and in alignment with the Vision, Purpose and Strategic Business Plans of the Faculty of Fine Arts and Music.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ PhD qualification in music therapy
- ▶ Expertise as a music therapy teacher utilising both face-to-face and online platforms
- ▶ Expertise necessary to satisfy requirements for accreditation with the Australian Music Therapy Association, or similar international accrediting agency.
- ▶ Academic publication record in relevant areas
- ▶ Demonstrated teaching skills at the University level with diverse student cohorts
- ▶ Excellent interpersonal and communications skills

Additional criteria for appointment to Level B

- ▶ Record of publications and research strengths that provide evidence of a) potential to attract research grants, and b) demonstrated capacity to supervise honours, masters and PhD students in the field of music therapy
- ▶ National reputation as a music therapist
- ▶ Skills in recruitment and supervision of graduate research students

Additional criteria for appointment to Level C

- ▶ Track record in international presentations and publications
- ▶ Significant publications of international standing in prominent journals
- ▶ Experience in initiating and participating in collaborative research programs internationally

- ▶ Demonstrated track record of contribution to the strategic development of an organisation, its programs and public profile
- ▶ Evidence of significant contributions to community-building and engagement activities

2.2 DESIRABLE

- ▶ Experience of culturally sensitive teaching program design and evaluation
- ▶ Experience in the design and delivery of online courses

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 MUSIC THERAPY

Further information about Music Therapy can be found at

<http://mcm.unimelb.edu.au/areas-of-specialisation/music-therapy/overview>

5.2 MELBOURNE CONSERVATORIUM OF MUSIC

Further information about the Melbourne Conservatorium of Music can be found at <http://www.conservatorium.unimelb.edu.au/>

5.3 FACULTY OF FINE ARTS AND MUSIC

Further information about the Melbourne Conservatorium of Music can be found at <https://finearts-music.unimelb.edu.au/>

5.4 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>.

5.5 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.

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