

POSITION DESCRIPTION

Melbourne Graduate School of Education
Centre for Program Evaluation

Research Assistant

POSITION NO	0051120
EMPLOYMENT TYPE	Casual Position
CLASSIFICATION	Research Assistant Grade 1 - 3
RATES	\$43.70 - \$47.87 per hour
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	3-4 days per week until Dec 2020
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	<i>Please do not apply via the University Careers site.</i> Please email a Cover Letter, your CV and Response to the Selection Criteria to the contact below. Please note incomplete applications will not be considered.
CONTACT	Mr Lee Kiong Au lee-kiong.au@unimelb.edu.au

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

Position Summary

A Research Assistant is required to support a large-scale program evaluation at the [Centre for Program Evaluation](#) (CPE).

The Evaluation involves collecting, analysing and triangulating findings from multiple sources of data to inform the implementation of a large-scale education policy, the Differentiated Support for School Improvement Initiatives, which is part of the Education State reforms by the Victorian Department of Education and Training.

The project offers opportunities to work with experienced evaluators at the Centre for Program Evaluation, and leading experts in the field of Education at The University of Melbourne.

CPE is internationally recognised as a leading centre for excellence in program evaluation. CPE is situated within the Melbourne Graduate School of Education at The University of Melbourne. CPE is the only academic evaluation research and training centre in Australasia. The work of all staff at the Centre is underpinned by three interrelated strands of evaluation;

- Advancement of evaluation theory and methods
- Teaching evaluation
- Evaluation practice

CPE has a long history of undertaking projects for government departments, non-government organisations, academic institutions, and community-based agencies across a wide range of policy and program areas with a focus on education, health, social wellbeing, and community development.

Further information about CPE can be found at: <https://education.unimelb.edu.au/cpe>.

1. Key Responsibilities

Under the guidance of the project investigators, this position will be required to work on the evaluation and primarily support the following core activities:

- ▶ Semi-structured interviews with initiative staff;
- ▶ Thematic analysis of interview and focus group data;
- ▶ Content analysis of program documents and other artefacts;
- ▶ Literature reviews;
- ▶ Drafting of reports.

For appropriate candidates, this position may also contribute to the co-design phase of developing a web-based monitoring system for evaluation.

In addition to the above activities, this position would also be required to support with:

- ▶ Survey design and indicator development,
- ▶ Co-design workshops with key stakeholders

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Tertiary Qualifications in in Public Health, Evaluation, Education, Psychology, Social Sciences or other relevant fields;
- ▶ Experience and/or knowledge of documentary analysis and synthesis techniques;
- ▶ Experience in conducting interviews and thematically analysing interview data;
- ▶ Experience and/or knowledge of conducting narrative literature reviews;
- ▶ Demonstrated Report writing - Ability to use clear and concise language, summarise and report descriptive statistical information, as well as including content fit for the purpose and audience when preparing written briefs and reports;
- ▶ Organisation and initiative - Ability to work in a dynamic, project-based environment with a range of stakeholders and manage competing priorities to ensure project success;
- ▶ Problem solving skills - Ability to appropriately prioritise problems, gather and analyse the right information to identify symptoms and causes, and identify the right people to involve reaching better conclusions.

2.2 DESIRABLE

- ▶ Experience in schools and / or in the field of education, and particularly with stakeholder engagement with policy makers, school leaders and teachers;
- ▶ Experience in analysing large qualitative datasets;
- ▶ Experience in producing high quality professional documents or academic publications;
- ▶ Experience in a professional research environment or as a Research Assistant;
- ▶ Research qualifications (Honours, Masters, PhD or Doctorate) in Public Health, Evaluation, Education, Psychology, Social Sciences or other relevant fields;
- ▶ Knowledge of indicator development, survey design and design of qualitative data collection tools;
- ▶ Experience and/or knowledge of multivariate statistical analysis;
- ▶ Experience and/or knowledge of conducting literature reviews (systematic reviews would be ideal but not essential);
- ▶ Experience developing monitoring and evaluation frameworks;
- ▶ Experience developing web-based monitoring systems, database development, and/or coding language(s) would be ideal.

3. 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; and
- ▶ Due to COVID-19 this position is currently required to work from home. The incumbent must have access to an appropriate working environment, computer and internet facilities that allows for videoconferencing and accessing shared servers through a VPN.

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:

<https://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 ORG ANISATION UNIT

Melbourne Graduate School of Education

6.2 BUDG ET 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

6.3 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>

6.4 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

6.5 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 <https://about.unimelb.edu.au/strategy/governance>

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.