



POSITION DESCRIPTION

Melbourne Graduate School of Education

Sessional Tutor

POSITION NO	0046775
EMPLOYMENT TYPE	Casual employment for 2019
SALARY	Rates of Payment for Casual Academic Staff are set out in: Schedule A https://staff.unimelb.edu.au/human-resources/salary-benefits-leave/salary-scales/MPF1170-ScheduleA.pdf
SUPERANNUATION	Employer contribution of 9.5%
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Please do not apply via the University's Careers site. All applications must be submitted via the Casual Tutor Recruitment System (CTRS): https://ctrs.app.unimelb.edu.au
CONTACT FOR ENQUIRIES ONLY	For questions regarding Subject teaching please contact the relevant coordinator listed in the CTRS. Please direct any system and application queries to mgse-hr@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 websites:
about.unimelb.edu.au/careers

Position Summary

As a Sessional Tutor within the Melbourne Graduate School of Education you will support postgraduate teaching. You will make a substantial contribution to the teaching program you are engaged in by preparing and conducting tutorials, consulting with students, undertaking assessment and attending meetings as required by the Course Coordinators or Subject Coordinators.

The primary responsibility of a Sessional Tutor is to successfully run and manage their assigned tutorials within the Subject's tutorial program. The tutorial program is an avenue for closer interaction between staff and students and an opportunity for students to:

- review and discuss the reading material;
- review and discuss issues raised at the lecture;
- practise analytical and reasoning skills; and
- have assessment tasks and criteria clearly explained.

1. Selection Criteria

ESSENTIAL

- Applicants must be able to demonstrate appropriate academic background. Normally we would expect a postgraduate degree, with studies in appropriate fields, or relevant postgraduate qualifications and/or equivalent qualifications/experience;
- Prior teaching experience;
- Excellent communication and presentation skills;
- Superior organisational and time management skills;
- An ability to work as part of a collegiate teaching team; and
- A commitment to teaching excellence.

2. Special Requirements

Sessional Tutors are expected to create a University email account and obtain an ID card through the University's Identity Management system. All correspondence relating to their employment must be sent and received through their staff email account.

3. Sessional Tutor Responsibilities

It is the expectation of the MGSE that a casual tutor will make a substantial contribution to the teaching effort of the School.

Specific duties required of a casual tutor include the following:

- Conduct tutorials to the standard of the MGSE. This includes preparing a brief lesson plan in line with the weekly topic and facilitating informed group discussion relating to the lecture and weekly readings;
- The conduct of tutorials and/or workshops in accordance with MGSE standards;
- Consultation with students up until examination time of the subject or subjects the tutor is involved in;
- Marking exams and other assessment(s) connected with their subject/s including assessment feedback and recording attendances;

- Where required, production of teaching materials for students in tutorial group for whom the casual tutor has responsibility;
- Participation in professional development activities organised by the MGSE;
- Administration in accordance with University and MGSE policies;
- Attendance at meetings as required by the Course Coordinator and Subject Coordinator;
- Identify students at academic risk; and
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 7.

4. Other Responsibilities

The University of Melbourne requires all casual staff to complete online casual compliance training. Sessional Tutors can claim payment of 0.5 hours at the Other Academic Activity rate upon submission of their certificate of completion to their Supervisor.

5. Salary Payment

5.1 PAYRATES

Rates of Payment for [Casual Academic Staff](#).

5.2 CLAIMING PAYMENT

To receive payment for work completed Sessional Tutors must complete a [Themis Timecard](#). [Casual Pay Dates](#) fall fortnightly on a Thursday and hours must be submitted and approved by the Supervisor no later than 4.00pm on the Monday of the Casual pay week.

6. 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.

7. 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.

8. Other Information

8.1 ORGANISATION UNIT

Melbourne Graduate School of Education

8.2 BUDGET DIVISION

Our Vision:

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

Our values:

8.3 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.

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

8.4 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>.

8.5 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.

8.6 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>