

POSITION DESCRIPTION

Melbourne Graduate School of Education

Lecturer/Senior Lecturer in Learning Intervention

POSITION NO	0049593
CLASSIFICATION	Lecturer, Level B Senior Lecturer, Level C Level of appointment is subject to qualifications and experience
SALARY	\$102,967 to \$122,268 p.a. (pro rata), Level B \$126,128 to \$145,431 p.a. (pro rata), Level C
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing position 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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Name Professor Lorraine Graham Ph +61 383442630 Email: Lorraine.Graham@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

The Melbourne Graduate School of Education (MGSE) is at the forefront of innovation in education, working with partners in schools, early childhood settings, communities, government, and beyond, constantly seeking new and improved ways to support Australia's education system. Within MGSE, the Learning Intervention team conducts research and teaching associated with inclusive education practice and policy, learning difficulties, disability and deaf education.

The successful applicant for this Senior Lecturer/Lecturer in Learning Intervention position will be expected to contribute to the teaching, research, leadership and engagement priorities of the Learning Intervention team and MGSE. The appointee will contribute to MGSE's teaching programs, particularly the Master of Learning Intervention, other professional masters courses, and Master of Teaching subjects. The ability to influence and stimulate the student experience through the use of innovative teaching and learning approaches using technology, and to supervise minor project students are expectations of this role. The appointee will show expertise in inclusive practice for students in diverse settings, disability and/or specific learning difficulties. Experience and demonstrated success in teaching across a variety of educational contexts is also expected.

This Senior Lecturer/Lecturer in Learning Intervention position requires a high degree of productivity and independence under minimum supervision, as well as the problem-solving skills necessary to balance demands of research, teaching, leadership and community engagement responsibilities. The appointee will be required to contribute to appropriate service roles within MGSE and The University of Melbourne (UoM).

1. Key Responsibilities

1.1 LEADERSHIP AND SERVICE

- Leadership as appropriate in co-ordinating and refining Master of Learning Intervention teaching programs; ensuring UoM requirements and standards are met; developing innovative subject and course offerings; supporting sessional staff in terms of course content and lecture/workshop development; and ensuring assessment requirements across all subjects meet AQF standards.
- Service to the University and MGSE through membership of committees.
- Promotion of the University and the discipline by participating in appropriate professional activities such as leadership on committees of professional associations, and presenting to audiences of educational and allied health professionals.

1.2 RESEARCH – ADVANCEMENT OF THE DISCIPLINE

- High-level knowledge of research related to specialisations within the field of disability and/or specific learning difficulty.
- Generation of research funds from government, industry and national competitive sources.
- Involvement in research projects from conceptualisation through to report writing and dissemination of findings.

- Evidence of consultancy links with government, industry and professional organisations, based on expertise related to key policy directions, locally, nationally and internationally.
- Ability to contribute to research activities such as MGSE's seminar programs, workshops and network of schools.
- Experience in mentoring junior colleagues and supervising postgraduate students, including in completing minor projects and research proposals.

1.3 TEACHING AND LEARNING

- Development, co-ordination and teaching of subjects in the Master of Learning Intervention, other professional masters courses, and Master of Teaching degrees.
- Leadership in the continuous improvement of subjects, as necessary.
- Ability to make significant contributions to the development, review and evaluation of subjects across MGSE teaching programs.

1.4 ENGAGEMENT

- Ability to contribute expertise to engagement-oriented projects across the MGSE, The University of Melbourne, nationally and internationally.
- A record of providing professional learning opportunities to professional organisations, and/or other community groups on issues related to disability, specific learning difficulties, intervention research, and other relevant areas.

2. Selection Criteria

2.1 ESSENTIAL

- 1.2.1 Completion of a doctoral degree in education.
- 1.2.2 Recent successful teaching experience in a range of school settings with students who have specific learning difficulties and/or disability.
- 1.2.3 Proven expertise in planning, implementing and evaluating evidence-based educational interventions for students with specific learning difficulties and/or disability across a range of school years.
- 1.2.4 Successful tertiary teaching at the initial teacher education and professional practice levels, including the ability to make significant contributions to the design, implementation and evaluation of innovative subjects.
- 1.2.5 A growing research profile, including evidence of significant contributions to research projects and grant applications.
- 1.2.6 A strong record of publications appropriate to the level of appointment.
- 1.2.7 Excellent interpersonal and communication skills, including the ability to contribute collaboratively to research and teaching teams.
- 1.2.8 A proven record of participation in professional and teaching networks, including in leadership roles.

2.2 DESIRABLE

- 1.2.9 Experience in the supervision of postgraduate research projects and research higher degree theses.
- 1.2.10 Sustained leadership of teaching teams and research projects.
- 1.2.11 Established ability to attract consultancy and research funding.
- 1.2.12 A service profile within and outside the University sector, including established links with education providers, professional associations or industry.
- 1.2.13 Long-term engagement with external bodies that contribute to curriculum and policy development in inclusive education or related areas.
- 1.2.14 Leadership in relevant professional associations and evidence of sustained contribution to these associations and the community.

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;
- ▶ Some out of hours work will be required; and
- ▶ This position is based at the Parkville site. Travel to other sites may be required.

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:

<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.

6. Other Information

6.1 ORGANISATION UNIT

Melbourne Graduate School of Education

6.2 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

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 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.

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