

POSITION DESCRIPTION

Melbourne Graduate School of Education

Lecturer in Primary Language and Literacy

POSITION NO	0048153
CLASSIFICATION	Lecturer, Level B
SALARY	\$100,849 - \$119,753 (per annum pro rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	May be negotiated - Full time/Part-time (0.8-1.0 FTE)
BASIS OF EMPLOYMENT	Fixed Term position until 31 December 2021 Work Focus Category: Teaching Specialist
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 Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Carmel Sandiford +61 3 8344 2582 carmel.sandiford@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 Lecturer in Primary Language and Literacy will make effective contributions to teaching and learning, scholarship, engagement and leadership and service within the Primary Literacy Team and the Language and Literacy Education (LALE) Cognate Group more broadly.

The position is responsible for teaching at both the undergraduate and graduate levels and will have the opportunity to contribute to Executive and Custom education programs both locally and interstate, and to other key research and scholarly projects undertaken by the LALE Cognate Group. This position will be involved with subject development (including the development of online pedagogies) and subject coordination, as required. The Lecturer in Primary Language and Literacy may also be required to perform Clinical Teaching Specialist duties in the Master of Teaching program, working in Primary schools to support pre-service teachers and to link theory with practical application.

The Lecturer in Primary Language and Literacy is expected to contribute to Melbourne Graduate School of Education's local and international reputation through targeted scholarly activity in alignment with MGSE's strategy and priorities.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Prepare and deliver lectures, tutorials and seminars, including executive, online, blended and flexible delivery methods;
- ▶ Initiate, develop and review curriculum;
- ▶ Actively embed Aboriginal and Torres Strait Islander education into the curriculum, appropriately reflecting the commitments made in documents such as the University's Reconciliation Action Plan;
- ▶ Communicate with and provide feedback to students in a timely and effective manner;
- ▶ Conduct assessment, marking and moderation;
- ▶ Complete administrative tasks associated with the subjects taught;
- ▶ Coordinate subjects, as required, which may include supervision of sessional teaching staff, development of a staffing plan and associated administration and coordination;
- ▶ Support students to link theory with practical application in school/early learning settings, through clinical specialist duties;
- ▶ Supervise and assess students on placement;
- ▶ Monitor and support students' academic progress with the provision of feedback, and contribute to associated progress review activities as required;
- ▶ Monitor Subject Experience Surveys to assess performance and continuously improve quality of teaching.

1.2 SCHOLARSHIP OF TEACHING

- ▶ Establish and maintain a relevant and impactful scholarship in the field of Primary Language and Literacy Education;

- ▶ Participate in relevant research projects as an active team member;
- ▶ Where opportunity allows, disseminate scholarship in peer reviewed journals, scholarly books, and other appropriate outlets;
- ▶ Contribute to the supervision of RHD students where required;
- ▶ Actively participate in research seminars, and national and international conferences.

1.3 LEADERSHIP AND SERVICE

- ▶ Assist in ongoing professional development of colleagues and support sessional staff, as necessary;
- ▶ Proactively contribute to MGSE, the broader University and the discipline through appropriate leadership and service opportunities, such as participation on committees, project and working groups, and taking an active role in meetings and performing coordination and leadership roles;
- ▶ Identify and participate in relevant professional and community associations, including participation in meetings, advisory/editorial boards of professional societies.

1.4 OTHER

- ▶ Contribute to developing and maintaining networks within the discipline and with other universities, businesses, Governments, institutions, and communities, both nationally and internationally, to support collaboration across all aspects of academic work;
- ▶ Develop and maintain ongoing professional development in the relevant discipline areas, and maintain knowledge of current research, resources and contemporary practice in that field.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A completed or near completed doctoral degree in language and literacy education or a related discipline;
- ▶ Evidence of a high-quality and sustained teaching record in early years and/or primary literacy education;
- ▶ Knowledge of contemporary theoretical and policy debates and practice within language and literacy education;
- ▶ Demonstrated ability to develop, manage and contribute to language and literacy focused projects;
- ▶ Demonstrated ability to contribute to course or subject development, undertake subject coordination duties where appropriate and provide specialised support to students on placement;
- ▶ Demonstrated ability to work collaboratively and constructively in teams, including multi-disciplinary teams;
- ▶ Broad knowledge and expertise enabling a contribution to teaching across multiple subjects and / or programs;

- ▶ Strong digital literacy, in line with the University's commitment to digital pedagogies in research, learning and teaching.

2.2 DESIRABLE

- ▶ Experience in community engagement with a capacity to build local and international networks and partnerships;
- ▶ Experience in leadership roles.

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>