



POSITION DESCRIPTION

VCA - Contemporary Music
Faculty of VCA and MCM

Lecturer in Music Theatre

POSITION NO	0032831
CLASSIFICATION	Lecturer, Level B (Teaching Specialist)
SALARY	\$89,955 - \$106,817 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time fixed term position 2 February 2015 to 31 December 2017 Fixed term contract type: Measure to Provide Security of Employment
OTHER BENEFITS	http://hr.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Online applications are preferred. Go to http://hr.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Margot Fenley Tel +61 3 9035 9405 Email mfenley@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:

hr.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The Lecturer in Music Theatre will make a significant contribution to teaching, educational leadership and scholarship, and engagement in the field of Music Theatre and Faculty. In addition, the position requires demonstrated capacity to build artistic and academic collaborations with colleagues across Faculty disciplines in performance projects and teaching and learning

While making contributions to the delivery of teaching within the school, the appointee must continue to carry out activities to maintain and develop his/her scholarly, professional activities relative to the profession and discipline. The Lecturer will be provided an opportunity during non-teaching periods to engage in curriculum innovation and pedagogical scholarship.

A key component to this role will be the demonstrated ability to influence and stimulate the student experience through utilising a range of learning and teaching initiatives. The position will work with School and Faculty colleagues to refine and enhance the student experience, developing and delivering programs and initiatives.

The Lecturer will not be expected to undertake original research in his/her area of teaching specialty, but may elect to do so. The Faculty provides sources of research support. The Lecturer will engage in scholarly activities relating to teaching in their discipline. Funding and other resources to support such scholarship will be available on a basis equivalent to research support for Faculty staff engaged to undertake teaching and research.

This position will be primarily based at the Southbank Campus and report directly to the Head of School.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ A relevant postgraduate qualification, or equivalent such as an outstanding profile as a Music Theatre practitioner or equivalent industry experience.
- ▶ Demonstrated capacity for teaching excellence at the undergraduate level in a studio-based (or conservatoire-style) tertiary training institution.
- ▶ Established reputation for excellence nationally or internationally as a performing arts practitioner in the Music Theatre field, specialising in one of the three key areas of singing, dancing or acting
- ▶ Knowledge of a range of current training methodologies in their specialist field within the scope of Music Theatre performance.
- ▶ The ability to inspire and challenge students engaged in tertiary-level professional training.
- ▶ Demonstrated ability to integrate understanding of industry standards and protocols into training.
- ▶ Demonstrated ability to manage curriculum, staff and student needs through effective subject and/or year-level coordination skills.
- ▶ Demonstrated ability to contribute to curriculum design.
- ▶ Experience in developing resource materials for learning and teaching
- ▶ Demonstrated experience as a leading educator in their specialist field of Music theatre performance.

- ▶ Demonstrated leadership and inter-personal skills.
- ▶ Experience in coordinating and supervising staff, students and curriculum requirements in studio-based teaching and in projects.
- ▶ High-level organisational and written and oral skills.
- ▶ The ability to work effectively in a team and manage time effectively with minimal supervision.
- ▶ The ability to work collaboratively with other discipline areas to improve and develop student experiences.
- ▶ Demonstrated capacity to deliver high quality project outcomes in a timely manner
- ▶ Past experience in taking an active role in the administration of a School in the tertiary sector

1.2 DESIRABLE

- ▶ A PhD in a related field together with relevant professional practice, or Masters degree and equivalent accreditation and professional standing.
- ▶ Demonstrated research capacity in a relevant area
- ▶ Demonstrated industry networks, nationally and/or internationally.
- ▶ Completion of, or progress towards, a teaching qualification
- ▶ Demonstrated ability to develop multi-media based learning materials and incorporate modern technology to enhance learning outcomes.

2. *Special Requirements*

- ▶ N/A

3. *Key Responsibilities*

- ▶ This position is principally involved with teaching and associated activities including; lecturing, group or individual tutoring, preparation of teaching materials, educational design, educational leadership, supervision of students, marking and preparation for such activities; and professional practice where appropriate.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

3.1 TEACHING

Developing a profile in teaching and a scholarly approach to teaching by;

- ▶ Successfully preparing and delivering studio-based practical training, lectures or seminars at undergraduate and postgraduate levels and contribute to artistic projects.
- ▶ Initiation and development of high quality subject materials.
- ▶ Undertaking subject and/or year-level coordination and associated administrative tasks.
- ▶ Undertaking consultation with students and marking and assessment as appropriate.
- ▶ Supervising honours and postgraduate students as required.

- ▶ Contributing to curriculum development with appropriate consultation with other members of the discipline group.
- ▶ Analysing of learning needs of students and identifying of appropriate approaches to teaching
- ▶ Developing ways to improve practice by obtaining and analysing feedback
- ▶ Embedding reflective practice within all aspects of teaching
- ▶ Maintaining currency with the latest ideas in the discipline and for teaching the discipline

3.2 EDUCATIONAL LEADERSHIP AND SCHOLARSHIP

Developing a profile in the scholarship of teaching and potential for leadership in teaching and learning by;

- ▶ Conducting or being involved in research projects in relation to curriculum design.
- ▶ Identifying and securing sources of funding to support collaborative projects relating to effective teaching practice in the discipline.
- ▶ Actively participating in the communication and dissemination of effective teaching practice in the discipline.
- ▶ Actively participating in research on how students learn in the discipline
- ▶ Engagement in subject, professional pedagogy research as required to support teaching activities
- ▶ Attendance at conferences related to teaching and learning and incorporate those learnings into practice
- ▶ Effectively contributing to the administration and management of the discipline
- ▶ Actively participating in School Committees

3.3 ENGAGEMENT

Developing a contribution to engagement by;

- ▶ Actively participating in outreach activities related to teaching and learning
- ▶ Effective liaison with external industry networks to foster collaborative partnerships
- ▶ Contributing to developing links with the profession and other universities, both nationally and internationally, to support best practice teaching and learning within the discipline.

3.4 PROFESSIONAL PRACTICE

Developing a contribution to professional practice by;

- ▶ Contributing to the intellectual debate within the Faculty and also within the profession and discipline.
- ▶ Active participation in a variety of professional practice teaching responsibilities at the undergraduate and postgraduate levels
- ▶ Taking a major role in professional activities

4. Other Information

4.1 VICTORIAN COLLEGE OF THE ARTS

Further information about the Victorian College of the Arts can be found at <http://vca.unimelb.edu.au/>.

4.2 FACULTY OF VCA AND MCM

<http://vca-mcm.unimelb.edu.au>

The Faculty of the VCA and Music (VCA&MCM), a faculty of the University of Melbourne comprises over 1,700 full time equivalent students in the Melbourne Conservatorium of Music within the VCA; Art, Performing Arts, Contemporary Music and Film and Television.

4.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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 hr.unimelb.edu.au/careers.

4.4 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. www.growingesteem.unimelb.edu.au
- ▶ 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://www.unimelb.edu.au/research/research-strategy.html>

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*.

4.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

4.6 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 www.unimelb.edu.au.

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/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.