



DUTY STATEMENT

Murrup Barak, Melbourne Institute for Indigenous Development
Melbourne Students and Learning

Casual ITAS Academic Excellence Program Tutor

MULTIPLE POSITIONS AVAILABLE

CLASSIFICATION	Casual ITAS Tutor
SALARY	\$39.00 per hour (undergraduate) \$50.15 per hour (postgraduate)
SUPERANNUATION	Employer contribution of 9%
EMPLOYMENT TYPE	Casual Employment Available from 25 February to 19 December 2014
OTHER BENEFITS	hr.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Tutor recruitment is managed within each faculty and/or department and positions are advertised along with other tutor positions in early February each year. If you are interested in becoming an ITAS Academic Excellence Program tutor, please indicate this on your faculty and/or department application form. For more information on this process contact the relevant staff in your faculty and/or department or visit http://www.murrupbarak.unimelb.edu.au/content/pages/itas-academic-excellence-program
CONTACT FOR ENQUIRIES ONLY	Charles O'Leary Tel +61 3 8344 5330 Email: Charles.O'leary@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 ITAS Academic Excellence Program is a specialised tutorial program established by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) to enhance educational outcomes for Australian Indigenous people. It provides funding to Murrup Barak to employ qualified tutors on a casual basis who will work one-to-one with enrolled Aboriginal and Torres Strait Islander students to enhance a student's formal educational program. This service is provided free to Indigenous students at the University.

The primary role of the tutor is to assist students in order to maximise their academic success. Tutors will be required to provide up to 2 hours tuition per week for each student; however this can increase to 5 additional hours in total (not per subject) during examination preparation breaks.

The ITAS Academic Excellence Program is a prestigious opportunity for tutors who wish to compliment or build on their tutoring role within Departments. Tutor's professional development is an important consideration within the program with specialist cultural awareness training, one-on-one tutor training and on-going support provided. Tutors' contributions to enhancing the educational outcomes for Aboriginal and Torres Strait Islander students enrolled at the University of Melbourne will be formally recognised at an event hosted by Murrup Barak and the Office for Student Equity.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ Minimum of third-year level tertiary study (in a major sequence) in a discipline, with demonstrated high-level academic achievement.
- ▶ Experience teaching; tutoring or mentoring students at undergraduate level, experience teaching at the University of Melbourne will be highly regarded.
- ▶ Highly developed organisational, interpersonal and communication skills.
- ▶ A demonstrated understanding or ability to rapidly acquire an understanding of the issues that impact on Indigenous Australians undertaking University studies.

1.2 DESIRABLE

- ▶ Previous experience working with Aboriginal and Torres Strait Islander people in an education environment.

2. Special Requirements

- ▶ Availability for the entire academic semester.
- ▶ Preference will be given to suitably qualified Australian Aboriginal and/or Torres Strait Islander applicants; however applicants who have previously received ITAS tuition in the same subject area are ineligible to apply.
- ▶ Successful applicants will be required to undertake specialist ITAS Academic Excellence Program tutor training co-developed by Murrup Barak and the Academic Skills Unit in Orientation week, in addition to tutor training programs offered through Faculties.

- ▶ In the case that a student is under 18 years of age, the tutor will be required to undertake an Australian Federal Police (AFP) National Criminal History Record (NCHRC) in accordance with DIISRTE's Working with Children policy.
- ▶ The tutor must declare to Murrup Barak as soon as possible any conflict of interest or circumstance that compromises their professional integrity in relation to their tutoring role.

3. Key Responsibilities

- ▶ Identify key areas of a student's academic support need.
- ▶ Provide expert advice to allocated students on the subject and/or course requirements of the subject/s they are receiving tuition in.
- ▶ Introduce allocated students to the underlying principles of those subjects and discipline/s.
- ▶ Support allocated students to develop skills in reading and writing for academic (subject and discipline specific) purposes at the required level.
- ▶ Assist allocated students to develop effective independent study skills.
- ▶ To be well-informed of the University's student support services and make referrals to the student where appropriate.
- ▶ To uphold student confidentiality at all times, except where required by law or to report to Murrup Barak.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

3.1 ASSIST IN REPORTING AND MONITORING BY:

- ▶ In consultation with the student, provide a written statement of tutorial program objectives (ITAS Academic Excellence Program Work Plan) within two weeks of tutorial commencement.
- ▶ Provide a written statement of student progress and tutorial program outcomes (ITAS Academic Excellence Program Student Progress Report) within two weeks of the end of a tutorial contract.
- ▶ Discuss student welfare or progress issues with the program coordinator in Murrup Barak or (with student permission only) academic and professional staff within the Faculties where that student is enrolled.
- ▶ Attend regular (twice per semester) meetings and additional events at Murrup Barak as required.

4. Information

4.1 ORGANISATION UNIT

[Murrup Barak, Melbourne Institute for Indigenous Development](#)

The Murrup Barak, Melbourne Institute for Indigenous Development was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the University's contribution to Indigenous development.

The Institute takes its name from the *Woiwurung* language. '*Murrup Barak*' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader *William Barak*. The name reflects our respect for Indigenous cultures and knowledge and our vision for an Institute that will drive innovation, creativity and the development of trusting and ethical relationships.

Some two hundred and thirty academic staff across the University of Melbourne are involved in Indigenous studies and research, but with the exception of staff working in the specialist Indigenous programs, few of these staff were aware of the work of their colleagues prior to the establishment of the Murrup Barak. Since 2009 these staff have been brought together to contribute to the development of the Institute's strategy and initiatives.

In March 2011, the former Centre of Indigenous Education was integrated into the structure of the Murrup Barak to enable the Institute to better coordinate and monitor the delivery of the University's full suite of Indigenous development objectives and to provide support, services and a meeting place for Aboriginal and Torres Strait Islander students and staff.

The Murrup Barak now operates across three program areas:

1. **Indigenous Student Program**
Services to support Indigenous students including recruitment, retention and ongoing support, including the ITAS Academic Excellence Program.
2. **Academic Programs**
Activities to enhance the productivity and impact of teaching, learning and research in Indigenous Studies
3. **Partnerships and Development**
University-wide activities that create an enabling institutional environment and partnerships with external parties including Indigenous communities, corporations, government and not-for-profit organisations

Murrup Barak is situated in the Old Physics Building at the heart of the University's Parkville Campus.

4.2 BUDGET DIVISION

Melbourne Student and Learning is responsible for the overall management of the University's learning and teaching programs, student services, and academic administration. The Provost is the head of the Division and is the senior academic officer of the University, working closely with the Officers of the Academic Board. Melbourne Student and Learning provides academic leadership, working in close collaboration with deans, academic units and professional staff to ensure the alignment of accountability, budgets and initiatives in the delivery of academic programs and student support.

Melbourne Student and Learning fosters collaboration across the University, managing changes in the policies and practices that affect the academic life of the University as a whole, with a view to the delivery of curricula and a Melbourne Experience based on the provision of high quality, consistent student support services. Senior professional staff not located within faculties report to the Provost on the delivery of centrally provided services, coordination of student centres, learning and library services, and the establishment and monitoring of performance measures to assess student outcomes from these services.

The Melbourne Student and Learning contains seven key administrative and support areas:

- ▶ Provost Office
- ▶ Student Services
- ▶ Student Management Services

- ▶ Wellbeing Services
- ▶ Academic Enrichment Services
- ▶ University Library
- ▶ Melbourne University Sport

For further information see <http://www.msl.unimelb.edu.au/home>

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.