



## POSITION DESCRIPTION

Department of Paediatrics

Faculty of Medicine, Dentistry and Health Sciences

### Research Fellow (STRONG kids, STRONG future Program – ASQ-STEPS)

<b>POSITION NO</b>	0061580
<b>CLASSIFICATION</b>	Level A or Level B (based on existing skills and experience)
<b>SALARY</b>	Level A: \$80,258 - \$108,906 per annum (pro rata) Level B: \$114,645 - \$136,136 per annum (pro rata)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Part-time (0.6FTE)
<b>BASIS OF EMPLOYMENT</b>	Fixed-term position for 12 months
<b>OTHER BENEFITS</b>	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Associate Professor Anita D'Aprano Tel: +61 3 9345 6959 Email: <a href="mailto:anita.daprano@unimelb.edu.au">anita.daprano@unimelb.edu.au</a> <i>Please do not send your application to this contact.</i>

For information about working for the University of Melbourne, visit our website:  
[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students, we are privileged to work and learn every day with Indigenous colleagues and partners.

## ***STRONG kids, STRONG future program***

The STRONG kids, STRONG future team sits within the Department of Paediatrics at the University of Melbourne. The program is committed to enhancing developmental outcomes for Aboriginal and Torres Strait children and actively promoting self-determination in developmental care. We work in partnership with the community on activities focused on research, development, training, and implementation of culturally appropriate development measures for Aboriginal and Torres Strait Islander children. Our two main areas of work are:

1. The **ASQ-TRAK developmental screening tool** is used to observe and monitor the development of Aboriginal and Torres Strait Islander children, typically as part of routine health checks. The tool is the only culturally adapted developmental screening tool for this context and was developed in collaboration with communities. The ASQ-TRAK is being implemented nationally, and we are responsible for distribution (in partnership with the Royal Children's Hospital) and implementing training to support its use.
2. The **ASQ-STEPS developmental outcome measure (ASQ-STEPS)** is still in the development phase, currently being validated in the contexts where it will be used. Created in response to stakeholder needs for further culturally appropriate measures, the ASQ-STEPS will be used to assess individual children's developmental progress and evaluate the impact of early childhood programs and interventions.

Under the guidance of the ASQ-STEPS Indigenous Reference Group, the ASQ-STEPS Research Program commenced in 2018. Funded by the NHMRC (MRFF Public Health and Prevention scheme), National Indigenous Australians Agency (NIAA), NTG Department of Education and Melbourne Disability Institute, the program is now in its third phase (validation) following the successful development and pre-testing of the prototype.

## ***Position Summary***

We are seeking an experienced Research Fellow to support the STRONG kids, STRONG future research program. The Research Fellow will join the ASQ-STEPS research team, led by Associate Professor Anita D'Aprano, and will support **the ASQ-STEPS Validation study** through

contributing to data collection, leading analysis and interpretation for the validation, and progressing publications and conference papers to promote knowledge translation.

The Research Fellow will be expected to contribute significantly towards the team's research output and develop their own research expertise with increasing autonomy, including leading submissions of future grant applications. They will demonstrate the capability to work collaboratively and collegially with fellow academics, within and external to the UoM (for example, ACER) professional staff and research and implementation partners.

The projects in this program adopt a participatory action research and capacity-building approach. In particular, the Research Fellow will build collaborations with the Aboriginal and Torres Strait Islander community and research partners and contribute to the capacity building of Aboriginal and Torres Strait Islander co-researchers. The Research Fellow is expected to contribute to the academic culture of the STRONG kids, STRONG future program in the Department of Paediatrics.

The position is located in The University of Melbourne's Department of Paediatrics, based at The Royal Children's Hospital, and will report directly to the Program Lead, Associate Professor Anita D'Aprano.

## ***1. Key Responsibilities***

### **1.1 RESEARCH AND RESEARCH TRAINING**

- › Undertake a detailed literature review, to better understand cultural adaptation of developmental assessments, validation and implementation in the Aboriginal and Torres Strait Islander context.
- › Engage and build collaborations with research partners and stakeholders, including education and health practitioners, and peak bodies, such as VACCHO and NACCHO.
- › Co-prepare and co-lead stakeholder engagement activities.
- › Undertake analysis plan for the validation process, under the supervision of Associate Investigators.
- › Monitor timelines and milestones concerning the objectives of the research program.
- › Scope and propose complementary research and implementation projects which contribute to continual refinement of the strategy for testing and developing the ASQ-STEPS
- › Identify funding opportunities and prepare applications for relevant grant funding schemes.
- › Adhere to and maintain protocols for the secure storage and ethical use of research data, in keeping with policies at The University of Melbourne
- › Prepare and supervise written material for reports, meetings, ethics approval applications, publications, presentations and other scholarly outputs to a high standard, in accordance with the research expectations of The University of Melbourne.

### **1.2 TEACHING AND LEARNING**

- › Contribute to training, scientific mentoring and supervision of students and research staff.

- › Develop and maintain effective working relationships with staff and students at all levels. Contribute to effective supervision of junior research staff.

### 1.3 LEADERSHIP AND SERVICE

- › Recruit Aboriginal co-researchers and support capacity building of their research skills.
- › Contribute to the team effort in establishing and improving systems and procedures that support the effective operations of the research program.
- › Contribute to raising the research project profile by assisting with communication plans as directed.
- › Identify and pursue opportunities for knowledge translation. Actively participate in or present seminars, conferences and training programs as opportunities arise to disseminate research findings and engage with stakeholders.
- › Actively participate in School meetings and contribute to planning activities or committee work to support capacity building in the Department.

### 1.4 RESPONSIBILITY AND COMPLIANCE

- › Organise and actively participate in project planning meetings.
- › Participate in regular staff development activities.
- › Maintain a sound knowledge of current University Policy and Procedures and reliably follow these or provide compliant advice to others.
- › Reliably follow communications protocols and/or policies as appropriate.
- › Effective demonstration and promotion of University values, including diversity and inclusion and high standards of ethics and integrity
- › Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities are outlined in section 5.

## 2. Selection Criteria

### 2.1 ESSENTIAL

- › A PhD or equivalent expertise in medicine, health sciences, early childhood education, evaluation, or a related discipline.
- › Demonstrated expertise in the broad area of early childhood development. Keen interest in children's health and development equity.
- › Demonstrated experience and/or demonstrated understanding of working with Aboriginal and Torres Strait Islander communities.
- › Understanding of and commitment to research ethics and governance principles in Aboriginal and Torres Strait Islander and health research.
- › High-level research skills, including demonstrated experience conducting literature reviews and excellent data collection and statistical analysis skills.
- › Emerging research profile, as evidenced by track record of scholarly outputs, including publishing in high-quality peer-reviewed journals, commensurate with experience and opportunities.

- › Well-developed organisational skills to meet deadlines and bring projects to timely completion, including working in a dynamic research environment with evolving and shifting priorities.
- › Demonstrated ability to work collaboratively and independently in a multidisciplinary team to meet agreed deadlines and achieve project goals.
- › Excellent communication skills, both academic, written and verbal, and an ability to communicate to diverse audiences and effectively liaise with a wide range of stakeholders
- › Demonstrated stakeholder management abilities, including community and government stakeholders.
- › Demonstrated strong computer skills, including MS Office and statistical software skills.

## 2.2 DESIRABLE

- › Experience with psychometrics or the validation of assessment instruments
- › Previous research experience working with Aboriginal and Torres Strait Islander communities and organisations.
- › Experience working in the health or early childhood education sector.

## 2.3 SPECIAL REQUIREMENTS

- › The incumbent may be required to undertake occasional interstate travel to meet and work with co-researchers and other collaborators.
- › As this position is located at The Royal Children's Hospital, the incumbent will be required to hold and maintain a current Working with Children Assessment Notice, valid for paid-work (<http://justice.vic.gov.au/workingwithchildren>), and a current police check.

## 3. 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.

## **4. 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:

<https://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.

## **5. Other Information**

### **5.1 DEPARTMENT OF PAEDIATRICS**

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

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located on the Melbourne Children's campus in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the Melbourne Medical School. The Department has responsibility for the Child & Adolescent Health component of the Doctor of Medicine course of the School. There are approximately 80 academic and professional staff, including 25 Professorial positions, 400 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Scholarly Selective component of the MD course. In 2017, the total research income for the Department was nearly \$8.5M and members of the Department published more than 1000 peer reviewed publications.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy and also to broader aspects of health policy at a national and state level.

Working with its partners, the Department of Paediatrics' vision for the Melbourne Children's campus is to be a world-leading, integrated research, teaching and clinical site with the overall aim of benefiting child and adolescent health.

### **5.2 MELBOURNE CHILDREN'S CAMPUS**

<https://www.melbournechildrens.com/about/>

Melbourne Children's is a fully integrated academic paediatric teaching hospital and research institute which is unique in Australia and acclaimed internationally. Bringing together four outstanding organisations, The Royal Children's Hospital, the Murdoch

Children's Research Institute, The University of Melbourne Department of Paediatrics and The Royal Children's Hospital Foundation, the Melbourne Children's is a single, purpose-built and multi-award winning campus in the city of Melbourne.

The purpose of the Melbourne Children's is to collaborate, as world leaders, in advancing child and adolescent health through prevention, early intervention and health promotion, together with the highest quality clinical care, outstanding research and comprehensive education and training. Together the partnership forms an interwoven, symbiotic relationship delivering high quality clinical services underpinned by research and education. Collectively the independent entities contribute to a paediatric health sciences precinct which is greater than the sum of the parts. The presence of each benefits the other, ensuring the primary focus of each entity is achieved.

The Royal Children's Hospital Foundation provides invaluable philanthropic support to Melbourne Children's, enabling the campus to pursue innovative, world-leading clinical, research and teaching opportunities to deliver high quality paediatric care and successful prevention strategies.

### 5.3 THE ROYAL CHILDREN'S HOSPITAL

<http://www.rch.org.au/home/>

The Royal Children's Hospital (RCH) is a state-wide teaching, training and research paediatric hospital. The hospital provides tertiary, secondary and primary child and adolescent health services, including mental health services.

The Royal Children's Hospital has a major leadership role in child and adolescent health in Victoria with state-wide specialist roles. A tertiary and quaternary paediatric referral centre the Royal Children's Hospital provides specialist services and multidisciplinary clinics for sick infants, children and adolescents from Victoria, Tasmania, South Australia and southern New South Wales. The Royal Children's Hospital also provides specialised paediatric care for patients from overseas, particularly from south-east Asia, Nauru and Fiji.

The Royal Children's Hospital plays a major role in child public health, health promotion and advocacy for children and young people's health. It provides the full spectrum of medical and surgical paediatric services, as well as a number of specialist tertiary paediatric services and health promotion and prevention programs for infants, children and adolescents. These services are provided on both an inpatient and ambulatory basis.

Teaching, training and research are fundamental elements of the Royal Children's Hospital. The Royal Children's Hospital is part of a child health precinct, and in partnership with the Murdoch Children's Research Institute, the University of Melbourne, La Trobe University, Deakin University, Monash University and RMIT University, ensures clinical services are integrally linked with teaching, training and research.

These relationships are crucial in providing opportunities for significant participation in the public health agenda for children and young people, for 'translational research' to drive laboratory and clinical findings into health promotion and prevention programs and for driving new paradigms and models of care.

### 5.4 MELBOURNE MEDICAL SCHOOL

[www.medicine.unimelb.edu.au](http://www.medicine.unimelb.edu.au)

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy

and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs, including the Doctor of Medicine (MD), the first professional entry Masters's level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21<sup>st</sup>-century medical education.

The MMS is committed to improving the well-being of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research, and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

## 5.5 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>

## 5.6 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.



- We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

## 5.7 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 <https://about.unimelb.edu.au/strategy/governance>