



POSITION DESCRIPTION

Melbourne Graduate School of Education
The University of Melbourne

Professor, Early Childhood Education and Care

POSITION NO	0045214
CLASSIFICATION	Professor, Level E
SALARY	An attractive remuneration package will be negotiated
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing Work focus category: Teaching & 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 Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Jim Watterston Dean of Education Tel +61 3 8344 8331 Email jim.watterston@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 website:
about.unimelb.edu.au/careers

Position Summary

The Professor in Early Childhood Education and Care is a senior academic appointment in the Melbourne Graduate School of Education, and reflects the continuing commitment of the Graduate School and the University to this important area of educational research, learning and teaching, and engagement.

The successful candidate will have international standing in the field of Early Childhood Education and Care (ECEC), and an outstanding track record in teaching and research, with proven leadership qualities in fostering excellence in others, particularly early and mid-career academic staff.

As an internationally recognised researcher, the successful applicant will have a significant opportunity to build on, shape and refine MGSE's agenda in ECEC and related fields.

Over the last decade MGSE's Early Childhood Education and Care team have led large scale empirical research, including the E4Kids (Effective Early Educational Experiences) study, which remains one of a few studies to comprehensively and longitudinally assess the impact of ECEC program quality and participation on child learning and development outcomes.

The Master of Teaching (Early Childhood) and Master of Teaching (Early Childhood & Primary) are both graduate degrees accredited by the Australian Children's Education & Care Quality Authority (ACECQA) and the Victorian Institute of Teaching (VIT), and form the core of MGSE's Learning and Teaching agenda in ECEC.

Through long-standing international collaboration and professional engagements, MGSE has adapted the Abecedarian program to early childhood education in the Australian context. The Abecedarian Approach Australia, known as '3a', has been implemented and evaluated in metropolitan, rural, and in remote indigenous communities. MGSE also has established relationships with the US based researchers and publishers of the Classroom Assessment Scoring System (CLASS), and is actively involved in providing local training in the use of these tools and embedding this approach in programs such as the Master of Teaching.

The successful applicant will be leading a team that has set a benchmark in working with a diverse range of early childhood services and settings across the sector to provide high quality programs that advance all children's learning and development.

1. Key Responsibilities

The University of Melbourne sets 'Minimum Standards for Academic Levels' (MSALs)¹ which are expected of academic staff, and are differentiated by level of complexity, degree of autonomy, leadership requirements of the position, and level of achievement. Below are the MSALs for Level E academic staff.

The Key Responsibilities, outlined in this section, are to be read in conjunction with this MSAL which may be amended from time to time.

Minimum Standards for Academic Level E

A level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline within the institution and within the community, professional, commercial or industrial sectors.

¹ <http://www.policy.unimelb.edu.au/schedules/MPF1157-ScheduleB.pdf>

A level E academic will have attained recognition as an eminent authority in their discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A level E academic will make original, innovative and distinguished contributions to scholarship, research and/or teaching in their discipline and may undertake research. They will make a commensurate contribution to the work of the institution.

The research work of a level E academic will typically have achieved international recognition through original, innovative and distinguished contributions to their field of research, which is demonstrated by sustained and distinguished performance. At level E, an academic will provide leadership in their field of research, within their institution, discipline and/or profession and within the scholarly and/or general community. They will foster excellence in research, research policy and research training.

1.1 TEACHING AND LEARNING

In accordance with the MSAL Level E outlined above, the successful candidate will:

- ▶ Provide inspirational and innovative leadership in teaching that supports quality student learning and experience.
- ▶ Develop exciting and innovative subjects and curriculum, in collaboration with colleagues, deliverable under a variety of settings.
- ▶ Provide leadership and mentoring to ECEC teaching staff.
- ▶ Publish in peer-reviewed journals, articles, presentations and conference proceedings original teaching and scholarly outputs and to your particular area of research.
- ▶ Teach and supervise students, including, but not limited to, preparing lectures, tutorial and practicals, marking and assessment and the undertaking of administrative tasks associated with the role.
- ▶ Be at the forefront of the latest ideas in the discipline to enable teaching in the discipline.
- ▶ Attract funding to support individual or collaborative projects related to the teaching practice in the discipline.

1.2 RESEARCH AND RESEARCH TRAINING

In accordance with the MSAL Level E outlined above, the successful candidate will:

- ▶ Conduct original research and foster excellence in research in the area of early childhood education independently and in collaboration with others.
- ▶ Disseminate research findings through publication in high quality peer-reviewed international journals, seminars, conference presentations, and.
- ▶ Successfully apply for, and obtain, research funding from national and international competitive granting agencies and from other sources.
- ▶ Provide leadership in developing research initiatives within the Graduate School.
- ▶ Provide leadership and mentorship to early and mid-career academic staff across the Graduate School.
- ▶ Attract and provide effective research supervision to high calibre postgraduate students.
- ▶ Promote collaborations across institutions, internationally and nationally to further research in related disciplines

1.3 LEADERSHIP AND SERVICE

In accordance with the MSAL Level E outlined above, the successful candidate will:

- ▶ Provide leadership and foster excellence in research, teaching and policy development within the discipline within the Graduate School, community, professional, commercial and/or industrial sectors.
- ▶ Contribute to the Graduate School's strategic planning and policy making processes.
- ▶ Contribute to and participate in governance committees, and other activities at the Graduate School and University levels.
- ▶ Undertake administration primarily relating to the activities of the role in line with the University of Melbourne Operating Model.
- ▶ Ensure all requirements are met for the Performance Development Framework for staff supervised by this position.
- ▶ Actively lead and participate in activities that strengthen the links between the University and the community which help in the dissemination and utilisation of knowledge.
- ▶ Be involved in professional activity, including participation in meetings and forums of professional organisations and government agencies.
- ▶ Engage with relevant professional and industry bodies and stakeholders to foster collaborative partnerships.
- ▶ Participate in continuing education events, for example practitioners' seminars or tutorials

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD or equivalent research doctorate in early childhood education or a related field.
- ▶ A distinguished and internationally recognised research track record, with a significant record of publication in leading international journals in the field of Early Childhood Education and Care, and a proven ability to make a substantial contribution to theoretical or methodological work in the field.
- ▶ A proven record of gaining substantial competitive research grants, consultancy income, and in managing the delivery of research projects.
- ▶ An understanding of international trends and the current public policy environment for ECEC.
- ▶ A proven record of contributing to the development of evidence-based government policy in ECEC.
- ▶ A proven record of success in teaching at university level, including the ability to make significant contributions to the design of innovative and distinguished programs in ECEC.
- ▶ The ability to provide high quality academic leadership, particularly in supporting and mentoring early and mid-career academic staff.
- ▶ The capacity to make a significant leadership contribution to the future directions of the Graduate School, in a changing environment.
- ▶ Demonstrated capacity to provide high quality supervision for higher degree students.
- ▶ Excellent leadership, interpersonal and communication skills.
- ▶ Demonstrated capacity for high level academic administration.

- ▶ The capacity to work collaboratively with colleagues both within and outside the University.

2.2 DESIRABLE

An application will be enhanced if the following are demonstrated:

- ▶ Established links with ECEC providers and a demonstrated ability to develop strong links and partnerships with other key professional organisations.
- ▶ Demonstrated experience in leading a pre-eminent research centre.
- ▶ Proficiency to undertake longitudinal and empirical research in ECEC

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 deserve to service 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:

<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.

5. Other Information

5.1 ORGANISATION UNIT

Melbourne Graduate School of Education

5.2 BUDGET DIVISION

Our Vision:

A society in which education enables full and equitable participation.

Our Mission

Through effective collaborations, we will deliver:

- ▶ relevant, high quality, high impact research
- ▶ research-informed, clinical teacher education that develops graduates with the capacity to inspire and improve individual learning outcomes
- ▶ outstanding quality postgraduate studies for professionals.

The Melbourne Graduate School of Education (MGSE) is Australia's number 1 and among the world's finest for Education (QS World Rankings by Subject).

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

5.3 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>.

5.4 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.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

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.

5.5 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>