



## POSITION DESCRIPTION

Melbourne Graduate School of Education

### Senior Lecturer in Early Childhood Education

<b>POSITION NO</b>	0041246
<b>CLASSIFICATION</b>	Senior Lecturer, Level C
<b>SALARY</b>	\$123,534 - \$142,440 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time (1.0 FTE)
<b>EMPLOYMENT TYPE</b>	Continuing position Work Focus Category: Teaching and Research
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/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>	Professor Nicola Yelland Tel +61 3 8345 4622 Email <a href="mailto:nyelland@unimelb.edu.au">nyelland@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)

## ***Position Summary***

The Melbourne Graduate School of Education is at the forefront of innovation in education, working with partners in schools, early childhood settings, communities, government and beyond, constantly seeking new and improved ways to support Australia's education system.

You will be expected to make a significant contribution to the teaching and engagement responsibilities of the position and to be expert in the field of Early Childhood Education research and scholarship. You will be required to provide leadership in, and contribute strongly to, the MGSE's programs including the Master of Teaching (Early Childhood/Early Years), as Course Coordinator and also lead in other related Master level subjects, as necessary. You will have a strong track record in teaching and practicum experiences and scholarship in the field of early childhood education, and a record of attracting funding for research and development activities in this field. Proven skills in leading and engaging colleagues in teaching, and professional collaborations in a changing environment are critical. Some supervision of students' projects and theses will be required.

This position requires a high degree of independent work, minimum supervision and high level problem-solving, connected with the teaching program and research and development project management. You will be expected to contribute to government policy through dissemination of evidence-based research and to respond appropriately to government and systemic initiatives. You will take a leadership role within the Graduate School including the provision of mentoring and guidance to staff engaged in teaching and research that is aligned to your area/s of expertise.

You will be familiar with current developments and policy debates relating to **early childhood education** in communities and schools (birth to 8 years of age). A contribution to the community is also expected either through involvement in professional networks, associations and/or the provision of professional development or other such activities.

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

### **3.1 TEACHING AND LEARNING**

- To be the Course Coordinator for the Master of Teaching (Early Childhood) and take the lead in the Master of Teaching (Early Childhood/Primary) program, and related Master-level programs.
- To make significant contributions to the design, coordination and implementation of innovative and distinguished programs and to teach in relevant subjects in the field of early childhood.
- To take a lead and / or make significant contribution to the design, review and evaluation of subjects in MGSE teaching programs
- To support students to link theory with practical application in Early Childhood Education
- To supervise and assess the progress of graduate students

### **3.2 SCHOLARSHIP**

- To pursue excellence in scholarship in the field of early childhood education.
- To publish in top tiered professional journals, books or monographs, reports and refereed conference proceedings related to the area/s of expertise

- To lead project teams and to mentor early career researchers towards pedagogical improvement and innovation.
- To supervise postgraduate students undertaking research projects or degrees.
- To participate in research activities of the Graduate School such as the Graduate School's seminar programs and workshops.

### 3.3 RESEARCH – ADVANCEMENT OF THE DISCIPLINE

- To undertake independent research and publish in refereed journals and with high quality publishers.
- To contribute to research projects and/or work in research teams.
- To supervise or contribute to the supervision of research students.

### 3.4 ENGAGEMENT

- To undertake professional activities including the conduct and dissemination of research into pedagogy, through publications, and engagements through committees and consultancies.
- To contribute to the development of evidence-based government policy
- To engage in ongoing professional development in the broad area of early childhood education, and to maintain knowledge of current research, resources and practice in this field.

### 3.5 LEADERSHIP AND SERVICE

- To provide managerial leadership within the Graduate School including administration, financial and resource management.
- To provide academic leadership within the Graduate School – in innovative scholarship and pedagogical activities, in and through supporting and mentoring junior academic staff, and by leading and managing teaching teams.
- To provide service to the University and Graduate School through membership of committees;
- To promote the University and the discipline by participating in appropriate local, national and international events.
- To undertake academic and administrative leadership within the early childhood area, through the co-ordination of subjects, attendance at meetings and development of curriculum.

### 3.6 BEHAVIOURAL EXPECTATIONS

- All staff are expected to maintain the following behaviours:
- Treat everyone equitably; act fairly with staff and demonstrate respect for diversity
- Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration

## ***2. Selection Criteria***

### **ESSENTIAL**

- A doctoral degree in education or in cognate discipline area and an established track record in the scholarship of teaching and learning.
- An ability to demonstrate high-quality teaching in higher education contexts.
- Demonstrated research track record which has international and national impact and a strong record of research publications.
- Demonstrated capacity to attract research funding and to manage research projects.
- Ability to undertake subject co-ordination duties and to conduct professional practice visits, as required.
- Demonstrated capacity in the supervision of higher degree students.
- An awareness of contemporary debates in the area of higher educational policy and higher education research.
- Demonstrated ability to harmoniously contribute to both teaching and research teams.
- Demonstrated capacity to work collaboratively both within and outside the University.
- Excellent written and oral communication skills.

## ***3. Special Requirements***

- 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](http://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>