



POSITION DESCRIPTION

Melbourne Graduate School of Education

Lecturer in Early Childhood Education

POSITION NO	0049325
CLASSIFICATION	Lecturer, Level B
SALARY	\$102,967 to \$122,268 per annum (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part time (0.9 FTE)
BASIS OF EMPLOYMENT	Fixed term for 2 years until December 2021 Work Focus Category: Teaching Specialist
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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Name: Professor Nicola Yelland Tel +61 3 9035 4622 Email nyelland@unimelb.edu.au

Please do not send your application to this contact

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

Position Summary

The Melbourne Graduate School of Education (MGSE) 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. In 2008 we launched the innovative new Master of Teaching which replaced all previous undergraduate and postgraduate teacher preparation programs. In 2016 the second iteration of this innovative course is in final approval stage, for implementation in 2017. The course utilises a clinical teaching model which links academic theory with classroom practice.

The Lecturer in Early Childhood Education will be required to contribute to teaching and engagement in early childhood education (birth to 8 years) and initial-teacher education. You will contribute to subject co-ordination, teaching and staff leadership in subjects and courses appropriate to your expertise.

You will be familiar with current developments and policy debates relating to early childhood education, and teaching in early childhood settings and schools. A contribution to the community will also be expected either through involvement in professional associations and/or the provision of professional development or other such activities.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ To teach in Curriculum and Pedagogy subjects in the field of initial teacher education, particularly in the Master of Teaching (EC, and EC/Primary);
- ▶ To take a key role in subject coordination and teaching in subjects as required in the field of initial teacher education, particularly in the Master of Teaching (EC and EC/Primary);
- ▶ To support students to link theory with practical application in early childhood centres and school settings, through the Clinical Specialist role, where necessary;
- ▶ To supervise and assess students on practicum placements, if required;
- ▶ Development of online teaching and learning approaches for subjects you coordinate and the selection of appropriate prescribed readings and recommended texts;
- ▶ Develop a staffing plan for subjects you coordinate, including identification of potential guest presenters and tutors;
- ▶ Liaise with the Master of Teaching (EC) and Master of Teaching (EC/ Primary) Course Coordinators and administrative staff to ensure appropriate procedures are followed regarding staffing requests.

1.2 ENGAGEMENT

- ▶ To undertake professional activities including the dissemination of research, publications, membership of committees and consultancies;
- ▶ To engage in ongoing professional development in areas of early childhood education, initial teacher education, language and literacy and to maintain knowledge of current research, resources and practice in that field.

1.3 RESEARCH

- ▶ Undertake research and publish in refereed journals and prestige books and book chapters;
- ▶ Contribute to research projects and/or work in research teams;
- ▶ Participate in research activities of the Graduate School such as seminar and workshop programs.

1.4 LEADERSHIP AND SERVICE

- ▶ To undertake academic and administrative leadership in the early childhood language and literacy area, through the co-ordination of subjects and teaching teams;
- ▶ To demonstrate leadership through the continuing professional development of course teams and support contract and casual staff, as necessary;
- ▶ To liaise and engage in projects with relevant external education and community groups.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD or EdD degree in Education or area related to Early Childhood Studies;
- ▶ Qualifications that meet requirements for professional registration as a teacher or equivalent in a related early childhood profession;
- ▶ Evidence of a high-quality teaching record in programs for children in the birth to age eight years range;
- ▶ Evidence of a strong contribution to curriculum development in early childhood teacher education, and courses relevant to your expertise;
- ▶ Knowledge of contemporary research into the practice of early childhood learning and teaching, with knowledge of the Australian education environment;
- ▶ Ability to undertake subject co-ordination duties, clinical specialist responsibilities and to conduct professional practice visits;
- ▶ An engagement with contemporary theoretical understandings of tertiary learning, and the requirements of Master of Teaching (EC) curriculum, pedagogy and assessment area;
- ▶ Demonstrated ability to work in a team and provide guidance to sessional staff in the area, if necessary.

2.2 DESIRABLE

- ▶ Ability to contribute to the MGSE's range of education specialist areas and to teacher education more generally;
- ▶ Ability to contribute to the academic programs of the MGSE through participation in research, accessing research funding and consultancy opportunities.

3. Special Requirements

- ▶ Unrestricted right to work in Australia;

- ▶ 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;
- ▶ Leave will not always be approved during teaching periods; 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:

6.3 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

6.4 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>.

6.5 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*.

6.6 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 <http://www.unimelb.edu.au/governance>