UNIVERSITY OF CANBERRA

POSITION DESCRIPTION

Position Title:	Associate Professor in Early Childhood Education
Business Unit:	Faculty of Education
Appointment Level:	Academic Level D
Position Focus:	Education and Research (ER)
Reporting To:	Head of School – Teacher Education
Number of Direct Reports:	0
Delegation Band: Band	7
Position Number:	504972

THE UNIVERSITY OF CANBERRA

The University of Canberra is a young university anchored in the national capital and works with government, business, and industry to serve our communities and nation. The University of Canberra challenges the status quo; always pursuing better ways to teach, learn, research, and add value – locally and internationally.

Our purpose is to provide education which offers high quality transformative experiences; to engage in research which makes a difference to the world around us; and to contribute to the building of just, prosperous, healthy, and sustainable communities.

The University of Canberra has recently established its long-term ambitions through its new decadal strategy: Connected. Through its three objectives (Connected to Canberra, Connected for life and Connected UC), the University of Canberra aims to build sustainable communities through deep collaborations that are locally focused and globally relevant, partner for life with our students to shape our economic, social and cultural futures and deliver an outstanding, digitally connected experience that removes barriers to accessing higher education.

OUR PURPOSE AND VALUES

Our purpose and values are the heart of this university. They describe our core identity: who we are and how we behave at the University of Canberra. They were developed by our people for our people.

GALAMBANY

Together we work to empower, connect and share knowledge with our people, cultures and places



BUSINESS UNIT OVERVIEW

Education was a foundation discipline of the University. The Faculty's major areas of strength are its innovative Initial Teacher Education (ITE) programs, its diverse postgraduate offerings including domestic and transnational programs and its very strong research performance sustained over many years. The Faculty has strong relationships with its key stakeholders which has led to the development of impactful partnerships, most significantly the Affiliated Schools Partnership with the ACT Education Directorate. The Faculty is home to two university research centres, the STEM Education Research Centre (SERC) and the Centre for Sustainable Communities (CSC) as well as the Wiradjuri Pre-School and Early Learning Centre.

The Faculty offers: undergraduate and graduate entry courses in early childhood, primary and secondary teacher education; postgraduate education and educational leadership; and postgraduate Teaching English to Speakers of Other Languages (TESOL) courses, it also offers higher degrees by research including Doctor of Philosophy (PhD). All of the Faculty's ITE courses have a significant, school-based, clinical component. The Faculty also has a strong commitment to the integration of indigenous ways of knowing, being and doing into our programs. The Faculty has approximately 2200 students (approximately 1300 full-time equivalent). Of these, 1400 are enrolled in undergraduate courses, 750 in postgraduate courses and 50 in doctoral programs. Approximately 60 students are enrolled in postgraduate courses in Hangzhou (China) and in Hanoi (Vietnam).

Faculty research involves the study of learning and the practices and technologies that support and enhance learning in communities, organisations, museums, galleries, families, on playing fields and in schools. During 2019 and 2024, researchers in the Faculty were awarded more than $11.2m in research grants.

POSITION PURPOSE

The appointee will be expected to make contributions to the teaching effort of the University in the discipline and to carry out activities to maintain and develop scholarly, research and/or professional activities relevant to the profession or discipline. Drawing on their extensive experience in Early Childhood Education and early learning environments, the appointee will bring leadership, research and pedagogical expertise to enrich curriculum development, grow research capacity, and strengthen the Faculty's connection to contemporary educational practice.

PRIMARY RESPONSIBILITIES

- The appointee will be expected to make contributions to teaching, course development and research-led teaching in the Faculty, engage with innovation through teams of academic and specialist staff, and provide academic leadership in educational leadership and leadership management, contributing to the Faculty's strategic objectives, research profile and external engagement activities.
- Contribute to the Faculty's strategic priority to develop leadership in the professional learning of teachers and school leaders through partnerships with institutions and agencies across the national capital region. This includes providing recognised expertise in Early Childhood Education with significant research and leadership in the birth to eight years sector.
- Teaching, assessment and support of students through face-to-face, online and blended mode of education including:
    - Preparation and delivery of lectures, seminars, tutorials and practical classes

    - The conduct of tutorials, practical classes, demonstrations, workshops, field excursions and studio sessions.
    - Identification and development of teaching material in collaboration with colleagues
    - Convening individual units and overall co-ordination of particular programmes within the Early Childhood Education suite.
- Supervision of doctoral and research masters students; and
- Leading research projects aligned to the Faculty's areas of research focus including obtaining research grants, and publishing outcomes in major academic journals.
- A demonstrated and sustained research track record in Early Childhood Education, evidenced by high-quality peer-reviewed publications, research impact, and recognition at a national and/or international level.
- Leadership of academic initiatives and programs

KEY CAPABILITIES – SPECIFIC TO THIS POSITION

Key Capabilities	Descriptors
1. Qualifications	1.1 A relevant doctoral degree (EdD or PhD). 1.2 Teaching qualifications in Early Childhood Education or equivalent expertise.
2. Academic	2.1 An outstanding contribution to Early Childhood Education, research and/or practice recognised at the national or international level. 2.2 Significant experience in the review of scholarly literature and application of the outcomes to educational practice. 2.3 Highly effective teaching, learning experience design and support of student learning especially at a postgraduate level. 2.4 Significant experience with high-quality curriculum development and evaluation. 2.5 Significant experience in obtaining research grants and leading research programs (if seeking appointment as an Education and Research Academic) 2.6 Experience in curriculum and/or research program leadership. 2.7 Capacity to undertake staff and/or initiative and/or program leadership.
3. Professional Experience	3.1 Extensive experience in teaching, leadership and/or professional development in the Early Childhood Education sector.

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KEY CAPABILITIES - REQUIRED OF ALL UC POSITIONS AT THIS LEVEL

Key Capabilities	Descriptors
1. Leadership	1.1 Proactively addresses challenging issues and takes responsibility for seeing issues through. Assist team members to recognise barriers and overcome them. 1.2 Connects the University Strategic Plan with the Portfolio and reinforces connections with other staff. 1.3 Builds and communicates a clear and compelling path for others to choose to be committed and engaged. Champions and role models effective change while working to engage and enthuse others to embrace a vision of change.
2. Effective Communication	2.1 Adjusts message and delivery appropriate to audience. 2.2 Listens to others and effectively communicates ideas. 2.3 Produces accurate and effective information in a timely and efficient manner. 2.4 Influences and negotiates persuasively.
3. Collaboration	3.1 Creates opportunities for communities of work colleagues. 3.2Looks beyond self and immediate team to add value to the whole University. 3.3 Develops relationships with external parties. Seeks and acts on opportunities to connect external parties and partners to the University.

4. Delivers results	4.1 Delivers on agreed outcomes and escalates issues as appropriate. 4.2 Identifies opportunities to improve processes and takes opportunities to problem solve to deliver outcomes. 4.3 Responds effectively to changing circumstances and prioritises.
5. Business Acumen	5.1 Understands the purpose of own position and how this contributes to the objectives of the University. 5.2 Manages resources effectively. 5.3 Understands the commercial context the University operates in.
7. Service	7.1 Delivers seamless customer focused service underpinned by simplified and efficient processes. 7.2 Understands and anticipates the needs of our students and partners and can convert these into commercial outcomes.
8. Digital Literacy and Innovation	8.1 Demonstrates the ability to work fluently across a range of tools platforms and applications to achieve complex tasks. 8.2 Demonstrates the capacity to adopt and develop new practices with digital technology in different settings; to use digital technologies in developing new ideas, projects, and opportunities. 8.3 Incorporates digital literacy skills into own learning and the learning of others e.g., students, peers, supervisees. 8.4 Appreciates the legal, ethical and security guidelines in the management, access and use of data.

Note: This position requires a skill level that assumes knowledge or training equivalent to graduate qualifications, or extensive relevant experience, or an equivalent combination of relevant experience and/or education/training.

While at work, you must take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons. This includes:

- comply, so far as you are reasonably able, with any reasonable instruction that is given by the University to comply with the WHS Legislation.
- cooperate with any reasonable policy or procedure of the University relating to health or safety at the workplace that has been notified to workers.
- assume any additional duties as outlined in the WHS Procedure: Resources, Responsibility and Accountability.