UNIVERSITY OF CANBERRA

POSITION DESCRIPTION

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

THE UNIVERSITY OF CANBERRA

The University of Canberra is the university for Australia's capital region. 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.

Through our "Reconnected" strategy, University of Canberra has a dynamic framework to adapt in a rapidly evolving world. Committed to being the most accessible university, we create meaningful opportunities through education and research, while driving innovation, fostering collaboration, and unlocking possibilities for our community locally and globally.

To learn more about our benefits and employment conditions, explore our Work at UC site.

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 200 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 contribute to leadership of the Faculty's academic programs, teach within the Faculty's courses and carry out scholarship, research and/or professional activities relevant to the profession or discipline. Drawing on their extensive experience in early learning environments, the appointee will bring practical insight and pedagogical expertise to enrich curriculum development, foster student engagement, and strengthen the Faculty's connection to contemporary educational practice.

PRIMARY RESPONSIBILITIES

- Significant contributions to and leadership of teaching, course development and research-led teaching in the Faculty.
- Significant and original contributions through scholarly and/or professional activities and/or research recognised at the national level.
- Teaching, assessment and support of Early Childhood Education students studying in face-to-face, online and blended modes, including:
    - Preparation and delivery of lectures, seminars, tutorials and practical classes including teaching embedded in professional consultancy and practice;
    - Conduct of tutorials, practical classes, demonstrations, workshops, field excursions and studio sessions, including the marking and assessment of student work and consultation with students;
    - Convenorship of individual units, and the scholarly informed design and revision of courses and units.

- Leading Early Childhood community and professional activities including liaison with key stakeholders and professional associations and contribution to the development of industry and community partnerships.
- Active engagement in and contribution to Faculty activities including Faculty meetings, graduations, open days, research seminars and orientation events and complete all administrative activities associated with the position in a timely and effective manner.
- 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.

KEY CAPABILITIES – SPECIFIC TO THIS POSITION

Key Capabilities	Descriptors
1. Qualifications	1.1 A relevant doctoral degree (EdD or PhD). 1.2 Teaching qualifications.
2. Academic	2.1 A significant and original contribution to Early Childhood Education at the national level in research and/or scholarship and/or teaching. 2.2 Substantial 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. 2.4 Significant experience with high-quality curriculum development and evaluation. 2.5 Capacity to undertake curriculum or research program leadership. 2.6 Capacity to undertake staff leadership. 2.5 Demonstrated capacity to obtain and manage research grants (if seeking appointment as an Education and Research Academic)
3. Professional Experience	3.1 Experience as an Early Childhood teacher.

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. 1.4 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. 3.2 Looks 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.