



# Hardie Fellowships

(February 2009)

## Guidelines

<http://www.education.tas.gov.au/school/teaching-in-tasmania/awards/hardie>

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# Professor Charles Hardie

(Born Glasgow 1911, died Hobart 2002)



The appointment of Charles Hardie as foundation Professor of the newly created Faculty of Education in 1946 was something of a coup for the University of Tasmania. He was already internationally recognised for the significant contribution to his field made by the publication, *Truth and Fallacy in Educational Theory* (1942). In a survey of the development of educational thought in 1979, Peter Musgrave, Dean of Education at Monash University credited "some of the pioneering work ... to Charles Hardie who in *Truth and Fallacy* ... applied the tools of philosophical analysis to education a major shift in approach". When the work was reissued by Teachers' College, Columbia University, in 1962, it

was identified by the editors as "unquestionably a landmark".

In 1947 his *Background to Modern Thought* was published, with its principal theme the use and potential of the application of scientific thought to cultural development. The book brought a personal letter of congratulations from Albert Einstein.

*Science in Australian Primary Schools* (1957), which Charles Hardie edited, was an educational application of the theory of the earlier work. In every year of his professorship and in some after his retirement, Charles published articles in prestigious Australian and overseas journals.

For 30 years Tasmanian Education students enjoyed, through his teaching, the same simple, meticulous expression of profound thoughts that characterised his published work.

Any review of Charles Hardie's professional life that ignored his personal merits would be woefully inadequate. One outstanding attribute was his fixed humility. Reference to his participation in Wittgenstein's highly selected tutorial group (in which he achieved a First Class Honours), his status as Wrangler (with distinction) in Mathematics from Cambridge, his participation in an operational research unit of Bomber Command or, less formally, his membership of John Maynard Keynes' bridge party had to be wrung from him. Add to his humility his undeviating honesty and total absence of an ambition other than to do his work as well as he could and to treat his fellows justly and kindly and you have a very special person. In 2001 Charles was predeceased by his wife, Charlotte, a loss that was a source of continuing sorrow for him. Together they were renowned as the most generous and entertaining of hosts to their acquaintances, both within and without the University. Those fortunate enough to have been their friends enjoyed a special warmth and loyalty.

Dr Gerald Johnston

Source Unitas News from the University of Tasmania

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## Background

Professor Hardie was appointed Dean of Education at the University of Tasmania in 1946 and remained there until his retirement in 1976. Following the death of Professor Hardie in 2002, the Hardie Fellowship Trust was established under the terms of his Will and is administered by Tasmanian Perpetual Trustees Limited in its capacity as trustee.

The Perpetual Trust was established with a bequest of \$7.5 million. Income from the trust is used to provide fellowships for teachers in the employment of the Department of Education and who have demonstrated outstanding skills, to enable them to pursue advanced studies or research at an approved University in the United States.

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## Terms of Bequest

Fellowships will be awarded in accordance with the following conditions:

- The income of the Trust will be used to provide Fellowships for teachers in the employment of the Department of Education, Tasmania to pursue advanced studies or research in the field of education at a university in the United States of America approved by the Department.
- The Fellowships will be awarded to the successful applicants as nominated by 'the Panel' of no less than five persons to comprise:
  - the Secretary, Department of Education, Tasmania;
  - the Senior Officer, Department of Education, Tasmania;
  - the Director of the Human Resources Management Branch, Department of Education, Tasmania;
  - the Dean of Education, University of Tasmania;
  - a representative from the teaching profession; and
  - such persons as the Trustee shall from time to time approve.
- The timing of and the number of Fellowships will be determined by the amount of annual income available for distribution from the Trust.

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## Purpose

Fellowships will be allocated for long term study (6 months or more) at a university in the USA approved by the Department of Education:

- study at a USA tertiary institution; and/or
- research associated with a USA tertiary institution.

Fellowships may be allocated for 6 months or longer depending on the proposed study or research program. Please note that Fellowships can be undertaken in subsequent years, not necessarily the year following the announcement.

Examples of possible study or research include:

- Teachers College, Columbia University (New York) offers programs for literacy specialists. Both the Literacy specialist (Birth – Grade 6) and Reading specialist are MA programs. Literacy Specialist (Birth-Grade 6) is designed to

immerse the literacy educator in an intense study of practice, theory and research with the goal of equipping participants to assume leadership roles in literacy education. The Reading Specialist Program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition, and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with child, adolescent, and adult learners.

- The Curry School of Education at the University of Virginia (where Carol Anne Tomlinson leads thinking and practice on differentiating instruction) provides a course in Curriculum and Instruction: Education Specialist as an Education Specialist degree and also a masters program in curriculum and Instruction. The first has an emphasis on instruction is designed for experienced educators whose professional goals include working directly with classroom teachers to improve instruction. The masters degree program is designed for individuals who want to broaden their knowledge of curriculum and instructional practices and includes electives such as Differentiated Instruction; Reading in the Content Areas; Middle and High School Curriculum and Curriculum Design and Evaluation.
- At the University of California at Berkley Judith Warren Little offers graduate courses within the Policy, Organisation, Measurement and Evaluation program. These courses focus on teachers' work and the contexts of teaching including teacher professional learning, the investigation of teachers' communities of practice and conceptualizing and studying the school as workplace. Other courses in this program include Issues in Teaching and Learning for Educational Leaders and School Data Analysis for Principals.
- The Mathematics or Science Education Leadership Program at the University of Washington, Seattle offers two unique Ph.D. in Education specializations - one for educators interested in Mathematics Education Leadership K-12, the other for educators interested in Science Education Leadership K-12.
- The Centre for Educational Leadership, University of Washington offers a school leadership program.
- The 'Supporting Teachers for Instructional Improvement' course with Richard Elmore at Harvard University provides students with the theoretical and empirical bases for understanding the sources of successful classroom instruction and the processes by which it can be brought to scale at the school and system level.

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## Costs Covered by the Fellowship

The Fellowship provides all recipients with their base salary while they are in the United States. Recipients are on unpaid leave for the duration of their Fellowship, although they receive their salary as a lump sum prior to departure.

Recipients will receive financial assistance to cover the cost of course fees, living allowance, travel expenses and other costs deemed necessary to successfully complete the course or research; such as family travel and accommodations costs.

## Eligibility

An eligible applicant will:

- be a permanent employee of the Department of Education, Tasmania employed in accordance with the Teaching Service (Tasmanian Public Sector) Award;
- be a citizen of Australia; and
- be a registered teacher.

An individual to whom a Hardie Fellowship has been awarded is eligible for further Fellowships. Unsuccessful applicants from previous years may apply for a Hardie Fellowship again.

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## Target Groups

Some Fellowships will be targeted at teachers during their first ten years of teaching and emerging leaders. The Panel is committed to ensuring that outstanding young teachers will have access to these Fellowships, however the Panel will select recipients from across the education sector, in terms of years of experience and teaching area, as well as their capacity to act as ambassadors for Tasmania and the Department of Education.

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## The Role of the Selection Panel

The Panel will advertise the Fellowships as broadly as possible. They may also encourage Learning Services General Managers and other senior staff to nominate individuals for a Fellowship, and/or support individual teachers in applying for a Fellowship.

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## Recipient Obligations

Fellowship recipients are advised to have a health check with a general practitioner, indicating their fitness for overseas travel. Recipients must also obtain appropriate personal travel insurance cover in the event of any unforeseen events. This should be negotiated at the time of making travel bookings, and is covered by the travel allowance.

Before arrival in the USA, Fellowship recipients are expected to refine their research project design and review relevant literature.

Recipients must also provide the Department with an itinerary that outlines their intended activity for the period of the Fellowship.

Before receiving the Fellowship funds, recipients will be required to sign a formal written agreement.

For recipients wishing to enroll in an accredited Masters, PhD or Bachelor degree program must undertake a formal examination and selection process for entry into universities in the USA. These examinations are conducted in Melbourne, Victoria and travel/accommodation will be funded for successful recipients.

During their stay in the USA, Fellowship recipients may identify and collect data, resolve methodological issues, conduct site visits or interviews, meet with experts and participate in a rich program of study and school visits.

On their return, Fellowship recipients will be required to provide a brief summary report to the Minister for Education containing:

- summary of their Fellowship experience; and
- recommendations for the Panel in relation to the future administration of the Hardie Fellowships.

[https://staff.education.tas.gov.au/hr/travel/international\\_travel/intntltravelreport.doc](https://staff.education.tas.gov.au/hr/travel/international_travel/intntltravelreport.doc)

Recipients are also required to provide a Program Diary, which records the actual program undertaken during the Fellowship.

Fellowship recipients may also elect to:

- negotiate the possibility of their study contributing towards a formal post graduate qualification;
- write up their findings for publication in appropriate professional and educational journals; and
- report on the application of their observations/research in their school setting.

It is hoped that the study experience will enable individual teachers to bring valuable experience to their own teaching, benefiting students and colleagues alike. Fellowship recipients will be encouraged to disseminate their findings/learning as widely as possible and to join the Hardie Fellowship Alumni.

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## Referee Reports

Two referee reports are to be forwarded with the application.

One of these will be the applicant's Principal/Manager or Learning Services General Manager, and one should be a 'character referee' with the ability to describe the particular personal qualities of the applicant which would make them a suitable ambassador.

The Referee Report template is available on the website

<http://www.education.tas.gov.au/school/teaching-in-tasmania/awards/hardie>

# Application Process

The process for applying for a Hardie Fellowship is intended to be straightforward. Applicants are required to submit:

- the [standard application form](#);
- a statement of professional objectives (maximum 1 page);
- a curriculum vitae;
- two referee reports; and
- a research or study proposal (maximum 5 pages).

All potential applicants are encouraged to discuss the Fellowships with their Principal/Manager and / or Learning Services General Manager.

Applicants are also welcome to contact the Project Officer, Hardie Fellowships, on (03) 6212 3245 or via e-mail: [Learning.Services.S@education.tas.gov.au](mailto:Learning.Services.S@education.tas.gov.au).

Applications should be sent to:

Hardie Fellowship  
Project Officer  
Department of Education  
26 Lampton Avenue  
DERWENT PARK TAS 7009

Applications should be forwarded by **5.00 pm Tuesday 30 June 2009** Fellowships in Term 3, 2009 and in 2010 (or date/s to be negotiated). Please note that late applications will not be accepted.

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## Selection Criteria

Applications will be assessed against the following criteria.

- Teaching skill and/or potential to be an outstanding teacher or educational leader;
- Commitment to teaching and capacity for sustained contribution over time in Tasmanian government schools;
- The potential of the proposal;
- The strength of the referee reports; and
- The personal and professional qualities of an applicant, and the standing in which they are held by colleagues, supervisors, Learning Services General Managers and senior departmental officers.

Short listed applicants may be interviewed by the Panel, and may be required to provide additional information in support of their candidacy.

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# Frequently Asked Questions

## Will I be paid during the Fellowship?

You will be on unpaid leave for the duration of your Fellowship. However costs covered by the Fellowship including salary equivalent will be paid as a lump sum. Long service leave and sick leave will not accrue during the Fellowship period. Upon return to work, no recreation leave credits or penalties will be applied.

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## Can my family go with me?

It is up to you to decide whether it is practical to take your spouse and/or family however a living allowance for family will be considered by the Panel as part of your proposal.

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## Do I have to go for a full year? Can I take long service leave and stay away longer?

Each case will be judged on merit, and decided by the Panel in consultation with the Learning Services General Managers.

Applicants are expected to engage in long term study or research so it is expected that all proposals **will be six months or longer**.

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## Do I have to submit receipts on return?

The Fellowship does not have to be accounted for with individual receipts but you will need to keep receipts for tax purposes.

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## Do I need to obtain a visa?

You will need a visa for your stay in the USA as the period of study or research will extend for more than 90 days. You need to ensure that your passport is valid for at least six months beyond your travel dates. You are required to attend an interview in Melbourne as part of the visa process. Visas should be obtained at the time of making travel bookings, along with travel/health insurance.

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## What about superannuation contributions and leave entitlements?

If you are a contributor to RBF you will have the choice to take a “contribution holiday”, arrange regular payments direct to RBF, or make double contributions on return from the Fellowship. If you contribute to a superannuation fund other than RBF you will need to discuss arrangements with that fund.

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