

## POSITION DESCRIPTION – ACADEMIC

### POSITION INFORMATION

<b>Position Title</b>	Research Fellow		
<b>Faculty</b>	Faculty of Education and Arts		
<b>Institute</b>	Institute for Learning Sciences and Teacher Education		
<b>Nominated Supervisor</b>	Professor Joce Nuttall	<b>Campus/Location</b>	Melbourne
<b>Academic Level</b>	B	<b>Academic Career Pathway</b>	Research-only
<b>CDF Achievement Level</b>	2 Management (Line)	<b>Work Area Position Code</b>	
<b>Employment Type</b>	Full-Time Fixed-Term	<b>Date reviewed</b>	December 2018

### ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

**Mission Statement:** Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

Australian Catholic University (ACU) is both a Catholic University and a public institution within the Australian higher education sector. ACU is an inclusive community which welcomes students and staff of all beliefs. The University is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition. As valued members of our community, all staff members are expected to have an understanding of ACU's [Mission](#) and values and to demonstrate an active contribution to them.

The University shares with universities worldwide a commitment to quality in teaching, research and service. It aspires to be a community characterised by free enquiry and academic integrity.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a University that is Catholic, public and national. The focus areas are Theology and Philosophy, Health, Education, and the Common Good and Social Justice.

ACU has over 2,500 staff supporting more than 34,000 students across seven campuses – Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, and Rome.

The structure to support this complex and national University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Directorate of Identity and Mission drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

The University pursues performance excellence and offers an environment where staff are valued and rewarded. Staff are expected to demonstrate a commitment to continuous improvement and to participate fully in resolving issues to achieve and maintain quality standards relevant to role. Further information about a career with ACU is available at [www.acu.edu.au](http://www.acu.edu.au).

ACU is committed to diversity and social inclusion in its employment practices. Applications from Aboriginal and Torres Strait Islander people, people with disabilities and people from culturally diverse groups are encouraged.

## **ABOUT THE INSTITUTE FOR LEARNING SCIENCES AND TEACHER EDUCATION**

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The Institute for Learning Sciences and Teacher Education (ILSTE) is a national research institute hosting a team of eminent researchers and international scholars undertaking nationally-funded research studies with a range of industry-funded partners. Our research draws on both qualitative and quantitative methodologies and includes large-scale, longitudinal studies and meta-analyses. A priority focus is on research relating to policy and practice.

LSIA's research focuses on 21st Century learning, student diversity, innovation and engagement across six areas of research concentration:

- educational assessment, evaluation and student learning
- learning, learner diversity and reforming classroom practices
- science, technology, engineering and mathematics in education
- early childhood futures
- educational semiotics in English and literacy pedagogy

teacher education, quality and professional practice. Our researchers are concerned with generating and disseminating new knowledge to improve the learning outcomes of children and young people, especially those experiencing disadvantage, on the margins, or at risk.

ILSTE provides a forum for researchers, scholars, policy makers and practitioners to collaborate and share evidence-based knowledge to address barriers to achievement and learning engagement faced by young people. Further information about the Institute can be found at: [www.lsia.acu.edu.au](http://www.lsia.acu.edu.au)

## **POSITION PURPOSE**

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The Research Fellow will contribute to the research enterprise of the Institute for Learning Sciences and Teacher Education. The successful applicant will work within a high performing research team of senior, internationally-recognised scholars within programs of priority research. In addition, the successful applicant will contribute to the development of scholarship, research and/or professional activities in the Institute.

The position is aligned to the Institute's Teacher Education research program and the successful applicant will join the program team for 19 months, working on the ARC Discovery Project 'Learning-rich leadership for quality improvement in early childhood education', under the leadership of Professor Joce Nuttall.

## **POSITION RESPONSIBILITIES**

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### **Introduction**

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework

- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Principles
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University’s strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching, Curriculum Development and Scholarship of Teaching
- Research
- Academic leadership/service.

### Key responsibilities

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies ( <a href="#">Capability Development Framework</a> )
<b>Teaching, curriculum development and scholarship of teaching</b>	<ul style="list-style-type: none"> <li>• Provide quality research supervision of higher degree research students as a co-supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate effectively</li> <li>• Coach and develop</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Contribute to publication outputs through lead and co-authorship in international peer-reviewed outlets.</li> <li>• Contribute to funding applications in the areas of research focus</li> <li>• Assist with the planning and management of projects in the program.</li> <li>• Undertake fieldwork, data analysis and preparation of reports of analyses.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver stakeholder-centric service</li> <li>• Collaborate effectively</li> <li>• Communicate with impact</li> </ul>
<b>Academic Leadership and Service</b>	<ul style="list-style-type: none"> <li>• Increase LSIA’s research profile in the discipline and contribute to collaborative research opportunities in consultation with the Institute Director.</li> <li>• Actively contribute to the intellectual life of the Institute, the Faculty of Education and Arts, and the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate effectively</li> <li>• Be responsible and accountable for achieving excellence</li> <li>• Make informed decisions</li> </ul>

## QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as 'qualifications and capability'. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](#) and the Core Competencies set out in the [Capability Development Framework](#).

Opportunities to develop capability are provided through the development programs coordinated by internal providers of professional development. See the [Training and Development website](#) for more information.

Qualifications and Capability		Selection Criteria?
<b>Qualifications and other credentials</b>		
1.	A PhD in one or more of the following relevant research fields: <ul style="list-style-type: none"> <li>Initial teacher education</li> <li>Professional practice in education</li> <li>Teachers' continuing professional development</li> <li>Organisational behaviour in education</li> <li>Assessment in teacher education</li> <li>Teacher education curriculum and pedagogy</li> </ul>	Yes
<b>Research</b>		
2.	Evidence of strong research achievement as demonstrated by publication in high quality peer-reviewed journals and other quality publications.	Yes
3.	Demonstrated success in working within a research team on competitive grants and/or research consultancies	Yes
4.	Demonstrated ability to work effectively as part of a research team and independently on solo, co-authored and research team publications.	Yes
5.	Demonstrated research knowledge, skill and experience, including demonstrated ability to utilise quantitative and/or qualitative research methodologies and of relevant conceptual frameworks.	Yes
6.	A high level of oral and written communication skills.	Yes
7.	Experience in co-supervising Honours and/or Masters projects and/or doctoral projects.	Yes
<b>Academic leadership/service</b>		
8.	Demonstrated commitment to working in an environment of performance excellence, guided by <a href="#">ACU's Service Principles</a> .	Yes
<b>Core Competencies</b>		
9.	Demonstrated confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.	Yes

Qualifications and Capability		Selection Criteria?
<b>Other attributes</b>		
10.	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.	Yes