

POSITION DESCRIPTION – ACADEMIC

POSITION INFORMATION

Position Title	Professor in Teacher Education		
Faculty	Faculty of Education and Arts		
Institute	Learning Sciences Institute Australia		
Nominated Supervisor	Professor Claire Wyatt-Smith	Campus/Location	Brisbane
Academic Level	E	Academic Career Pathway	Research-only
CDF Achievement Level	1 All Staff	Work Area Position Code	<i>HR to assign</i>
Employment Type	Full-Time Fixed-Term	Date reviewed	July 2017

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 and Strathfield.

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.

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 LEARNING SCIENCES INSTITUTE AUSTRALIA

The Learning Sciences Institute Australia (LSIA) 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
- STEM 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.

LSIA 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

POSITION PURPOSE

The Professor will contribute to the research enterprise of LSIA. The incumbent will work within a high performing research team of senior, internationally recognised scholars. In addition, the successful applicant will contribute to the development of scholarship, research and/or professional activities in the Institute.

The position is located in the research concentration: Teacher education, quality and professional practice. The successful candidate will have a strong track record in the field of initial teacher education, taken to include professional practice, ITE curriculum, pedagogy, assessment, educational psychology and measurement, and professional standards. The position provides exciting opportunities to contribute to large-scale mixed method longitudinal research examining the quality and impact of teacher education on student learning as well as the impact of policy changes on the teaching workforce. In exploring the abstract notion of teacher/teaching quality, the research engages with the numerous international and national reviews and reform agenda that call for improved quality in teacher education and the already strong interest of governments in evidence of the quality of schooling and its effectiveness. Research projects underway in LSIA focus on continuity and change in teacher education policy, practice and professional standards and the notion of accountability, examining their effects, particularly in the context of teacher preparation for diversity and human dignity.

POSITION RESPONSIBILITIES

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 (Capability Development Framework)
Teaching, curriculum development and scholarship of teaching	<ul style="list-style-type: none"> • Provide high quality research supervision of early career researchers and higher degree research students as a principal or co-supervisor. 	<ul style="list-style-type: none"> • Collaborate effectively • Coach and develop

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies (Capability Development Framework)
Research	<ul style="list-style-type: none"> Conduct research of international standing in the area of teacher education and pursue opportunities for establishing interdisciplinary teams. Produce world class publications as sole author and in collaboration with members of the Institute to be published in high-quality international peer-reviewed outlets. Prepare and submit research grant applications, and actively identify and seek funding from external bodies, in collaboration with other researchers within the Institute. 	<ul style="list-style-type: none"> Apply commercial acumen Deliver stakeholder centric service Collaborate effectively Communicate with impact
Academic Leadership and Service	<ul style="list-style-type: none"> Provide strong and collaborative local leadership of the research in teacher education and grow international partnerships in consultation with the Institute Director. Actively contribute to the intellectual life of the Institute, the Faculty of Education and Arts, and the University. 	<ul style="list-style-type: none"> Delivery stakeholder centric service Be responsible and accountable for achieving excellence Make informed decisions

SELECTION CRITERIA

Qualifications and Capability		
Qualifications and other credentials		
1.	A PhD in initial teacher education with specialist focus in any of the following: professional practice, ITE curriculum, pedagogy, assessment, educational psychology and measurement, and professional standards.	Yes
Research		
2.	A sustained strong track record of research achievement in teacher education research including aligned areas indicated above. This will be evidenced by high quality publications in leading international journals and in prestigious international publishing houses.	Yes
3.	Demonstrated ability to work individually and in research teams to deliver shared goals and meet deadlines.	Yes
4.	Success in securing and completing national competitive research grants and external research consultancies that show methodological strength.	Yes
5.	Track record in working in interdisciplinary teams.	Yes

Qualifications and Capability		
Academic leadership/service		
6.	A successful track record of early career researcher supervision and research student supervision through to completion.	Yes
7.	Demonstrated success in the leadership of a research team or academic administrative unit.	Yes
Core Competencies		
8.	Live ACU's Mission, Vision and Values: Demonstrate 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
9.	Demonstrate commitment to working in an environment of performance excellence, guided by ACU's Service Principles .	Yes
Other attributes		
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