

## POSITION DESCRIPTION (ACADEMIC)

### POSITION INFORMATION

<b>Position Title</b>	Research Fellow		
<b>Faculty</b>	Faculty of Education and Arts		
<b>School</b>	Institute for Learning Sciences and Teacher Education (ILSTE)		
<b>Nominated Supervisor</b>	Professor Susan Edwards	<b>Campus/Location</b>	Melbourne
<b>Academic Level</b>	B	<b>Academic Career Pathway</b>	Research only
<b>CDF Achievement Level</b>	2 Management (Middle)	<b>Work Area Position Code</b>	#HR to assign
<b>Employment Type</b>	Full-time Fixed Term (3 years)	<b>Date reviewed</b>	May 2019

### 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.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

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

- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President 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.

## RESEARCH INSTITUTES

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Research Institutes have been established at ACU as rigorous interdisciplinary and collaborative research environments without discipline-based boundaries, facilitating both immediate and ongoing collaborations of ACU researchers with interpersonal and national experts and enabling exceptional opportunities for innovative research to be conducted on a significant scale. This creates the potential for profound impact benefiting the research community and society as a whole.

The following Research Institutes have been established:

- Institute for Learning Sciences and Teacher Education (ILSTE)
- Institute for Positive Psychology and Education (IPPE)
- Mary MacKillop Institute for Health Research (MMIHR)
- Institute for Religion and Critical Inquiry (ICRI)
- Institute for Religion, Politics and Society (IRPS)
- Institute for Philosophy

## ABOUT THE INSTITUTE FOR LEARNING SCIENCES AND TEACHER EDUCATION (ILSTE)

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The Institute for Learning Sciences and Teacher Education (ILSTE) is a national research institute hosting a team of internationally-renowned 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.

ILSTE's research focuses across six research programs:

- Assessment, evaluation and student learning
- Sciences, technology, engineering and mathematics in education
- Early childhood futures
- Educational semiotics in English and literacy pedagogy
- Teacher education, quality and professional practice
- Data analytics and learning interventions

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: <http://www.acu.edu.au/ilste>

## 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 incumbent 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 current position is aligned to the research area: **Early Childhood Futures**. Children's play continues to be a driver of quality early childhood education in the twenty-first century. The Early Childhood Futures research group considers play as a driver for quality from all perspectives, including those of children and the adults who care for and educate them.

Play is important for young children's experiences and the building of cultural knowledge and skills for enabling their participation in society. This research group works to strengthen the pedagogical use of play in early childhood settings, including adult engagement with children's play at home, in schools and community settings. The group also considers the role of play for children in the 21<sup>st</sup> century with an emphasis on digital technologies, digital citizenship and children's play for health and wellbeing.

## POSITION RESPONSIBILITIES

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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 Delivery Model
- 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> )
Teaching, curriculum development and scholarship of teaching	<ul style="list-style-type: none"> <li>• Provide quality research supervision of higher degree research students as a co-supervisor.</li> <li>• Provide academic mentoring to researchers in the Institute on quantitative methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate effectively</li> <li>• Coach and develop</li> </ul>
Research	<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 area of research speciality.</li> <li>• Assist with the planning and management of research projects.</li> <li>• Undertake advanced statistical data analysis for existing projects and preparation of reports of analysis and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver stakeholder centric service</li> <li>• Collaborate effectively</li> <li>• Communicate with impact</li> </ul>
Academic Leadership and Service	<ul style="list-style-type: none"> <li>• Increase ILSTE'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>• Early childhood workforce development and/or interagency,</li> <li>• Social media, digital technologies and/or digital citizenship in the early years (children, families and educators),</li> <li>• Curriculum theory, practice and development in early childhood education settings and the first years of school.</li> </ul>	Yes
<b>Research</b>		
2.	Evidence of strong research achievement as demonstrated by publication in high quality peer-reviewed journals and other publications including chapters in books with prestigious publishing houses.	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 strong grounding in sociocultural, cultural-historical, cultural historical activity theory and/or socio-ecological theory.	Yes
6.	A high level of oral and written communication skills.	Yes
7.	Experience in co-supervising Honours and/or Master's projects.	Yes
<b>Core Competencies</b>		
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
<b>Other attributes</b>		
9.	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
10.	Evidence of ability to work with children, and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.	Yes