

## POSITION DESCRIPTION – ACADEMIC

### POSITION INFORMATION

<b>Position Title</b>	Associate Professor in Education Design and Learning Improvement		
<b>Faculty</b>	Faculty of Education and Arts		
<b>Institute</b>	Institute for Learning Sciences and Teacher Education (ILSTE)		
<b>Nominated Supervisor</b>	Director ILSTE, Professor Claire Wyatt-Smith	<b>Campus/Location</b>	Brisbane CBD
<b>Academic Level</b>	D	<b>Academic Career Pathway</b>	Research-only
<b>CDF Achievement Level</b>	Level 1 All Staff	<b>Work Area Position Code</b>	#HR to assign
<b>Employment Type</b>		<b>Date reviewed</b>	February 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
- Chief Operating Officer & Deputy Vice-Chancellor
- 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 Associate Professor in Education Design and Learning Improvement will contribute to the research enterprise of ILSTE. The incumbent will work within a high performing research team of senior, internationally recognised scholars within ILSTE's areas of research concentration. 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: Assessment, Evaluation and Student Learning. The successful candidate will have a strong track record in the field of initial teacher education and assessment and in the application of professional standards in teacher education. The position provides exciting opportunities to contribute to large-scale mixed method longitudinal research examining the nature and function of i) performance assessment, ii) data linkage and iii) moderation. 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 ILSTE focus on continuity and change in teacher education policy, practice and professional standards and the notion of accountability. The successful candidate will be working with the research team in investigations in performance assessment.

## 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 research supervision of higher degree research students as a principal or co-supervisor.</li> <li>• Provide academic mentoring and advice to researchers who are undertaking large-scale initial teacher education research.</li> <li>• Communication of research findings to the Faculty of Education and Arts to inform initial and postgraduate teacher education programs</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>• Produce high-quality publications as sole author and in collaboration with members of the Institute to be published in leading refereed journals.</li> <li>• Prepare and submit research grant applications, and actively identify and seek funding from external bodies, in collaboration with other researchers within the Institute.</li> <li>• As a member of interdisciplinary teams conduct research of international standing in the area of initial teacher education and performance assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply commercial acumen</li> <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>• Collaborate with a range of industry partners in supporting their engagement in initial teacher education research as it relates to their contexts.</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>• Delivery stakeholder centric service</li> <li>• Be responsible and accountable for achieving excellence</li> <li>• Make informed decisions</li> </ul>

## SELECTION CRITERIA

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 initial teacher education with specialist focus in any of the following: assessment, performance assessment validation, professional standards, teacher preparation including the academic programs and school placements.	Yes
Research		
2.	A strong track record in publications in leading international journals	Yes
3.	A strong track record in attracting external funding including national competitive grants and significant industry funding.	
4.	Demonstrated ability to work individually and in research teams to deliver shared goals and meet deadlines.	Yes
5.	A strong track record of initiating collaborations with researchers, and industry and community groups with researchers to complete research on time and on budget.	
6.	Evidence of demonstrated impact through research in the field of teacher education and initial teacher education in particular	Yes
<b>Core Competencies</b>		
7.	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
<b>Other attributes</b>		
8.	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