

POSITION DESCRIPTION – ACADEMIC

POSITION INFORMATION

Position Title	Professor in Educational Assessment, Evaluation and Policy		
Faculty	Faculty of Education and Arts		
Institute	Institute for Learning Sciences and Teacher Education (ILSTE)		
Nominated Supervisor	Director ILSTE, Professor Claire Wyatt-Smith	Campus/Location	Brisbane CBD
Academic Level	E	Academic Career Pathway	Research-only
CDF Achievement Level	1 All Staff	Work Area Position Code	#HR to assign
Employment Type	Full-Time Continuing	Date reviewed	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.

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 (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

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.

RESEARCH INSTITUTES

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)

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

The Professor will contribute to the research enterprise of ILSTE. 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 ***Assessment, Evaluation and Student Learning***. 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 ILSTE 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
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

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?
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

Qualifications and Capability		Selection Criteria?
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
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
8.	Demonstrate commitment to working in an environment of performance excellence, guided by ACU's Service Principles .	Yes
Core Competencies		
9.	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
10.	Adapt to and Lead Change: Display openness and resilience, inspire others to change and act to make change happen with ACU's interests, strategic goals and Mission at the heart of all outcomes.	No
11.	Collaborate Effectively: Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence.	No
12.	Communicate with Impact: Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University.	No
13.	Coach and Develop: Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement.	No
14.	Be Responsible and Accountable for Achieving Excellence: Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.	No
15.	Know ACU Work Processes and Systems: Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.	No
16.	Make Informed Decisions: Make informed, evidence-based decisions by sourcing and interpreting University and business information.	No

Qualifications and Capability		Selection Criteria?
Other attributes		
17.	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