POSITION DESCRIPTION

Position Title	Associate Lecturer/Lecturer, Indigenous Education		
Organisational Unit	Faculty of Education and Arts		
Functional Unit	School of Education NSW/ACT - Strathfield		
Nominated Supervisor	State Head of Education NSW		
Career Pathway	Teaching and Research		
Classification	Academic Level A/B		
CDF Level	CDF1	**Position Number**	10602315
Attendance Type	Full Time	**Date reviewed**	18-SEP-2025

ACU considers that being Aboriginal or a Torres Strait Islander is a genuine occupational requirement for this position under s 42 of the Discrimination Act 1991 (ACT)/ s 14 of the Anti-Discrimination Act 1977 (NSW), s 25 of the Anti-Discrimination Act 1991 (Qld)/ sub-s 56(2) of the Equal Opportunity Act 1984 (SA)/ sub-s 26(3) or s 28 of the Equal Opportunity Act 2010 (Vic). The position is therefore only open to people who identify as Aboriginal and Torres Strait Islander.

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.*

An ACU education builds on the Catholic understanding of faith and reason working together in pursuit of knowledge and promotion of human dignity and the common good.

An ACU education seeks to transform lives and communities. Students are challenged to look beyond the classroom, solve real-world problems, develop their own search for meaning and cultivate strong professional ethics. They are invited to stand up for people in need and causes that matter.

ACU is open to all. As is common with great Catholic institutions the world over, the university is inclusive and supportive of everyone, every day – regardless of their faith or tradition.

ACU is a young university making a serious impact. Ranked in the top two per cent of universities worldwide and in the top 10 Catholic universities, we're also a leader in employability with 94 per cent of our graduates employed. The university has seven campuses around Australia, a campus in Rome, Italy, and an online campus – ACU Online.

ACU has four faculties, and several research institutes and directorates. We believe our number one asset is our people. It's the character, enthusiasm and dedication of our staff that make this a university like no

other. All our staff contribute to the achievement of our goals set out in ACU's Vision 2033 and aim to provide high-quality services with a strong focus on service excellence.

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.

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

- Vice-Chancellor and President
- Deputy Vice-Chancellor - Catholic Mission
- Provost and Deputy Vice-Chancellor (Academic)
- Deputy Vice-Chancellor (Corporate)
- Deputy Vice-Chancellor (Research and Enterprise)
- Deputy Vice-Chancellor (Education)

ABOUT THE FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts encompasses two nationally recognised schools – the National School of Education and the National School of Arts and Humanities – and four leading research institutes: the Institute for Positive Psychology and Education, the Institute for Learning Sciences and Teacher Education, the Institute for Child Protection Studies, and the Institute for Humanities and Social Sciences. The Faculty also hosts several specialised programs and centres, including the Australian Centre for the Advancement of Literacy, the Clinic for the Advancement of Literacy, the Ancient Israel Program, and the Western Civilisation Program. The Faculty is widely regarded for its excellence in teacher education and its impact in the humanities and social sciences, especially in history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and internationally in Rome (Italy), the Faculty supports a vibrant and inclusive community of more than 11,000 students. It offers a dynamic program of teaching and research for both students and staff. Through strategic research partnerships, global exchange opportunities, and community engagement, the Faculty builds enduring relationships with universities and organisations across the public, private and community sectors.

ABOUT NATIONAL SCHOOL OF EDUCATION

The National School of Education is a leading provider of initial teacher education in Australia, recognised for its high-quality, work-ready graduates. Adding to its traditional strengths in early childhood, primary and secondary initial teacher education, the National School of Education's disciplines reflect key strengths in the areas of early childhood, mathematics, literacy education, the arts, science and technology, educational studies, teacher professional practice, assessment, educational leadership, Indigenous education, and wellbeing and inclusive education. These disciplines are evidenced both in the undergraduate programs and through its extensive postgraduate coursework programs with strong enrolments. The School also has a large number of students undertaking higher degree study through its PhD programs.

LEARNING AND TEACHING

The Faculty of Education and Arts offers highly flexible national, online and multimodal programs where students can discuss, debate and analyse in virtual classrooms. Students have opportunities to address real situations through professional and community experiences. It is recognised not only for its supportive and nurturing learning environment, but also for its ability to prepare graduates who think critically, who are guided by social justice principles and are highly valued by the professions. Adding to its traditional strengths in primary and secondary teacher education, the education disciplines reflect key strengths in all curriculum areas. The Arts disciplines prepare graduates to be critical thinkers and global citizens. The disciplines include Creative Arts, Humanities, International Development and Global Studies and the Social Sciences.

RESEARCH

Research at FEA's National School of Education is defined by a collaborative, supportive culture focused on real-world engagement and meaningful impact. Our research is internationally recognised for its quality, consistently ranked among the world's best in Education. Key areas of research expertise include, but not limited to, educational psychology, curriculum and pedagogy, literacy education, STEM education, early childhood education, learning sciences, and teacher education, reflecting our commitment to advancing knowledge and practice across a broad educational spectrum. Embedded HDR programs, close links to the Faculty's research institutes, and established research training initiatives form a vibrant environment for developing sustained research programs, securing external funding and publishing in leading outlets. Strong ties with Catholic Education, schools, government departments and community organisations create opportunities to translate research projects into practice and policy, ensuring they influence classroom practice, system improvement and community outcomes.

POSITION PURPOSE

The Associate Lecturer/Lecturer (Indigenous Education) will provide specific cultural and academic expertise and leadership to embed the delivery of Aboriginal and Torres Strait Islander Ways of Knowing, Doing and Being into the School of Education programs. The role contributes to excellence in teaching and curriculum development at both undergraduate and postgraduate level programs, with a focus on the national Away From Base program. The successful applicant will work with internal and external stakeholders in a local and national context to support building capacity and cultural responsiveness of the National School of Education academic staff to engage in the areas of teaching and learning.

KEY 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's Vision 2033

- Catholic Identity and Mission
- Code of Conduct for all staff
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Staff Enterprise Agreement 2022-2025
- ACU Staff Reconciliation Action Plan

The following two frameworks 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

Responsibility	**Broad Area of Academic Activity**
Provide sustained and effective performance in academic administration, coordination, supervision and/or mentoring of staff in teaching and learning through roles such as National Lecturer in Charge, Course Coordinator, Course Advisor and Discipline Head for relevant study areas in undergraduate and/or postgraduate courses or suites of courses as needed. Develop high quality innovative teaching informed by reflective practice relating to Indigenous Knowings, Being and Doing, providing deep cultural knowledge and expertise in Education disciplines and developing cultural capability in academics to teach Aboriginal and Torres Strait Islander content in a culturally safe and confident manner.	Academic Leadership and Service
Level A: Contribute to innovation in curriculum and content design and course reviews acknowledged at a faculty and/or University level. Level B: Contribute to a sustained level of excellence and innovation in curriculum design, review and renewal acknowledged at a faculty and/or University level.	Teaching/curriculum development/scholarship of teaching

Responsibility	Broad Area of Academic Activity
Sustained contribution to knowledge sharing with staff and/or students to facilitate the achievement of the university's strategic goals.	Academic Leadership and Service
Level A: Actively participate in school, faculty and university committees and related activities as appropriate and be actively involved in professional proceedings within the Faculty and the University. Level B: Contribute to strategically aligned external and internal service and engagement activities relevant to discipline / profession / expertise.	Academic Leadership and Service
Initiate and/or actively maintain productive relationships within the professional community through engagement with relevant internal and external stakeholders, engendering commitment to the Catholic intellectual tradition, focusing on social justice and the common good to foster strong local, national and international relations, which facilitates the achievement of the university's strategic goals.	Academic Leadership and Service
Level A: Contribute to moderation of assessment, design and execute assessment tasks aligned with expected learning outcomes and provide students with timely, effective formal and informal consultation and feedback opportunities. Level B: Moderate and maintain academic standards, normally at a unit level, using a variety of well- designed assessment tasks and rubrics aligned to the expected learning outcomes and provide students with timely, effective, formal and informal consultation and feedback opportunities.	Teaching/curriculum development/scholarship of teaching
Level A: Contribute to and practically apply innovations in the creation and/or enhancement of supportive, inclusive and engaging learning environments which provide experience-based and student-centred learning opportunities. Level B: Lead groups or mentor staff members to develop high quality innovative and engaging evidence- based teaching practices and learning environments informed by research including the use of eLearning/digital technologies and various delivery methods.	Teaching/curriculum development/scholarship of teaching
Level A: Contribute to research, including the scholarship of learning and teaching that informs teaching practice and/or curriculum development, which could include involvement in a PhD, publications, presentations and/or workshops.	Research

Responsibility	Broad Area of Academic Activity
Level B: Undertake recognised research into practices of teaching, learning and curriculum development, which could include publications, presentations and/or workshops.	
Level A: Work with senior academic staff as part of a team to obtain funding to support research projects. Level B: Play an active role in obtaining funding to support individual and/or team projects and achievement in delivering project outcomes (if applicable).	Research
Level A: Develop research skills and contribute to research outcomes within the discipline and/or field (if applicable). Level B: Provide evidence of emerging national recognition of research in relevant discipline and/or field (if applicable).	Research

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	• Experience - Identification as Aboriginal or Torres Strait Islander person. Australian Catholic University considers that being of Aboriginal or Torres Strait Islander cultural heritage is a genuine occupational qualification for this role. Applicants are required to provide a written response to the criteria. • Qualification - Level A: Honours degree or substantial progress towards a higher degree; or - Evidence of a research component as part of a higher degree; or -Evidence which demonstrates equivalence (such as school teaching experience or ITE teaching experience or commitment to enrol in a PhD within 6 months of commencing) with appropriate qualifications and (preferably) current teacher registration. Level B: A PhD or Doctorate that is relevant to the broad disciplines of Education or a related field and (preferably) current teacher registration. • Experience - Evidence of sustained significant contributions to leading a range of educational and administrative processes such as the design, delivery and quality improvement of curriculum and innovative learning environments, preferably with multi-modal delivery incorporating contemporary digital technologies, in the area of Indigenous Knowings, Being and Doing. • Skill - Level A: Demonstrated capacity to work with the support and guidance of more senior academic staff and contribute independently and/or collaboratively to teaching, curriculum development and scholarship of teaching. Level B -Demonstrated experience of academic leadership roles such as Lecturer-in-Charge and/or Course Coordination duties, including

	experience in the effective coordination, supervision and/or mentoring of staff in one or more units and/or courses. • Knowledge - Demonstrated ability to coordinate and lead teams and projects by working collaboratively with internal and external stakeholders, effectively utilising available expertise and pursuing excellent outcomes for the university. • Knowledge - Demonstrated understanding of the nexus between teaching, research and scholarship in approaches to teaching and learning. • Experience - Demonstrated experience in the effective teaching and supervision of Honours, Masters or PhD students (as co- and principal supervisor) with timely completions (desirable) and evidence of mentoring and/or involvement in training to develop the research skills of staff and HDR students. • Experience - Demonstrated experience in conducting original research within the discipline area of Aboriginal and Torres Strait Islander Ways of Knowing, Doing and Being, with an emerging high-quality publication record locally, nationally and (potentially) internationally.
Core Competencies:	• 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. • Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and Mission at the heart of all outcomes. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.
Essential Attributes:	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.
Working with children and vulnerable adults check	Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure

