

POSITION DESCRIPTION

Position Title	Lecturer - Education		
Organisational Unit	The Faculty of Education and Arts		
Functional Unit	School of Education Qld - Brisbane		
Nominated Supervisor	State Head of Education QLD		
Career Pathway	Teaching Focussed		
Classification	Academic Level B		
CDF Level	B Teach Focus CDF1	Position Number	10612444
Attendance Type	Part Time	Date reviewed	21-SEP-2026

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

ACU has a bold vision for its future. Our Vision 2033 is our landmark statement of strategic direction for ACU's mission as a Catholic university to constitute a 'Christian presence in the university world confronting the great problems of society and culture'. Our mission is to help shape the coming generations in Australia and beyond, by enabling flourishing lives, fostering thriving communities, and building a more ethical future.

Our Catholic mission informs everything we do – challenging us to respect the dignity of the human person, serve the common good, and embed ethical and social justice considerations throughout our teaching and research. We strive to live our core values of truth, excellence, and service.

We are a publicly funded university, and while we are young, we have grown significantly and we and we are making our mark: we are one of the largest university contributors to the care economy in Australia and rank among the top universities worldwide. We have seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We prioritise our staff, supporting their growth with a positive culture, generous leave, and flexible work arrangements. We invite all staff to engage with our mission in whatever way is most meaningful to them – whether as Catholics, as members of other churches and faiths, or as people with no religious affiliation but who are willing to embrace our vision, mission and strategic direction. We continue to invest in our facilities and workplaces and actively involve staff in shaping the future direction of the organisation.

For further information about the university please refer to ACU's [organisational structure](#).

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 Lecturer will be accountable for delivering high quality and innovative teaching and learning, through the delivery and/or development of lectures, tutorials and other classes within the discipline of Education Studies at undergraduate, honours, and/or graduate levels. They will contribute and/or provide excellence and innovation in curriculum, content design, and/or enhancement of supportive, inclusive and effective learning environments, which includes the practical application of effective support to students. The Lecturer will coordinate and lead activities, and/or work with the guidance of more senior academic staff, to provide independent and collaborative contributions towards the University's Strategic Plan. The impact of their work will be recognised by peers within the local academic unit / discipline and desirably outside the university. The Lecturer will demonstrate high standards of professional behaviour consistent with the University's Mission and Values, and Code of Conduct for All Staff, demonstrating a commitment to performance excellence and continuous improvement. They will demonstrate understanding of the University's Catholic Identity and Mission and how it applies to academic work by contributing to the integration of principles of social justice, the pursuit of truth and care for the common good in all areas of academic activity relevant to the Teaching Focussed Academic Pathway.

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
Develop and deliver high quality, innovative teaching informed by reflective practice. Innovation in the creation and/or enhancement of supportive, inclusive and engaging learning environments using various delivery methods.	Teaching/curriculum development/scholarship of teaching
Level B: Demonstrate initiative or innovation in the practice of assessment which supports student learning outcomes. Level B: Contribute to and participate in the moderation of assessment, normally at a unit level. Level B: Provide students with clear assessment criteria and timely, effective consequential feedback opportunities.	Teaching/curriculum development/scholarship of teaching
Level B: Contribute to the effective teaching and supervision of honours, and/or master's and/or PhD students.	Teaching/curriculum development/scholarship of teaching
Level B: Use current disciplinary research, including ACU research, in teaching and curriculum that facilitates student engagement in research, encourages inquiry-based learning and develops student understanding of research culture and skills within the discipline.	Teaching/curriculum development/scholarship of teaching
Level B: Undertake recognised research into practices of teaching, learning and curriculum development, which could include involvement in publications, presentations and/or workshops.	Research
Level B: Grow capacity to supervise theses or projects in addition to attendance and involvement with training to enhance research capability (if applicable).	Research
Level B: Demonstrate initiative and ability to contribute to academic processes at least within the immediate academic unit.	Academic Leadership and Service
Level B: Effectively coordinate one or more units and/or courses.	Academic Leadership and Service

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	• Qualification - Level B: Completed PhD and (preferably) current professional registration. • Experience - Demonstrated contributions to the creation and/or enhancement of effective learning environments within the discipline of Education Studies. • Experience - Demonstrated high quality, innovative tertiary teaching experience in undergraduate and/or postgraduate units and/or courses with various delivery modes. • Skill - Ability to successfully deliver outcomes when participating in or leading teams. • Knowledge - Understanding of developing, implementing and/or leading innovative and pedagogically contemporary teaching, curriculum and/or
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	assessment activities informed by current disciplinary research. • Experience - Demonstrated experience in conducting original research and/or engaging in scholarly activity.
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. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • 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. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. • Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.
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.
Pre-employment declaration and background check	Preferred candidates will be required to complete mandatory pre-employment declarations and background checks, including those related to gender-based violence and foreign interference, in line with ACU's compliance requirements.

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>