

## POSITION DESCRIPTION

<b>Position Title</b>	Associate Lecturer/Lecturer in Mathematics Education		
<b>Organisational Unit</b>	The Faculty of Education and Arts		
<b>Functional Unit</b>	School Of Education NSW/ACT - Strathfield		
<b>Nominated Supervisor</b>	State Head of Education NSW/ACT		
<b>Career Pathway</b>	Teaching Focussed		
<b>Classification</b>	Academic Level A/B		
<b>CDF Level</b>	A/B Teach Focus CDF1	<b>Position Number</b>	10604843
<b>Attendance Type</b>	Full Time	<b>Date reviewed</b>	19-DEC-2022

### 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 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 to grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

Each portfolio consists of several 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. For further information about the University please refer to the Organisation Chart.

All our staff contribute to the achievement of our goals set out in the Strategic Plan 2020-2023 and aim to provide high quality services with a strong focus on service excellence. Several frameworks and standards also express the University's expectations of conduct, capability, participation and contribution of staff.

## **ABOUT THE FACULTY OF EDUCATION AND ARTS**

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The Faculty of Education and Arts hosts the National School of Education, the National School of Arts and Humanities, and two vibrant, multidisciplinary research institutes: the Institute for Learning Sciences and Teacher Education, and the Institute of Humanities and Social Sciences. The faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 10,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

## **ABOUT NATIONAL SCHOOL OF EDUCATION**

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The National School of Education is the largest provider of initial teacher education in Australia with a strong reputation 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 and 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 and EdD 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 the areas of early childhood, mathematics and literacy education, assessment, educational leadership, religious education and wellbeing and inclusive education. 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.

## **POSITION PURPOSE**

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The Associate Lecturer or Lecturer in Mathematics Education will be accountable for high quality and innovative teaching and learning practices through the delivery and/or development of lectures, tutorials and other classes within the discipline of Mathematics Education 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 Associate Lecturer or 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. They will demonstrate the core competencies appropriate to their position in accordance with the ACU Capability Development Framework and the impact of their work will be recognised by peers within the local academic unit /

discipline and desirably outside the university.

The Associate Lecturer or 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 guided by ACU's Service Excellence Framework. 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 Focused Academic Pathway.

## KEY 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 2020-2023](#)
- [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.
- [ACU Staff Reconciliation Action Plan](#)

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

<b>Responsibility</b>	<b>Broad Area of Academic Activity</b>
<p>Level A: Constructive contribution to academic processes at least within the immediate academic unit and effectively perform administrative functions connected with units which the academic teaches.</p> <p>Level B: Provide sustained contribution to academic administration and coordination and/or mentoring of staff in teaching and learning, professional practice in undergraduate and/or postgraduate programs with demonstrated potential for leadership.</p>	Academic Leadership and Service
<p>Level A: Demonstrate competence in assigned activities related to academic administration, quality improvement, risk management and/or governance across the undergraduate and graduate courses.</p> <p>Level B: Contribute to the development and delivery of curriculum, assessment, quality improvement, risk management and/or governance across the undergraduate and graduate courses.</p>	Academic Leadership and Service
<p>Level A: Effectively collaborate with other staff and participate in knowledge-sharing activities to facilitate the achievement of the university's strategic goals.</p> <p>Level B: Contribute to knowledge sharing with staff and/or students to facilitate the achievement of the university's strategic goals.</p>	Academic Leadership and Service
<p>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.</p>	Academic Leadership and Service
<p>Level A: Liaise with external groups for purposes which facilitate the achievement of the university's strategic goals and appropriately interact in strategically aligned internal and external service and engagement activities relevant to the discipline/ profession/expertise.</p> <p>Level B: Contribute to 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 and national relations, which facilitates the achievement of the university's strategic goals.</p>	Academic Leadership and Service
<p>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.</p> <p>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</p>	Teaching/curriculum development/scholarship of teaching

Responsibility	Broad Area of Academic Activity
eLearning/digital technologies and various delivery methods.	
<p>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.</p> <p>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.</p>	Teaching/curriculum development/scholarship of teaching
<p>Level A: Contribute to research into practices of teaching, learning and curriculum development, which could include involvement in publications, presentations and/or workshops and If applicable, work with the support of mentors to establish a coherent program of quality research aligned to the national and/or ACU research priorities.</p> <p>Level B: Undertake recognised research into practices of teaching, learning and curriculum development, which could include involvement in publications, presentations and/or workshops and if applicable, work towards a coherent program of quality research including evidence of high-quality research outputs aligned to the national and/or ACU research priorities.</p>	Research
<p>Level A: Supervise (as assistant or co-supervisor) honours and graduate students as needed, where appropriate qualifications are held or If applicable, attend and be involved with training to enhance research capability.</p> <p>Level B: Effectively supervise (as assistant, co- or principal supervisor) HOR students with other academic supervisors and research mentors and co- publication with HOR students or If applicable, grow capacity to supervise theses or projects in addition to attendance and involvement with training to enhance research capability.</p>	Research
<p>Level A: Work with senior academic staff to obtain funding to support individual and/or team projects and in delivering project outcomes and develop research skills and contribute to research outcomes within the discipline and/or field.</p> <p>Level B: Provide evidence of emerging national recognition of research in the relevant discipline and/or field and play an active role in obtaining funding to support individual and/or team projects and achievement in delivering project outcomes.</p>	Research

## SELECTION CRITERIA

<p><b>Qualifications, skills, knowledge and experience:</b></p>	<ul style="list-style-type: none"> <li>• Qualification - Level A:           <ul style="list-style-type: none"> <li>- Honours degree or substantial progress towards a higher degree; or</li> <li>- Evidence of a research component as part of a higher degree; or</li> <li>- Evidence which demonstrates equivalence with appropriate qualifications and (preferably) current teacher registration.</li> </ul> </li> <li>Level B:           <ul style="list-style-type: none"> <li>- Possession of a PhD or equivalent and (preferably) current teacher registration.</li> </ul> </li> <li>• Knowledge - Understanding of developing, implementing and/or leading innovative and pedagogically contemporary teaching, curriculum and/or assessment activities informed by current disciplinary research.</li> <li>• Experience - Demonstrated contributions to the creation and/or enhancement of effective learning environments within the discipline of Mathematics Education.</li> <li>• Experience - Demonstrated high quality, innovative tertiary teaching experience in undergraduate and/or postgraduate units and/or courses with various delivery modes.</li> <li>• Experience - Level A: Demonstrated capacity to work in a collegial manner with other staff. Level B: Extensive experience in coordinating or leading the activities of other staff and show potential for leadership within teaching, curriculum development and scholarship of teaching.</li> <li>• Experience - Demonstrated experience in conducting original research and/or engaging in scholarly activity.</li> <li>• Skill - Ability to successfully deliver outcomes when participating in or leading teams.</li> <li>• 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 capacity to be self-managed and make an independent contribution to the academic unit in teaching, curriculum development and scholarship of teaching.</li> </ul>
<p><b>Core Competencies:</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence.</li> <li>• Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned</li> </ul>

	with the Mission, Vision and Values of the University. <ul style="list-style-type: none"> <li>• Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.</li> <li>• Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.</li> </ul>
<b>Essential Attributes:</b>	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.
<b>Working with children and vulnerable adults check</b>	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>