

POSITION DESCRIPTION

Position Title	State Head of Education NSW		
Organisational Unit	The Faculty of Education and Arts		
Functional Unit	School of Education NSW		
Nominated Supervisor	National Head of School of Education		
Career Pathway	Teaching and Research		
Classification	Academic Level D/E		
CDF Level	D/E Teach Research CDF2S	Position Number	10607007
Attendance Type	Full Time	Date reviewed	04-JUL-2024

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, 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 ACU's Vision 2033 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

The Faculty of Education and Arts encompasses two schools - the National School of Education and the National School of Arts and Humanities, and four institutes - the Institute for Positive Psychology and Education; the Institute for Learning Sciences and Teacher Education; the Institute of Child Protection Studies; the Institute for Humanities and Social Sciences, as well as 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 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 12,000 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

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

The National School is seeking to appoint an experienced academic with a demonstrated capacity of successful, dynamic leadership to the role of State Head of NSW. As a key leadership role within the faculty, the State Head will work collaboratively with the National Head of School to ensure overall coherence of state-based operations with the strategic priorities of the National School of Education and the university.

The State Head of NSW, currently assisted by two Deputy State Heads, oversees academic staff on ACU's Strathfield, Blacktown and North Sydney campuses within the wider context of a National School of Education. The State Head

will lead staff and build their capability, in ways that enhance and deliver upon the local and national priorities including, but not limited to, high quality teaching, research, service, curriculum innovation, student experience, Professional Experience Placements and stakeholder partnerships.

The position represents the National School within its local state through strategic partnerships and collaborations with other agencies, educational institutions, external communities and stakeholders.

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](#)
- [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 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.

Responsibility	Broad Area of Academic Activity
<ul style="list-style-type: none"> • Lead the implementation of the National School's courses and programs in NSW in keeping with national strategies. • Build staff capability in ways that enhance and deliver upon the local and national priorities including, but not limited to, high quality teaching, research, service, curriculum innovation, student experience, Professional Experience Placements and stakeholder partnerships. • Contribute to course accreditation and quality assurance. • Undertake formal supervision of academic (including sessional and casual staff) including leadership and performance capability, administration and management. • Serve as a senior leader within the National School of Education through active involvement in professional proceedings within the school, faculty and university, including as a member of the National School of Education Executive Committee. • Demonstrate commitment to professional activities outside the university and building effective local partnerships with external organisations and communities. • Contribute to the financial management of the National School of Education. • Participate in campus and university activities in keeping with the role. • Contribute to people management in the context of Human Resource delegation. • Engender commitment to the Catholic intellectual tradition through a strong focus on social justice and the common good in the activities of the National School. 	Academic Leadership and Service
<p>Level E: Work with the National Head of School of Education to build the capacity of staff for teaching innovative pedagogies in undergraduate and postgraduate courses including providing leadership in the scholarship of teaching within the discipline of education. This includes work in areas such as online learning, contemporary educational practices and new technologies for teaching education units.</p> <p>Level D: Lead and contribute to the development of benchmarking and/or innovative practices to promote continuous improvement in teaching and assessment at a discipline/University level.</p>	Teaching/curriculum development/scholarship of teaching
<p>Level E: Work with relevant leadership staff within the School to map curriculum across Initial Teacher Education courses ensuring effective methodologies and current disciplinary research is embedded in unit</p>	Teaching/curriculum development/scholarship of teaching

Responsibility	Broad Area of Academic Activity
<p>content, curriculum, pedagogy and assessment. This evidence-based work will be recognised at a national/international level for high quality student engagement.</p> <p>Level D: Sustained contribution and leadership in curriculum knowledge sharing within the academic community (including students) for purposes which facilitate the achievement of the University's strategic goals.</p>	
<p>Level E: Lead the development of tenders and grants, as collaborations and/or research teams, to seek external funding.</p> <p>Level D: Contribute to enhancing external research income consistent with disciplinary practice and expectations and advancing the position of the Faculty's Education programs nationally and internationally.</p>	Research
<p>Level E: Lead and develop capacity-building research activities with the National Head of the School of Education and Associate Dean Research for early career researchers and mid- career academics.</p> <p>Level D: Build research capacity, lead a research team and establish productive research collaborations, nationally and internationally.</p>	Research
<p>Level E: Lead the development of a supportive research training environment for staff and HDR students, including mentoring and facilitation of professional development programs, leadership and development of assistant supervisors for honours, and/or masters and/or PhD students. This work includes attracting, recruiting and developing high calibre HDR candidates and leadership as a principal supervisor on HDR panels.</p> <p>Level D: Establish a successful record of attraction, recruitment and completion of HDR students as a principal supervisor.</p>	Research
<p>Level E: Sustain a track record of high-quality publications in the Education discipline.</p>	Research

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	<ul style="list-style-type: none"> • Qualification - A doctoral qualification in education or related discipline. Professional Registration is preferred. • Experience - Proven track record of highly developed leadership, with a demonstrated ability to provide strategic focus and direction, fostering a culture of innovation and collaborative academic achievement. • Experience - Demonstrated leadership in large work units including supervision and capacity building of staff, management and administrative skills and experience developed within a university setting. • Experience - Significant academic teaching and outstanding research track record including high quality publications recognised at an international level and/or successful grants/tenders in industry, government or academic environments. • Experience - Demonstrated ability to attract research funding, and ability to supervise research students and research projects, including collaborative research. • Knowledge - Demonstrated understanding of the teacher education sector and implications for programs and courses. • Experience - Demonstrated evidence of the nexus between teaching and research in approaches to teaching and learning, and to research. • Experience - Demonstrated ability to develop and maintain partnerships and collaborations with other agencies, educational institutions, external communities and stakeholders, in order to achieve quality learning, teaching and research outcomes. • Experience - Experience in budget planning and resource allocation.
Core Competencies:	<ul style="list-style-type: none"> • 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. • Keep stakeholder interest at the core of ACU business decisions and ACU service excellence as a top priority. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • 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:	<p>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.</p>
Working with children and vulnerable adults check	<p>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.</p>