

POSITION DESCRIPTION

Position Title	Lecturer/Senior Lecturer in General Education Studies		
Organisational Unit	Faculty of Education and Arts		
Functional Unit	School of Education Qld - Brisbane		
Nominated Supervisor	State Head of Education QLD		
Career Pathway	Teaching and Research		
Classification	Academic Level B/C		
CDF Level	CDF1	Position Number	10604336
Attendance Type	Full Time	Date reviewed	09-NOV-2023

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 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

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, as well as the Australian Centre for the Advancement of Literacy. 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 position of Lecturer or Senior Lecturer in General Education Studies is a key academic and leadership role in the National School of Education. The Lecturer or Senior Lecturer provides input into teaching innovations and curriculum development contributing to the activities of the National School of Education and the effective coordination, supervision and/or mentoring of staff. Key responsibilities involve the ongoing development, delivery, coordination and assessment of units at undergraduate and postgraduate levels within the General Education Studies discipline particularly in STEM Education in line with the School's national curricula. The Lecturer or Senior Lecturer will participate and contribute to the academic governance of the School in a range of administrative and advisory roles and actively contribute to the accreditation and review of existing programs.

The successful applicant will contribute to research excellence at ACU, through embedding current disciplinary research in the development of units, publishing in high-quality outlets, applying for research grants and/or industry consultancies as well as the supervision of higher degree research students at the level appropriate to the appointment. Engagement in the scholarship of teaching and learning in line with the Faculty and University is central to the role. The Lecturer or Senior Lecturer will contribute to and/or lead the development and maintenance of productive and effective collaborations that are local and national which contribute to the development of interdisciplinary connections across industry and/or the wider community.

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 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

Responsibility	Broad Area of Academic Activity
<p>Level B: 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> <p>Level C: 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.</p>	Academic Leadership and Service
<p>Level B: Contribute to the development and delivery of curriculum, assessment, quality improvement, risk management and/or governance across undergraduate and graduate courses.</p> <p>Level C: Provide sustained and effective coordination of units and courses to develop and maintain multi-modal delivery of curriculum, assessment, governance and risk management including contributing evidence-based innovations that improve student and graduate outcomes, meet governance requirements and mitigate risk.</p>	Academic Leadership and Service
<p>Level B: Contribute to knowledge sharing with staff and/or students to facilitate the achievement of the University's strategic goals.</p> <p>Level C: Sustained contribution 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 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> <p>Level C: Initiate and/or actively maintain productive relationships within the professional community through engagement with relevant internal and</p>	Academic Leadership and Service

Responsibility	Broad Area of Academic Activity
<p>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.</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> <p>Level C: Moderate and maintain academic standards, including achievement and maintenance of course accreditation (if relevant), review of courses and quality assurance in collaboration with the Head of Discipline and other senior staff within the National School.</p>	<p>Teaching/curriculum development/scholarship of teaching</p>
<p>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.</p>	<p>Teaching/curriculum development/scholarship of teaching</p>
<p>Level B: Effectively teach and supervise honours, and/or masters students at undergraduate and postgraduate levels as assistant, co- or principal supervisor with other academic supervisors and research mentors and produce co-publications with HDR students, including attending and being involved with training to enhance research capability.</p> <p>Level C: Effectively teach and supervise honours, and/or masters and/or PhD students including management and timely completions with demonstrated evidence of mentoring and involvement in training to develop the research skills of staff and HDR students, including leadership and development of assistant supervisors in accordance with the Academic Research Code of Practice.</p>	<p>Research</p>
<p>Level B: Actively participate in research collaborations, expand networks/ partnerships to support ACU strategic development in the relevant field of expertise and engage in independent scholarship and/or research and/or professional activities appropriate to the profession and/or discipline and level of appointment.</p>	<p>Research</p>

Responsibility	Broad Area of Academic Activity
Level C: Contribute to independent and/or team research collaborations, publishing in leading outlets/journals, ensuring research is aligned with ACU research strategy and quality standards to continue developing a strong national research profile which builds the research culture of the institution.	

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	<ul style="list-style-type: none"> • Qualification - Level B: A Postgraduate degree (PhD essential) in Education in combination with STEM Education (desirable) or related discipline or a combination of substantial progress towards a doctorate and/or evidence which demonstrates equivalence with appropriate teaching qualifications in Education or related discipline in addition to current professional registration (desirable). Level C: A postgraduate degree (PhD essential) in Education or related discipline in combination with appropriate teaching qualifications in Education and/or STEM Education (desirable) in addition to current professional registration (desirable). • Knowledge - Level B: Explicit knowledge, skills, understanding and implementation of the General Education Studies and STEM curriculum with demonstrated capacity to implement effective 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, for the discipline of Science Education. Level C: 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, including explicit knowledge, skills, understanding and implementation of the General Education Studies and STEM curriculum. • Experience - Level B: Demonstrated experience of academic leadership roles such as Lecturer-in-Charge and capacity to contribute to academic administration at the School, University, and/or professional levels in areas of teaching, research and quality improvement. Level C: 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. • Experience - Demonstrated contribution of scholarly activities which facilitate student engagement and develop understanding of Science Education.
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	<ul style="list-style-type: none"> • Experience - Demonstrated understanding of the nexus between teaching, research and scholarship in approaches to teaching and learning. • Experience - Level B: Experience in the effective co-supervision of Honours or HDR students with other academic supervisors and research mentors with a growing capacity to supervise theses or projects. <p>Level C: 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.</p> <ul style="list-style-type: none"> • Experience - Level B: Emerging research profile within the discipline area of General Education Studies and STEM Education with a developing high-quality publication record. <p>Level C: A strong research profile within the discipline area of General Education Studies and STEM Education with an emerging high-quality publication record locally, nationally and (desirably) internationally.</p> <ul style="list-style-type: none"> • Skill - Level B: Demonstrated ability to coordinate or lead the activities of other staff and substantiated potential for leadership within at least one area of academic activity to pursue excellent outcomes for the University. <p>Level C: Demonstrated ability to coordinate and lead teams and projects by working collaboratively with internal and external stakeholders, effectively utilizing available expertise and pursuing excellent outcomes for the University.</p>
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. • 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:	<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</p>

	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.
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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>

