



Australian Catholic University

Brisbane Sydney Canberra Ballarat Melbourne

POSITION DESCRIPTION

POSITION INFORMATION

POSITION TITLE:	SENIOR LECTURER/LECTURER/MATHEMATICS EDUCATION (EARLY CHILDHOOD, PRIMARY or SECONDARY)
WORK AREA POSITION CODE:	<i>(To be allocated by Human Resources)</i>
FUNCTIONAL UNIT:	SCHOOL OF EDUCATION NSW
ORGANISATIONAL UNIT:	FACULTY OF EDUCATION
CAMPUS:	STRATHFIELD
NOMINATED SUPERVISOR (TITLE):	HEAD OF SCHOOL
CURRENT CLASSIFICATION:	ACADEMIC LEVEL B/C
EMPLOYMENT TYPE	Continuing
REMUNERATION & BENEFITS:	A period of probation will be attached to this position. A range of generous conditions of employment and entitlements are provided to staff some of these include: generous leave conditions; flexible working conditions; comprehensive Staff Development Programs; salary packaging benefits as a rebate able employer; reward and recognition programs.
<u>Superannuation:</u>	The University will contribute an amount equivalent of up to 17% of your gross annual salary to superannuation dependant on salary level, length of appointment or age.
DATE DEVELOPED/ REVIEWED	JULY 2009

BACKGROUND

Australian Catholic University (ACU), a public Catholic university funded by the Australian Government, is open to students and staff of all beliefs.

The University has almost 16,000 students and over 1,200 staff. ACU is a truly national university with six campuses in Australia: Melbourne, Ballarat, Strathfield, North Sydney, Brisbane and Canberra. The Vice-Chancellor's Office is located in North Sydney.

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

- Four Pro-Vice-Chancellors with responsibilities for the following national portfolios:
 - Academic
 - Research
 - Students, Learning and Teaching
 - Administration and Resources.

Each portfolio consists of a number of Faculties/Schools, Directorates or Institutes:

- Five Associate-Vice-Chancellors or Campus Deans that focus on the University's local presence and development of the University at the local 'campus' level
- A Directorate of Identity and Mission that drives both the Identity and the Mission of the University and includes a number of Institutes and Directorates
- University Relations that leads the University's marketing, student recruitment and communications functions.

ACU is dedicated to rigorous intellectual scholarship and the individual's pursuit of truth and academic freedom. Its ethos reflects Christian values and its core concerns are with ethics and morals in all fields of its endeavour.

The University has a reputation for quality and innovative teaching in the context of a personalised learning environment and for highly qualified academic staff with a commitment to student-centred learning. ACU currently has four Faculties – Arts and Sciences, Education, Health Sciences and Theology and Philosophy and Business (commencing in 2010) which provide specialist education in the arts, business and informatics, social sciences, theology, education and health. Graduates consistently give a high rating of their educational experience at ACU. The University has one of the highest graduate employment rates in the country and its graduates are high achievers in commerce, education, health, the humanities, science, technology and the creative arts. It has a reputation for providing a supportive learning environment for Indigenous students with a high percentage of Indigenous students enrolling and graduating.

ACU is committed to fostering and promoting research in the widest and richest sense in accordance with its character and mission. ACU values research as much as teaching. In pursuing its research mission, the University aims to strengthen its research training environment and promote public intellectual engagement with its communities, as well as increase the number of its higher degree research graduates.

The Faculty of Education is located across five campuses of ACU and is one of the largest faculties of education in Australia. The Faculty is structured into six Schools and there are two University priority research centres based in the Faculty:

The Schools are:

- School of Educational Leadership (national)
- School of Religious Education (national)
- School of Education (ACT)
- School of Education (NSW)

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- School of Education (Qld)
 - School of Education (Vic)

The University Research Priority Centres are:

- Centre for Creative and Authentic Leadership
- Mathematics Teaching and Learning Research Centre

The Faculty is committed to capitalising on the collective educational and research strength that comes from working collegially across campuses. As such, research interest groups, mentoring and course and unit development generally involve academic staff from the different campuses.

Through its Schools, the Faculty offers nationally recognised undergraduate, postgraduate and research degrees in various modes on campus and at off-campus locations, including East Timor, Mauritius, New Zealand and Pakistan. The Faculty offers in a community-based and campus mode for Indigenous students: early childhood, primary and secondary teacher education programs through the Strathfield campus, and primary teacher education through the Brisbane campus.

As a community of scholars committed to the goals of making a positive difference through education, the Faculty actively encourages and supports quality teaching and learning activities, the production of scholarly research and engagement with the community by its staff and students. Faculty staff supervise students enrolled in research degrees of Master of Education (Research), Doctor of Philosophy and Doctor of Education.

The Faculty has engaged with the new directions set out in the University's strategic plan (2009-2011). It has defined performance targets in growth and excellence for the student experience; collaborative and productive research; an authentic expression of its Catholic identity and mission; and a culture of service and collegiality that enables and supports its teaching and research priorities.

The Faculty is in a period of dynamic change positioning itself to be a leading teaching and research Faculty. The Faculty's courses are developed within the Catholic intellectual tradition with the goal of preparing global educators for contemporary learning communities and with emphases on educating for social justice and equity, and sustainability.

The Faculty's three research priorities are summarised as Quality, Equity and Diversity in Education. Its current strengths are defined as mathematics education, educational leadership and religious education, with emerging strengths in Indigenous education. Additional priorities are literacy education, wellbeing and inclusive education and teacher education. The Faculty's research is characterised by collaborative partnerships with external organisations. It aims to have a positive impact on policy and practice for quality and inclusive education that leads to more equitable outcomes for all. A collaborative and supportive environment supports staff in their research endeavours.

SCHOOL OF EDUCATION, NSW

The School of Education, New South Wales is based at the Strathfield Campus of Australian Catholic University in Sydney. This School has the largest number of preservice teacher education students in the Faculty. With a value-based, holistic, adult learner-centred approach, the School strives to produce graduates who are motivated and committed to continual growth and professional development. The School offers preservice teacher education courses across a broad range of educational contexts from early childhood, primary and secondary and indigenous programs, to postgraduate coursework and research programs.

POSITION PURPOSE

The Senior Lecturer/Lecturer Mathematics Education (Early Childhood / Primary / Secondary) will provide academic leadership in the School of Education NSW to ensure excellence in teaching and learning within the discipline area, research and research training and community engagement of the School at both undergraduate and postgraduate levels. It is expected that the appointee to this position will advance the standing of the School in the area of mathematics education, by providing a contribution to academic administration, curriculum development, program coordination, and working collaboratively across the Faculty and with external partners.

POSITION RESPONSIBILITIES

- 1 Academic leadership in teaching and learning, including curriculum development and implementation in a range of teaching modes and the application of information and communication technologies to facilitate student learning
- 2 Coordination of units or programs
- 3 Teaching in the undergraduate and postgraduate coursework programs
- 4 Consulting with students
- 5 Conducting research and scholarship of national and/or international significance, contributing to the development of research teams, and achieving research outcomes consistent with research and publication performance indicators, for example supervision of postgraduate higher degree research students
- 6 Developing and maintaining relationships with external organisations and community engagement partnerships
- 7 Developing and maintaining membership and contribution to the profession and/or discipline area
- 8 A range of academic administrative functions at School or Faculty level;
- 9 Involvement at School and/or Faculty meetings and/or membership of a number of relevant committees.

SELECTION CRITERIA

Essential

Level B

1. Possession of a doctoral qualification or equivalent in the disciplinary field of mathematics education or substantial progress towards a doctorate
2. Demonstrated experience of teaching in pre-service teacher education and postgraduate programs in the area of mathematics education
3. Demonstrated capacity to teach in pre-service and post-graduate education and professional learning programs in **one or more** of the following areas of mathematics education: **Early Childhood; Primary; Secondary Education**
4. Demonstrated experience in the integration of ICT and teaching and learning and the application of learning technologies to a range of teaching modes
5. Demonstrate evidence of the nexus between teaching and research in approaches to teaching and learning and to research and scholarship
6. Demonstrated potential or experience in original research/scholarship evidenced by publications and research projects
7. Demonstrated working relationships with external organisations, in particular Catholic organisations and educational authorities, and research funding bodies
8. Excellent interpersonal and communication skills and demonstrated ability to work effectively with students, colleagues and in teams

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9. Demonstrated capacity to undertake academic administration in relation to the duties of the position and the ability to contribute to the administration and management of a small academic program
 10. Demonstrated understanding and commitment to the mission and ethos of ACU principles of equal opportunity, equity, occupational health and safety and other relevant legislation, and the willingness and capacity to implement equal opportunity and occupational health and safety plans, policies and programs.

Desirable

1. Experience and knowledge of the Catholic education system
2. Experience in tertiary sector
3. Experience in flexible learning and online delivery
4. Experience in planning, development and teaching of units up to and including the post graduate level in discipline areas related to mathematics education or education studies or other area of relevant expertise.

Level C

Essential

1. A PhD or equivalent in mathematics education
2. Demonstrated capacity for or leadership in innovative, dynamic, contemporary and effective student-centred teaching approaches in pre-service and post-graduate education and professional learning programs in the areas of early childhood/primary/secondary mathematics education
3. Demonstrated capacity to teach in pre-service and post-graduate education and professional learning programs in **one or more** of the following areas of mathematics education: **Early Childhood; Primary; Secondary Education**
4. Demonstrated experience and evidence of effective teaching including the ability to develop scholarly and innovative approaches to teaching and learning in a chosen area of education
5. Significant record of achieving high quality student-centred learning and teaching outcomes through the utilisation of contemporary learning and teaching methods that engage students
6. Demonstrate evidence of the nexus between teaching and research in approaches to teaching and learning and to research and scholarship
7. Demonstrated potential or experience in original and influential research/scholarship evidenced by publications and research projects that have expanded the discipline
8. Demonstrated capacity for successfully supervising higher degree by research students and research productivity in publications and scholarship
9. A capacity to develop close working relationships with external organisations, in particular Catholic organisations and educational authorities, and research funding bodies
10. Excellent interpersonal and communication skills and demonstrated ability to work effectively with students, colleagues and in teams
11. Demonstrated capacity to undertake academic management and administration of a large award program or a number of smaller award programs
12. Demonstrated understanding and commitment to the mission and ethos of ACU principles of equal opportunity, equity, occupational health and safety and other relevant legislation, and the willingness and capacity to implement equal opportunity and occupational health and safety plans, policies and programs.

Desirable Criteria

1. Capacity to develop partnerships or links with professional bodies and industry partners;
2. Demonstrated ability to develop research grant applications.

MINIMUM STANDARDS FOR ACADEMIC LEVELS**Level B**

A Level B academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

Level C

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching he or she will make original contributions, which expand knowledge or practice in his or her discipline.

A Level C academic will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours and postgraduate level. He or she will normally play a major role or provide a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution.

Additional Information about ACU and working at ACU can be obtained from our website <http://www.acu.edu.au/careers>

Australian Catholic University Organisation Chart

