

Position Description – Lecturer in Education (Literacy)

Updated 27 March 2026

POSITION DETAILS	
College	College of Human Sciences and Culture
Organisational Unit	Education
Supervisor	Dean, People and Resources (or Delegate)
Classification	Academic Teaching & Research (Balanced) Level B
Employment Type	Continuing, full-time

POSITION SUMMARY
<p>The Lecturer in Education (Literacy) will contribute expert knowledge in early reading and writing development, with a particular focus on evidence-based literacy instruction, systematic synthetic phonics, early years curriculum, and the key literacy priorities of the South Australian Department for Education. The role will support the design, delivery, and evaluation of high-quality Initial Teacher Education (ITE) topics that align with:</p> <ul style="list-style-type: none"> • State and Federal Department expectations • <i>Phonics Screening Checks</i> • <i>Science of Reading</i> and evidence-based approaches to early literacy • <i>Australian Curriculum and Early Years Learning Framework</i> • <i>Lead Teacher</i> and <i>Highly Accomplished Teacher</i> (AITSL) descriptors relevant to literacy leadership <p>The successful applicant will teach and research in areas related to early literacy acquisition, phonological and phonemic awareness, reading comprehension, writing development, and multi-tiered systems of support (MTSS) for literacy or related fields.</p> <p>They will help prepare career-ready graduates able to confidently implement high-impact literacy instruction in early childhood and primary contexts. As an academic in a balanced teaching–research role, the Lecturer will also contribute actively to the College’s research culture, building literacy-focused research partnerships with schools, the SA Department for Education, and professional networks.</p> <p>As an academic teaching and research position, this role has an important part to play in the University’s achievement of its strategic plan, Agenda 2035: Impact. With Purpose. The incumbent will make independent high-quality contributions to research and/or creative activity, through activities such as quality publications, external grant acquisition and research student supervision.</p>

UNIVERSITY EXPECTATIONS AND VALUES
<p>All staff at Flinders are responsible for understanding their obligations and responsibilities as set out in the University’s code of conduct and are expected to:</p> <ul style="list-style-type: none"> • demonstrate commitment to the University’s values of Integrity, Courage, Innovation, Excellence and the underlying ethos of being Student Centred; • contribute to the efficient and effective functioning of the team or work unit in order to meet the University’s objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one’s supervisor; • promote and support an inclusive workplace culture which values diversity and embraces the principles of equal opportunity;



- perform their responsibilities in a manner which reflects and responds to continuous improvement; and
- familiarise themselves and comply with the University's Work Health and Safety, Injury Management and Equal Opportunity policies.

A Nationally Coordinated Criminal History Check (NCCHC) which is satisfactory to the University will be required by Flinders University before the successful applicant can commence in this position.

In addition, it is a requirement of this position that the incumbent maintain a current Working With Children Check which is satisfactory to the University in accordance with the Child Safety (Prohibited Persons) Act 2016 (SA).

KEY POSITION RESPONSIBILITIES

The Lecturer in Education (Literacy) is accountable for:

Teaching

- Coordinating and teaching undergraduate and postgraduate topics focused on literacy, early reading instruction, and literacy assessment across predominantly initial teacher education programs.
- Designing learning activities aligned with evidence-based literacy instruction, including systematic synthetic phonics, morphology instruction, early writing, spelling, and reading comprehension.
- Embedding SA literacy policy expectations including the LGU's *Big Six* of reading, Year 1 Phonics Screening Check practices, and departmental literacy data tools (e.g., Running Records where relevant, DIBELS, formative assessment strategies) and remaining up to date with emerging practices.
- Preparing pre-service teachers to interpret and respond to literacy assessment data, including phonics data, reading fluency, decoding, and early writing samples.
- Providing pedagogically rich, student-centred learning environments using multimodal, on-campus and online approaches.
- Supervising Honours and HDR students.

Research

- Conducting and disseminating high-quality literacy research aligned with College and University research strengths.
- Building partnerships with schools, early childhood settings, and SA Department for Education literacy teams to generate applied literacy research, translation activities, and external funding opportunities.
- Producing high-quality publications and seeking external competitive funding relevant to literacy teaching and learning.

Leadership, Service & Engagement

- Contributing to accreditation processes for ITE programs, particularly in demonstrating explicit literacy instruction coverage as required by external regulatory bodies.
- Engaging with external professional communities (e.g., Primary English Teaching Association Australia (PETAA), Australian Literacy Educators' Association (ALEA), SA Department for Education's literacy initiatives).
- Supporting school partners in literacy improvement initiatives, professional learning, and practice-based research.
- Contributing to a collaborative and respectful team environment, mentoring sessional academics, and participating in quality assurance processes.
- Any other responsibilities in line with the level of the position as assigned by the Supervisor and/or the University.

- Some out of hours work (including weekends) as well as rural SA, interstate and overseas travel, may be required.

KEY POSITION CAPABILITIES

Essential:

- Completion of a PhD (or substantial progress toward one) in Literacy Education, Early Childhood Education, Primary Education, Linguistics (applied to literacy), Educational Psychology, or a closely related field.
- Demonstrated expertise in early literacy development, including phonological and phonemic awareness, decoding, systematic instruction, reading comprehension, and writing development.
- Experience teaching and/or mentoring educators in early childhood or primary settings (e.g., preschool to Year 6).
- Understanding of SA literacy priorities, including the Literacy Guarantee Unit, Year 1 Phonics Screening Check, Australian Curriculum English, the Big Six of Reading, and evidence-based literacy practices.
- A developing or established research profile in literacy, early years pedagogy, or reading science, evidenced by publications, grants, or research collaborations.
- Demonstrated ability to design, coordinate, and deliver literacy-related ITE topics in a tertiary environment.
- Strong communication and interpersonal skills, with the ability to build positive relationships with colleagues, students, and external partners such as schools and the SA Department for Education.

Desirable:

- Experience in the use of literacy assessment tools common in SA schools (e.g., Phonics Screening Check, reading fluency measures, writing assessment rubrics).
- Experience supporting preservice teachers during literacy teaching placements or working with literacy intervention programs (e.g., MiniLit, MultiLit, Heggerty, or decodable practice reading programs).
- Successful HDR supervision experience.