

## 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	Teaching Specialist (Academic) Level B
Employment Type	Continuing, full-time

POSITION SUMMARY
<p>The Lecturer in Education (Literacy) is a practice expert academic focused on high quality teaching, practitioner skills development, and the scholarship of learning and teaching (SoTL). The role builds preservice teachers' capability to deliver evidence based early literacy instruction, with emphasis on systematic and explicit teaching of phonemic awareness, phonics (including decodable texts), morphology, fluency, vocabulary, comprehension, and high impact writing instruction.</p> <p>Teaching and program design will align with South Australian priorities and frameworks for literacy, including the current expectations of the Literacy Guarantee Unit (LGU), implementation of the Year 1 Phonics Screening Check, the Science of Reading, and the Australian Curriculum and early years frameworks. The role emphasises assessment literacy and data informed practice so preservice teachers can confidently interpret phonics, fluency, and early writing data to plan responsive instruction in early childhood and primary contexts.</p> <p>As a Teaching Specialist position, the role contributes primarily to topic coordination, teaching, curriculum and assessment design, practitioner practice and professional experience, micro teaching and coaching, and to SoTL within literacy education. It plays an important part in the University's strategic direction under <b>Agenda 2035: Impact. With Purpose.</b></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"> <li>demonstrate commitment to the University's values of Integrity, Courage, Innovation, Excellence and the underlying ethos of being Student Centred;</li> <li>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;</li> <li>promote and support an inclusive workplace culture which values diversity and embraces the principles of equal opportunity;</li> <li>perform their responsibilities in a manner which reflects and responds to continuous improvement; and</li> <li>familiarise themselves and comply with the University's Work Health and Safety, Injury Management and Equal Opportunity policies.</li> </ul> <p><i>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.</i></p> <p><i>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).</i></p>

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## KEY POSITION RESPONSIBILITIES

This Teaching Specialist role is predominantly concerned with teaching and teaching related duties that involve the creation, delivery and continuous quality improvement of university level education, with a strong practitioner emphasis in literacy. Responsibilities include, but are not limited to:

### Teaching & Clinical Practice (Primary Focus)

- Coordinate and teach undergraduate and postgraduate topics focused on literacy across early childhood and primary programs, including curriculum, pedagogy and assessment.
- Design and deliver explicit, systematic instruction in the components of early literacy (phonemic awareness, phonics/decoding, morphology/orthography, fluency, vocabulary, comprehension) and high quality writing instruction (transcription and text level skills).
- Lead practical teaching, including micro teaching, demonstration lessons, lesson study, skills labs, and classroom simulations; model effective use of decodable texts, scaffolding, and differentiation for diverse learners.
- Build preservice teachers' assessment literacy by teaching the administration, interpretation and instructional follow up for common SA tools and measures (e.g., Phonics Screening Check, phonological/phonics diagnostics, reading fluency measures, and early writing and spelling analyses), and by using assessment data to plan Tier 1–Tier 2 supports.
- Design authentic assessment tasks and rubrics that evidence current practice such as LGU aligned practice, the Big Six of reading, and Australian Curriculum: English.
- Support and evaluate professional experience/placement learning in partnership with schools and early childhood settings; provide targeted coaching and feedback on literacy planning and instruction.

### 2) Curriculum, Quality & Accreditation

- Make an independent contribution to the review, renewal and design of literacy curricula and courses that are attractive to new cohorts and meet external accreditation requirements for Initial Teacher Education.
- Contribute to topic leadership, including topic coordination, moderation, quality assurance, and continuous improvement cycles.
- Contribute to program accreditation and reporting by evidencing explicit coverage of literacy instruction across the continuum (including phonics and assessment) and by aligning learning outcomes to professional standards.

### 3) Scholarship of Teaching & Learning (SoTL)

- Engage in and disseminate SoTL to enhance literacy pedagogy in ITE (e.g., evaluation of clinical teaching innovations, curriculum redesign outcomes, teaching resources, and practice guides).
- Participate in relevant professional networks and communities of practice to ensure currency with national and SA developments in literacy and early reading.

### 4) Service, Partnerships & Engagement

- Contribute to College and University service (e.g., committees, working groups), and to a collaborative, respectful team environment; mentor and support sessional teaching staff.
- Develop and maintain productive school and early learning partnerships to enrich clinical experiences, co design professional learning, and create pathways for student employability.
- Engage with professional associations and communities (e.g., ALEA, PETAA) and contribute to literacy related professional learning for stakeholders.
- 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 evenings/weekends) and travel (rural SA, interstate and/or overseas) may be required.

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**KEY POSITION CAPABILITIES****Essential:**

- Completion or near completion of a Masters in Literacy/Education or equivalent professional standing (e.g., AITSL Lead Teacher evidence, sustained impact as a Literacy Coach/Leader).
- Demonstrated expertise in early literacy development and instruction across early childhood and/or primary (phonemic awareness, systematic phonics/decoding, morphology/orthography, fluency, vocabulary, comprehension, writing development).
- Proven excellence in teaching at school and/or tertiary level, including modelling and coaching of evidence based literacy practices.
- Demonstrated knowledge of SA literacy priorities and tools, currently including the Literacy Guarantee Unit, Year 1 Phonics Screening Check, and curriculum expectations (Australian Curriculum and early years frameworks).
- Demonstrated ability to design, coordinate and deliver literacy focused topics, assessments and learning resources in a tertiary environment, with effective use of learning technologies and multimodal delivery.
- Strong interpersonal, oral and written communication skills with the ability to build productive relationships with colleagues, students, schools, and professional/departmental partners.

**Desirable:**

- Recognition or experience as a Literacy Coach/Leader, Highly Accomplished/Lead Teacher, or equivalent school based literacy leadership.
- Experience with literacy intervention and support programs (e.g., phonological awareness and phonics interventions, structured small group decoding/fluency, morphology and spelling).
- Experience supporting preservice teachers during placement (e.g., coaching, assessment of teaching performance, liaison with mentor teachers and sites).
- Evidence of contribution to SoTL (e.g., teaching portfolios, practice guides, conference presentations, practitioner publications) and/or to accreditation/quality assurance processes.
- Demonstrated knowledge of designing and applying practices that align with MTSS.



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