Associate Professor Lenore Adie

A: Institute for Learning Sciences & Teacher Education
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Work history

Position	Organisation	Years
Associate Professor Teacher Education & Assessment	Institute for Learning Sciences & Teacher Education (ILSTE), Australian Catholic University	2018-
Senior Research Fellow	Institute for Learning Sciences & Teacher Education (ILSTE), formerly Learning Sciences Institute Australia (LSIA), Australian Catholic University	2015-
Acting Assistant Dean Teaching and Learning	Faculty of Education, Queensland University of Technology	2015
Senior Lecturer (C)	Faculty of Education, Queensland University of Technology	2013-2015
Lecturer (B)	Faculty of Education, Queensland University of Technology	2009-2013
Senior Research Assistant	Faculty of Education, Queensland University of Technology	2007-2009
Sessional Academic	Central Queensland University	2004-2007
Senior Teacher, Acting Principal/Deputy Principal	Queensland independent and State schools	1996-2004
Primary School Teacher	Queensland State schools	1984-1996

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	Queensland University of Technology	2010
Master of Education (Research)	Central Queensland University	2007
Bachelor of Education	Queensland University of Technology	1993
Diploma of Teaching	Mt Gravatt College of Advanced Education	1983

Theses

Adie, L.E. (2010). *Developing Shared Understandings of Standards-based Assessment: Online Moderation Practices across Geographically Diverse Contexts*. Doctor of Philosophy thesis (QUT).

Adie, L.E. (2007). *Operationalizing Queensland's Smart State Policy through teachers' work*. Master of Education (Research) thesis (CQU).

Fields of educational expertise

- Initial teacher education
- Standards-referenced assessment
- Formative and summative assessment
- Moderation

Research supervision fields

Assessment; online moderation; standards; teacher judgement; initial teacher education

HDR supervisions

Lucey, D. (2014). *Blended learning: Meeting the needs of distance education students.* Masters by Research thesis, Queensland University of Technology.

Ho, Nhat Thi. (2015). *An exploratory investigation of the practice of assessment for learning in Vietnamese higher education: Three case studies of lecturers' practice.* Doctor of Philosophy thesis. Queensland University of Technology.

Varlet, Maria. (2019). *In the World But Not of the World: Ethos, Assessment and Professional Learning in the Christian School Context.* Doctor of Education thesis. Australian Catholic University

Funded research

Competitive grants

Year	Grants	Funding
2018-2021	ARC Linkage Projects (LP180100046): Adie, L., Wyatt-Smith, C., Humphry, S., Cumming, J., Andrich, D., DeLuca, C., & Gallagher, T. *Improving teacher assessment capability using scaled annotated exemplars of achievement standards in online moderation.*	$858,658.00
2017	Australian Institute for Teaching and School Leadership (AITSL), Teaching Performance Assessment Grant Program: Wyatt-Smith, C., Nuttall, J., Cumming, J., & Adie, L., Building an evidence base of teacher quality and classroom readiness: A focus on teaching performance assessments. (The Standards Project: Graduate Teacher Performance Assessment (GTPA) Trial).	$532,307.69
2016	Queensland Department of Education and Training (Education Horizon) & Queensland Department of Education and Training (State Schools – Performance Division): Wyatt-Smith, C., Cumming, J., Unsworth, L., Humphrey, S., Adie, L., Neville, M., & Jackson, C., Research Partnerships and Improvement Science: Using data to inform the teaching of writing and assessment.	$187,000.00
2016-2018	Adie, L., & Cumming, J. Evidence of learning: Changing the role of teachers and students to improve learning. (ACURF Scheme: IRIS)	$25,000.00
2014-2015	Adie, L. & Beutel, D. The role of principals and teachers as instructional leaders: Improving the quality of science teaching in Catholic primary schools	$9,374.00

Research consultancies

Year	Research	Funding
2019-2021	Queensland College of Teachers: *Standards, Moderation and Benchmarking in Teaching Performance Assessment.*	$75,000.00
2018	Queensland Government: Cumming, J., Jackson, C., Day, C., Maxwell, G., Adie, L., Lingard, R, Haynes, M., Heck, E. *Queensland NAPLAN Review: School and System Perceptions Report and Literature Review.*	$219,745.81
2018	Independent Education Union (NSW & ACT): Wyatt-Smith, C., Adie, L., & Harris, L.: *Evidentiary decision-making: The Nature and Function of Data Walls as Data Visualisation.*	$5,500.00
2018	Independent Schools Queensland: Adie, L. *Innovative curriculum project: Student agency.*	$10,998.90
2017-2019	Australian Institute for Teaching and School Leadership: *TPA National Expert Panel.*	$12,760.00
2017	Lourdes Hill College: Wyatt-Smith, C., & Adie, L. *Assessment literacy for teachers: Improvement science.*	$3,700.00

2017	Independent Schools Queensland: Adie, L., & Wyatt-Smith, C. *21st century learners and quality assessment.*	$23,000.00
2015-2016	Cumming, J., Adie, L., & van der Kleij, F. *To strengthen the professional agency of teachers and thereby their impact on learning in the Craigslea State High School context.*	$17,538.40
2015	Queensland Curriculum and Assessment Authority: Klenowski, V., & Adie, L. *Accreditation of Panelists.*	$4,000.00
2014-2015	South Australia Department for Education and Child Development: Klenowski, V., & Adie, L. *Online moderation.*	$10,000.00
2013-2014	Brisbane Catholic Education: Adie, L., & Diezmann, C. *Beyond Consistency of Teacher Judgement (CTJ).*	$20,000.00
2013	Brisbane Catholic Education: Adie, *L. Using the Consistency of Teacher Judgement Process to Enhance Professional Learning:* Phase 1 Literature Review.	$4,545.00
2013	Australian Institute for Teaching and School Leadership (AITSL): Initial Teacher Education-Professional Experience Project (ITE-PEP): Adie, L., & Beutel, D. *Practice Analysis (assessment of observable practice) Module.*	$22,500.00
2010	Queensland University of Technology, Internal Grant, Real world projects: Adie, L., Duke, J., & Willis J. *Portable Learning.*	$3,785.00

Other funded research

Year	Research	Funding
2014	Queensland University of Technology, LTU Grant: Adie, L., & Beutel, D. *Moderation at QUT.*	$8,205.00
2014	Queensland University of Technology, LTU Grant: Adie, L., Bahr, N., Mergler, A., Spooner-Lane, R., Hepple, E., Alford, J., Henderson, D., Tangen, D., Chandra, V., Van Leent, L., Mukherjee, M., Nutchey, D., & Yeh, A. *Establishing a community of practice in quality higher education research, teaching and learning in the Faculty of Education.*	$23,078.00
2014	Queensland University of Technology & the Queensland Department of Education and Training: Hudson, P., Bahr, N., Beutel, D., Adie, L., Crosswell, L., Willis, J., Spooner-Lane, R., Chalmers, C., & Curtis, E. *Mentoring early career teachers.*	$81,464.00
2013-2014	Queensland University of Technology, Faculty T & L Grant: Adie, L., & Beutel, D. *Moderation in Field Experience.*	$1,400.00
2011	Queensland University of Technology, Faculty T & L Grant: Adie, L., Lloyd, M., & Beutel, D. *Moderation practices in the Faculty of Education.*	$3,563.00
2010-2011	Queensland University of Technology, Women in Research Grant: Adie, L. *Learning as a result of moderation meetings.*	$3,999.00
2010-2014	Queensland University of Technology, Internal Grant, Real world projects: Adie, L., & Willis, J. *Phase 1: Standards in the Australian Curriculum. Phase 2: The use of annotations to support an understanding of the Australian Curriculum standards.*	$5,954.86
2010	Queensland University of Technology, Internal Grant, Real world projects: Adie, L., Duke, J., & Willis J. *Portable Learning.*	$3,785.00
2010	Queensland University of Technology, Faculty T & L Grant: Adie, L., & Millwater, J. *The 'Longreaching' effect of QUT professional experience.*	$1,213.00
2010	Queensland University of Technology: Hudson, P., Hudson S., & Adie, L. *Teacher education done differently: EDB023, SCIL.*	
2010-2011	Queensland University of Technology, Faculty Commissioned Teaching and Learning Project: Bahr, N., Kidman, G. Adie, L. Barton, G., Campbell, M., Crosswell, L., McLennan, A., O'Gorman, L., Tangen, D., and Wauchope, M. *Improving Success in Field Experience.*	$99,593.00
2008	Queensland University of Technology, Internal Grant: Adie, L, Lloyd, M., Klenowski, V, & Chandra, V. *ICT in education.*	$2,000.00

Publications

Edited Books
Wyatt-Smith, C., & Adie, L. (Eds.). (2018). *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education*. Springer Series: Teacher Education, Learning Innovation and Accountability.

Wyatt-Smith, C., Adie, L., & Nuttal, J. (Eds). (in production, due 31 January 2021). *Achieving accountability through collaboration in initial teacher education: Another pathway for teaching performance assessments*. Springer Series: Teacher Education, Learning Innovation and Accountability.

Books
Wyatt-Smith, C., Adie, L., P. & Haynes, M., Day, C. (in production, due 31 May 2020). *Performance assessment, standards and evidence: Professionalising teacher education and teaching*. Routledge.

Edited Special Issues
Adie, L., Willis, J., & Van der Kleij, F. (2018). Special Issue: Student Agency in classroom assessment. *The Australian Educational Researcher*, *45(*1).

Pini, B., Carrington, S., & Adie, L. (2015). Rurality and inclusive education. *International Journal of Inclusive Education, 19*(7).

Book chapters
Adie, L. (2020). The rubric as a moderating tool in tertiary contexts. In P. Grainger & K. Weir (Eds.), *Facilitating student learning and engagement in higher education through assessment rubrics* (pp. 87-96). Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing.

Van der Kleij, F. M., Adie, L. E., & Cumming, J. J. (2019). Feasibility and value of using a GoPro Camera and iPad to study teacher-student assessment feedback interactions. In B.P. Veldkamp & C. Sluijter (Eds.), *Theoretical and Practical Advances in Computer-based Educational Measurement*. Springer. ISBN 978-3-030-18479-7 0. doi: 10.1007/978-3-030-18480-3

Adie, L., & Wyatt-Smith, C. (2018). Research-informed conceptualization and design principles of teacher performance assessments: Wrestling with system and site validity. In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education* (pp. 115–132). Singapore: Springer.

Wyatt-Smith, C., & Adie, L. (2018). New cultures in teacher education. In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education* (pp. 1–15). Singapore: Springer.

Van der Kleij, F. M., & Adie, L. E. (2018). Formative assessment and feedback using Information Technology. In J. Voogt, G. Knezek, R. Christensen, & K. Lai (Eds.), *Second Handbook of information technology in primary and secondary education* (pp. 601-615). Switzerland: Springer.

Wyatt-Smith, C., & Adie, L. (2018). Assessment: The trilogy of standards, evidence and judgement in Australian education reform. In A. Reid, & D. Price (Eds.), *The Australian Curriculum: Promises, problems and possibilities* (pp. 163–176). ACT: Australian Curriculum Studies Association.

Adie, L., Mergler, A., Alford, J., Chandra, V., Hepple, E. (2017). Teacher educators' critical reflection on becoming and belonging to a community of practice. In A. Cater-Steel & J. McDonald (Eds.). *Communities of practice: Facilitating social learning in higher education* (pp. 403-419). Singapore: Springer.

Wyatt-Smith, C. M., Adie, L.E., Van der Kleij, F., & Cumming, J. (2017). Assessment. In Pendergast, D., & Bahr, N. *Teaching middle years: Rethinking curriculum, pedagogy and assessment* (3rd Ed.) (pp. 301-320). Sydney: Allen & Unwin.

Adie, L. (2016). Working in a system of standards-referenced assessment: Traversing the intersections. In H. Fehring (Ed.). *Assessment into practice*. Primary English Teaching Association Australia (PETAA).

Adie, L. & Willis, J. (2016). Making meaning of assessment policy through teacher assessment conversations. In D. Laveault & L. Allal (Eds.), *Assessment for learning: Overcoming the challenges of implementation* (pp. 35-53). Dordrecht, the Netherlands: Springer.

Adie, L. (2016). The development of teacher assessment identity through participation in online moderation. In V. Klenowski (Ed.), *International teacher judgement practices* (pp. 91-106). Oxon, UK: Routledge.

Adie, L. & Tangen, D. (2015). The use of multimodal technologies to enhance reflective writing in teacher education. In M. Ryan (Ed.), *Teaching reflective learning in higher education* (pp. 127-138). Cham: Springer.

Encyclopaedia entries

Adie, L. & Klenowski, V. (2016). Moderation and assessment. Encyclopedia of Educational Philosophy and Theory. Springer Singapore. Retrieved from http://link.springer.com/10.1007/978-981-287-532-7_393-1

Articles

Van der Kleij, F. M. & Adie, L. E. (2020). Towards effective feedback: An investigation of teachers' and students' perceptions of oral feedback in classroom practice. *Assessment in Education: Principles, Policy and Practice.* doi.org/10.1080/0969594X.2020.1748871

Volante, L., DeLuca, C., Baker, E., Harju-Luukkainen, H., Heritage, M., Schneider, C., Stobart, G., Tan, K., Wyatt-Smith, C., Adie, L. (2020). Synergy and tension between large-scale and classroom assessment: International trends. Educational Measurement: Issues and Practice. doi:10.1111/emip.12382.

Adie, L. E., Harris, L., & Wyatt-Smith, C. (2020). Examining research into the use of data walls for teaching and learning: How are they being implemented within data use cycles? *Teaching and Teacher Education, 89,* doi.org/10.1016/j.tate.2019.103012

Wyatt-Smith, C., Humphry, S., Adie, L., & Colbert, P. (2020). The application of pairwise comparisons to form scaled exemplars as a basis for setting and exemplifying standards in teacher education. *Assessment in Education: Principles, Policy and Practice, 27*(1), 65-86. doi.org/10.1080/0969594X.2020.1712326

Harris, L., Wyatt-Smith, C., & Adie, L. E. (2020). Using data walls to display assessment results: A review of their affective impacts on teachers and students. *Teachers and Teaching: Theory and Practice, 26*(1), 50-66. doi.org/10.1080/13540602.2020.1739018

Van der Kleij, F. M., Adie, L. E., Cumming, J. (2019). A meta-review of the student role in feedback. *International Journal of Educational Research, 98,* 303–323.

Wyatt-Smith, C. & Adie, L. (2019). The development of students' evaluative expertise: Enabling conditions for integrating criteria into pedagogic practice. *Journal of Curriculum Studies.* doi.org/10.1080/00220272.2019.1624831

Adie, L. E., & Stobart, G., & Cumming, J. J. (2019). The construction of the teacher as expert assessor. *Asia-Pacific Journal of Teacher Education.* doi.org/10.1080/1359866X.2019.1633623

Adie, L. & Wyatt-Smith, C. (2019). Fidelity of summative performance assessment in initial teacher education: The intersection of standardisation and authenticity. *Asia-Pacific Journal of Teacher Education.* doi.org/10.1080/1359866X.2019.1606892

Cumming, J. J., Van der Kleij, F. M., & Adie, L. E. (2019). Contesting educational assessment policies in Australia. *Journal of Education Policy, 34*(6), 836–857. doi.org/10.1080/02680939.2019.1608375

Adie, L., Van der Kleij, F., & Cumming, J. (2018). The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning. *British Educational Research Journal, 44*(4), 704-723.

Adie, L., Willis, J., & Van der Kleij, F. (2018). Diverse perspectives on student agency in classroom assessment. *The Australian Educational Researcher*, *45*(1), 1-12.

Thompson, G., Adie, L. & Klenowski, V. (2018). Validity and Participation: Implications for school comparison of Australia's National Assessment Program. *Journal of Education Policy, 33*(6), 759-777. doi.org/10.1080/02680939.2017.1373407

Beutel, D., Adie, L., & Lloyd, M. (2017). Assessment moderation in an Australian context: Processes, practices and challenges. *Teaching in Higher Education, 22*(1), 1-14.

Van der Kleij, F. M., Adie, L. E., & Cumming, J. J. (2017). Using video technology to enable student voice in assessment feedback. British Journal of Educational Technology, *48*(5), 1092-1105. doi: 10.1111/bjet.12536

Ho N., Adie, L., & Klenowski, V. (2016). The Prospects for Assessment for Learning in Higher Education in Asian Settings: The Case of Vietnam. *Assessment Matters, 10*, 5-26.

Grainger, P.R., & Adie, L., & Weir, K. (2016). Quality assurance of assessment and moderation discourses involving sessional staff. *Assessment and evaluation in higher education*, *41*(4), 548-559. doi: 10.1080/02602938.2015.1030333

Hudson, S., Hudson, P., & Adie, L. (2015). The School-Community Integrated Learning pathway: Exploring a new way to prepare and induct final-year preservice teachers. *Improving Schools, 18*(3), 221-235. doi: 10.1177/1365480215596223

Carrington, C., Saggers, B., Adie, L., Zhu, N., Gu, D., Hu, X., Wang, Y., Deng, M., & Mu, G.M. (2015). International Representations of Inclusive Education: How is Inclusive Practice Reflected in the Professional Teaching Standards of China and Australia? *International Journal of Disability, Development and Education, China), 62*(6), 556-570. doi:10.1080/1034912X.2015.1077933

Bloxham, S., Hughes, C., & Adie, L. (2015). What's the point of moderation? A discussion of the purposes achieved through contemporary moderation practices. *Assessment and Evaluation in Higher Education, 41*(4), 638-653. doi:10.1080/02602938.2015.1039932

Pini, B., Carrington, S., & Adie, L. (2014). Schooling elsewhere: rurality, inclusion and education. *International Journal of Inclusive Education, 19*(7), 677-684 doi:10.1080/13603116.2014.964489

Adie, L.E. (2014). The development of shared understandings of assessment policy: Travelling between global and local contexts. *Journal of Education Policy*, *29*(4), 532-545.

Adie, L., & Willis, J. (2014). Using annotations to inform an understanding of achievement standards. *Assessment Matters, 6*, 112-136.

Willis, J., & Adie, L. (2014). Teachers using annotations to engage students in assessment conversations: Recontextualising knowledge. *The Curriculum Journal, 25*(4), 495-515.

Adie, L. E. (2014). Towards a theoretical framework for online professional discussions. *Journal of Learning Design, 7*(3), 54-66.

Grainger, P.R., & Adie, L. (2014). How do Preservice Teacher Education students move from novice to expert assessors? *Australian Journal of Teacher Education, 39*(7), 89-105.

Adie, L. (2013). The development of teacher assessment identity through participation in online moderation. *Assessment in Education: Principles, Policy & Practice, 20*(1), 91-106.

Adie, L., Lloyd, M., & Beutel, D. (2013). Identifying discourses of moderation in higher education. *Assessment and Evaluation in Higher Education, 38*(8), 968-977.

Willis, J., Adie, L., & Klenowski, V. (2013). Conceptualising teachers' assessment literacies in an era of curriculum and assessment reform. *The Australian Educational Researcher, 40*(2), 241-256.

Willis, J. & Adie, L. (2013). Negotiating the meaning of achievement standards in the Australian curriculum. *Curriculum Perspectives, 33*(1), 52-62.

Adie, L. (2012). Learning as identity and practice through involvement in online moderation. *Educational Assessment, Evaluation and Accountability, 24*(1), 43-56.

Adie, L., & Barton, G. (2012). Urban pre-service teachers' conceptions of teaching in rural communities. *Australian Journal of Teacher Education, 37*(6), 111-123.

Adie, L., Klenowski, V., & Wyatt-Smith, C. (2012). Towards an understanding of teacher judgement in the context of social moderation. *Educational Review, 64*(2), 223-240. (one of Educational Review's most highly cited for the year 2012)

Adie, L. (2011). An Investigation into Online Moderation. *Assessment Matters, 3*, 5-27.

Beutel, D., Adie, L. & Hudson, S. (2011). Promoting rural and remote teacher education in Australia through the Over the Hill program. *International Journal of Learning, 18*(2), 377-388.

Adie, L. (2010). Developing consistency in teacher judgement formation through online meeting centres. *Journal of Learning and Design, 13*(10), 14-26.

Klenowski, V. & Adie, L. (2009). Moderation as judgement practice: Reconciling system level accountability and local level practice. *Curriculum Perspectives*, *29*(1), 10-28.

Adie, L. (2008). The hegemonic positioning of 'Smart State' policy. *Journal of Education Policy*, *23*(3), 251-264.

Reports

Cumming, J., Jackson, C., Day, C., Maxwell, G., Adie, L., Lingard, B., Haynes, M., & Heck, E. (2018). *2018 Queensland NAPLAN Review: School and System Perceptions Report and Literature Review*. Institute for Learning Sciences and Teacher Education, Australian Catholic University and the Queensland Government. ISBN Print: 978-1-922097-75-0; ISBN Electronic: 978-1-922097-74-3

Wyatt-Smith, C., Adie, L., & Harris, L. (2018). *Evidentiary decision-making: The Nature and function of data walls as data visualisation*. A report prepared for the Independent Education Union, Melbourne, VIC. Brisbane, QLD: Learning Sciences Institute Australia, Australian Catholic University. ISBN: 978-1-922097-61-3.

Wyatt-Smith, C., Cumming, J., Unsworth, L., Humphrey, S., Adie, L., Neville, M., & Jackson, C. (2017). *Research Partnerships and Improvement Science: Using data to inform the teaching of writing and assessment.* Queensland Department of Education and Training (Education Horizon) & Queensland Department of Education and Training (State Schools – Performance Division).

Cumming, J.; Adie, L.; & van der Kleij, F. (2016). *To strengthen the professional agency of teachers and thereby their impact on learning in the Craigslea State High School context.* Report to Craigslea State High School.

Adie, L. & Beutel, D. (2015). *The role of principals and teachers as instructional leaders: Improving the quality of science teaching in Catholic primary schools.* Report to Brisbane Catholic Education Office.

Adie, L., & Beutel, D. (2015). *Moderation at QUT.* Report to Queensland University of Technology.

Adie, L., & Diezmann, C. (2013). *Beyond CTJ.* Report to Brisbane Catholic Education Office.

Adie, L., Lloyd, M., & Beutel, D. (2012). *Moderation practices in the Faculty of Education.* Report to Queensland University of Technology.

Bahr, N., Kidman, G. Adie, L. Barton, G., Campbell, M., Crosswell, L., McLennan, A., O'Gorman, L., Tangen, D., & Wauchope, M. (2011). Im*proving Success in Field Experience.* Report to Queensland University of Technology.

Other

Adie, L. (2018). Book review: D. Tigelaar and D. Beijaar (Eds.). Formative assessments and teacher professional learning. *Assessment in Education: Principles, Policy and Practice, 25*(5), 540-543.

Adie, L. (2009). Book Review: W. Harlen (2007). Assessment of Learning. *Assessment in Education: Principles, Policy and Practice, 16*(2), pp. 255–257

Scholarly contributions

Editorial roles

Role	Publication	Dates
Editor	*Achieving accountability through collaboration in initial teacher education: Another pathway for teaching performance assessments.* Springer Series: *Teacher Education, Learning Innovation and Accountability.*	2020-2021
Editor	*Innovation and accountability in teacher education: Setting directions for new cultures in teacher education.* Springer Series: *Teacher Education, Learning Innovation and Accountability.*	2018-2019
Guest Editor	Student Agency in classroom assessment. *The Australian Educational Researcher, 45*(1).	2017-2018
Guest Editor	Rurality and inclusive education. *International Journal of Inclusive Education, 19*(7).	2014-2015

Invited reviewer

Examiner

Doctor of Philosophy thesis: Edith Cowan University, Western Australia: REINERSTEN, Nathanael. *The Viability of Simulated Large-Scale Marking as Professional Development for Preservice Teachers.* April 2020.

Doctor of Philosophy thesis: Victoria University of Wellington, New Zealand: WILLIAMS, Anna. *Perceptions of academic leaders in New Zealand regarding the functions of moderation of internal assessment: A mixed methods study.* February 2019.

Master of Education and Professional Studies Research thesis: Griffith University: McKEOWN, Leonard. *Determining the impact of the Corrective Reading program on the NAPLAN reading results of 'at risk' students.* October 2018.

Doctor of Philosophy thesis: University of Otago, New Zealand: SMAILL, Esther Mary. *Social moderation: Assessment for teacher professional learning.* February 2018.

Doctor of Philosophy thesis: University of Canterbury, New Zealand: McILROY, Anne-Marie. *"The myth of inability": Exploring children's capability and belonging at primary school through narrative assessment.*

Master of Education thesis: Melbourne University: BERRY, Amy Elizabeth. *Exploring classrooms that support the growth of top-quartile students.* October 2015

Doctor of Philosophy thesis: Flinders University, SA: ATHERTON, Brent. *Senior secondary school-based assessment: quality management processes and teachers' professional learning.* April 2015.

Reviewer

2016 – 2018 Reviewer AARE Assessment and Measurement proposals

2015 Reviewer of How to assess learning and use evidence to differentiate, an online coaching module for early career teachers in Prep to Year 10 (State Schools, Department of Education and Training, Queensland).

Journals

- Assessment and Evaluation in Higher Education
- Assessment in Education: Principles, Policy & Practice
- Assessment Matters
- Australian Educational Researcher
- Australian Journal of Guidance and Counselling
- Australian Journal of Language and Literacy
- Discourse: Studies in the Cultural Politics of Education
- Educational Assessment, Evaluation and Accountability
- International Journal of Inclusive Education
- Journal of Education Policy
- Journal of Inclusive Education
- Pedagogies: An International Journal
- Practitioner Research in Higher Education Journal
- Studies in Educational Evaluation
- Studies in Higher Education
- Teacher Education
- Teaching and Teacher Education
- Teaching Education
- The International Journal of Learning
- The Teacher Educator

Book Chapter Reviews

2017 Aims and Purposes of the International Handbook Series of Springer
Various reviews for Pearson; Allen & Unwin; Springer

Awards

2018 ACU Vice-Chancellor's Staff Excellence Medal Winner
2018 ACU Excellence in research and research Partnerships award
2015 Senior Fellow Higher Education Academy (SFHEA)
2011 QUT Outstanding Doctoral Thesis Award

Service internal

Level 1

2015	Acting Assistant Dean Teaching and Learning, Faculty of Education, QUT
2015	Course Coordinator Bachelor of Education (EC, Primary and Secondary)
2015	Education Learning and Teaching Developer
2015	Chair, Faculty of Education Teaching and Learning Committee
2014-2015	Faculty of Education Learning and Teaching Developer;
2014-2015	Program Coordinator ED49 (Bachelor of Education, Primary – new course); Program
2014-2015	Coordinator ED91 (Bachelor of Education, Primary)
2014-2015	Program Coordinator IX14 (Bachelor of Applied Science/Bachelor of Education, Primary)
2014	Led the QUT application for Phase 2 accreditation extension for the Graduate Diploma in Education (Senior Years) including AQF assurance
2014	Led the Faculty project on developing a community of practice in quality higher education research, teaching and learning.
2012-2014	Acting Assistant Dean (Teaching and Learning), week of 28 May 2012; 17 December 2012 – 20 January 2013; 7 – 15 July 2014
2012-2013	Leadership for QUT Curriculum ReFresh
2012-2013	Leading Advisory Team, Primary Education

Level 2

2018-2019	ACU FEA Course Review Committee (CRC) – Master of Education (Research) and Doctor of Education
2017	Cognate panel member Confirmation of Candidature: *Assessing for learning: why reframing teachers approaches to engaging with data will lead to improved teacher capacity and effectiveness in music education.*
2015	International Student Mobility Working Party
2015	Faculty of Education Teaching and Learning Committee
2014-2015	QUT Work Integrated Learning Information System (WILIS) Steering Committee
2014	QUT Assessment Protocols and Moderation Practices Working Party
2014	Virtual Learning Environment Steering Committee
2014	QUT Curriculum Collection Review Steering Committee
2014	QUT Designing and Evidencing Learning Working Party
2014	QUT Support for Learning - Curriculum Taskforce
2012-2014	QUT Recognition of Prior Learning Working Party - Faculty of Education representative
2013	QUT Curriculum Standards Reference Group
2012-2013	QUT ReFrame Evaluation Tools & Support Working Group - Faculty of Education representative
2012-2013	Think Tank member for redevelopment of all education courses
2012-2013	QUT Staff e-portfolio pilot - Faculty of Education representative
2013	Preservice Courses Leadership Committee
2011-2013	Preservice Courses Leadership Team
2011-2013	QUT Peer Programs Steering Committee member
2010	QUT Curriculum 2020 project: Development of university assessment guides - Faculty of Education representative
2009-2011	Priority Country Area Program Pre-Service Forum - Faculty of Education representative
2009-2013	Queensland consortium for professional experience in preservice teacher education - Faculty of Education representative

Service external

2018-2019	Craigslea State High School Council member
2018-2019	Invited member of the Teaching Performance Assessment National Expert Panel (AITSL).
2015-2017	Special Interest Group (SIG) coordinator Australian Association for Educational Research (AARE) Assessment and Measurement Special Interest Group
2012-2013	Member of Arts SIG, Inclusive Education SIG, Field Experience SIG, and Curriculum SIG
2012-2013	Leading redesign of Field Experience materials
2012-2013	Research Ethics Advisor School of Cultural & Professional Learning (formally School of Learning & Professional Studies)
2011-2013	Program Coordinator ED91 (Bachelor of Education, Primary);
2011-2013	Program Coordinator IX12 (Bachelor of Arts/Bachelor of Education, Primary); Program
2011-2013	Coordinator IX14 (Bachelor of Applied Science/Bachelor of Education, Primary)