

## Dr Colette Alexander

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### Work history

Position	Organisation	Years
Senior Lecturer	School of Education, Australian Catholic University	2019-
Research Fellow	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2017-2018
Coordinator, Accreditation	Faculty of Education and Arts, Australian Catholic University	2017-2018
Research Assistant	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2016
Preservice Education Course Coordinator	School of Education and Humanities, Christian Heritage College	2004-2014
Lecturer	School of Education and Humanities, Christian Heritage College	2004-2009
Primary Teacher	Citipointe Christian College formerly Christian Outreach College, Brisbane	1995-2004

### Education

Qualifications	Organisation	Completed
Doctor of Philosophy	University of Adelaide	2016
Master of Education (Honours)	Christian Heritage College	2004
Graduate Diploma in Education (Teacher-Librarianship)	Queensland University of Technology	1997
Bachelor of Education (Primary)	Christian Heritage College	1994

### Theses

Alexander, C. (2016). *Reforming the reform of teacher education: A critical grounded theory of a social approach to change and continuity*. Methodology: Critical grounded theory. PhD thesis.

Alexander, C. (2004). *Christian curriculum work: What I heard teachers say that they do*. Methodology: Phenomenography. Med(Hons) dissertation.

### Fields of educational expertise

- Policy, practice and reform and in teacher education
- Standards, quality, data and evidence in teacher education
- Performance assessment in the teaching profession
- Professionalism and professionalisation

## **Expertise in qualitative, quantitative and mixed research design methodologies**

- Qualitative and mixed research with practice in: phenomenography, critical grounded theory, policy and discourse analysis, survey research

## **Research supervision fields**

- Initial and continuing teacher education; professional standards; assessment

## **Publications**

### **Edited Books**

Fox, J., Alexander, C., & Aspland, T. (eds) (2020), *Teacher Education in Globalised Times: Local Responses in Action*. Springer, Singapore.

Gutierrez, A., Fox, J., & Alexander, C. (eds) (2019), *Professionalism and Teacher Education: Voices from Policy and Practice*. Springer, Singapore.

### **Book chapters**

Alexander C., Fox, J., & Aspland, T. (2020). 'Third wave' politics in teacher education: Moving beyond binaries. In Fox, J., & Alexander, C., & Aspland, T. (eds), *Teacher Education in Globalised Times: Local Responses in Action*. Springer, Singapore.

Alexander C., Fox, J., & Gutierrez, A. (2019). Conceptualising teacher professionalism. In Gutierrez, A., Fox, J., & Alexander, C. (eds), *Professionalism and Teacher Education: Voices from Policy and Practice*. Springer, Singapore.

Alexander C. (2018). Conceptions of readiness in initial teacher education: Quality, impact, standards and evidence in policy directives. In Wyatt-Smith C., Adie L. (eds), *Innovation and Accountability in Teacher Education: Setting Directions for New Cultures in Teacher Education*. Springer, Singapore.

### **Articles**

Wyatt-Smith, C., Alexander, C., Fishburn, D. & McMahon, P. (2017). Standards of practice to standards of evidence: developing assessment capable teachers. *Assessment in Education: Principles, Policy & Practice*, 24(2), 250-270.

Alexander, C., Wyatt-Smith, C., & Du Plessis, A., (Under review with: *Teaching and Teacher Education*), The Role of Motivations and Perceptions on the Retention of Inservice Teachers.

Alexander, C., & Bourke, T., (Under review with: *Asia-Pacific Journal of Teacher Education*), It's all just a little bit of history repeating: 40 years of political review and reform in teacher education.

### **Reports**

Wyatt-Smith, C., Du Plessis, A., Hand, K., Wang, J., Alexander, C., & Colbert, P. (2017). *Why choose teaching? A matter of choice: Evidence from the field*. A report prepared for the Queensland College of Teachers. Brisbane, QLD: Learning Sciences Institute Australia.

## **Scholarly contributions**

Alexander, C. (2017, September). *Negotiating change in initial teacher education: A critical grounded theory of reform as a social process*. Paper presented at the NSW CDE Public Research Seminar Series, University Technology Sydney.

### **Invited reviewer**

2020 - Journal of Religious Education; Asia-Pacific Journal of Teacher Education; Australian Educational Researcher

## **Service**

Panel Chair, Stage 2 Accreditation for Bachelor of Education (Primary) courses (2018 and 2019)

*Queensland College of Teachers*

Member, Internal Review Committee (2016-2018)

*Queensland College of Teachers*

Consultancy on accreditation and standards (2016-2018)

*Australian Catholic University; Australian Institute for Teachers and School Leadership; Christian Heritage College; Eastern College Australia; Tabor Adelaide*

Member, Program Standards and Procedures Expert Working Group (2015)

*Australian Institute for Teachers and School Leadership*

Member, Network of Associate Deans in Learning and Teaching in Education (NADLATE) (2012-2014)

*Australian Council of Deans of Education*