

Professor Claire Wyatt-Smith

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Work History

POSITION	ORGANISATION	YEARS
Director	Research Centre for Digital Data and Assessment in Education, Australian Catholic University	2020 -
Director	Institute for Learning Sciences & Teacher Education (formerly Learning Sciences Institute Australia), Australian Catholic University	2014 -
Foundation Series Editor	<i>Teacher education, learning innovation and accountability</i> , Springer International	2018 -
Foundation Series Editor	<i>The enabling power of assessment</i> , Springer International	2014
Executive Dean	Faculty of Education and Arts, Australian Catholic University	2013 - 2014
Group Dean (Academic)	Arts, Education and Law Group, Griffith University	2010 - 2013
Dean	Faculty of Education, Griffith University	2006 - 2010
Professor	Faculty of Education, Griffith University	2005 - 2013
Research Director	Centre for Applied Language, Literacy and Communication Studies, Griffith University	2003 - 2006
Associate Professor	Faculty of Education, Griffith University	2001 - 2005
Co-Director	Research Centre for Literacy Education Research, Griffith University	1997 - 2002
Senior Lecturer	Faculty of Education, Griffith University	1997 - 2005
Lecturer (continuing)	Faculty of Education, Griffith University	1994 - 2005
Lecturer (FT/contract)	School of Language and Literacy Education, Queensland University of Technology	1993 - 1994
Lecturer/Tutor (PT)	The University of Queensland and Queensland University of Technology	1987 - 1993
Member	Assessment Unit, Board of Senior Secondary School Studies (fractional)	1985 - 1986
Head of Department	English, All Hallows' School, Brisbane	1982 - 1986
Secondary School Teacher	All Hallows' School, Brisbane	1978 - 1981

Education

QUALIFICATIONS	ORGANISATION	COMPLETED
Doctor of Philosophy	The University of Queensland	1995
Master of Education	The University of Queensland	1989

Post Graduate Diploma in Foreign Language Education	Goethe Institute, Munich	1982
Diploma of Education	The University of Queensland	1978
Bachelor of Arts	The University of Queensland	1977

Thesis

Smith, C.M. (1995). *Teachers' reading practices in the secondary school writing classroom: A reappraisal of the nature and function of pre-specified assessment criteria* [Unpublished Doctoral thesis]. The University of Queensland.

Fields of Educational Expertise

- Assessment and learning analytics
- Standards-referenced assessment
- Policy implementation and enactment
- Teachers' work in curriculum implementation
- Standards, human judgement and moderation practice
- Language and literacy education

Expertise in mixed method research design including large-scale longitudinal studies in educational assessment, instructional decision-making and standards. Specific methodologies include survey development, analysis of interview talk using a range of methods including discourse analysis and ethnomethodology, and analysis of education policy.

Research Supervision Fields

- Educational assessment, standards and evaluative expertise
- Digital disruption in education and assessment
- Instructional decision-making
- Reading and writing pedagogy and assessment
- Multimodal assessment
- Expert knowledge in the professions and evaluative judgement

Scholarly Recognition (selected examples)

- 2020 European Conference on e-Learning (ECEL) Excellence Awards, the Graduate Teacher Performance Assessment project team
- 2020 Australian Financial Review (AFR) Higher Education Awards (Education Technology category), the Graduate Teacher Performance Assessment project team
- 2019-2020 Nominated as Expert Panel Review to undertake NAPLAN investigation (with Emeritus Professors Barry McGaw and Bill Loudon)
- 2018 ACU Vice-Chancellor's Staff Excellence Medal Winner: Excellence in research and research partnerships
- 2018- 2020 Policy adviser (Education) to the Vice Chancellor and President, Australian Catholic University
- Australian Council for Educational Leaders 2015 Queensland Honorary Fellowship Award
- Teaching Professorial Fellowship, National Council for Curriculum and Assessment (NCCA), Ireland.
- Invited Member, Expert Advisory Group for Literacy, Australian Government (2013-)
- Inaugural Professorial Teaching Fellow – research based teaching on the use of standards and judgement in arriving at grading decisions in HKU Faculties of Dentistry and Education
- Australian Research Council Competitive Grants Scheme Assessor
- Australian Research Council Excellence in Research for Australia Panel Member
- Research Excellence Award, Griffith University
- Appointed member, Research Evaluation Committee, ERA 2012-2013 (invited additional contribution: paper on standards, judgement and moderation for informing ERA 2015).

Funded Research

Competitive Grants

YEARS	GRANTS	FUNDING
2019-2023	Australian Research Council (Linkage Scheme; LP No. 180100046): Adie, L., Wyatt-Smith, C., Humphry, S., Cumming, J., Andrich, D., DeLuca, C., & Gallagher, T., <i>Improving teacher assessment capability using scaled annotated exemplars of achievement standards in online moderation</i> . Industry partners: Queensland Department of Education and Training; Western Australia School Curriculum and Standards Authority; Catholic Education Office of Western Australia; and Queen's University, Kingston, Canada.	\$922,132
2017	Australian Institute for Teaching and School Leadership (AITSL; Teaching Performance Assessment Grant Program): Wyatt-Smith, C., Nuttall, J., Cumming, J., & Adie, L., <i>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)</i> .	\$350,000
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., <i>Research partnerships and improvement science: Using data to inform the teaching of writing and assessment</i> .	\$170,000
2015-2018	Australian Research Council (Discovery Scheme): Cumming, J., Wyatt-Smith, C. M., Dickson, E., Webster, A., Harris, K., & Graham, S., <i>Raising the bar not the barrier: Effective, enriching and enabling school-based assessments and optimal adjustments for secondary school students with disabilities</i> .	\$310,900
2011-2014	Australian Research Council (Discovery Scheme): Ng, C., Wyatt-Smith, C. M., & Bartlett, B., <i>Improving disadvantaged students? Reading outcomes through overcoming reading avoidance and building reading engagement</i> .	\$492,725
2011-2013	Australian Research Council (Discovery Scheme): Cumming, J. J., & Wyatt-Smith, C. M., <i>An investigation of school and teacher use of National Assessment Program Literacy and Numeracy (NAPLAN) for student learning improvement</i> .	\$230,000
2011-2013	Australian Research Council (Linkage Scheme): Mayer, D., Doecke, B., Dixon, M., Kostogriz, A., Allard, A. C., White, S. J., Walker Gibba, B. M., Rowan, L. O., Wyatt-Smith, C. M., & Bates, R. J., <i>Investigating the effectiveness of teacher education for early career teachers in diverse settings: a longitudinal study</i> . Industry partners: Queensland College of Teachers, Queensland Department of Education and Training, Victorian Department of Education and Early Childhood Development, and Victorian Institute of Teaching.	\$293,000
2006-2009	Australian Research Council (Linkage Scheme): Wyatt-Smith, C. M., & Klenowski, V., <i>Investigating standards-driven reform in assessment in the middle years of schooling</i> . Partner Investigators: Elwood, J., Queen's University, Belfast, Northern Ireland; Looney, A., National Council for Curriculum and Assessment. Industry partners: Queensland Studies Authority & National Council for Curriculum and Assessment.	\$664,000
2003-2007	Australian Research Council: Wyatt-Smith, C. M., Levy, & Castleton, G., <i>Using and creating knowledge in the high school years: Performance, production, process and value-adding in electronic curricular literacy</i> .	\$462,000
2001-2005	Department of Education, Science and Training (National Literacy and Numeracy Strategies and Projects Program): Wyatt-Smith, C., & Cumming, J., <i>National co-ordination of literacy research projects, including national clearinghouse for literacy and numeracy research</i> .	\$1,400,000
1998-2001	Australian Research Council (Linkage Scheme): Freebody, P., Wyatt-Smith, C., & Cooksey, R., <i>Qualitative and quantitative applications of judgement analysis to human decision making in education settings: the case of literacy standards</i> .	\$91,492

Research Partnerships and Consultancies

YEARS	RESEARCH	FUNDING
2021	Australian Institute of Teaching and School Leadership (AITSL): Wyatt-Smith, C., Adie., L., Haynes, M., & Day, C., <i>The nature and function of cross-institutional moderation in initial teacher education: Quality assurance processes through longitudinal analysis of linked ITE and workforce data.</i>	\$30,000
2021	Queensland College of Teachers: Wyatt-Smith, C., Adie. L., Day, C., & Alexander, C., <i>Assessing professional experience in initial teacher education: Evidence, judgement and self-efficacy.</i>	\$20,000
2020-2021	Department of Education, Skills and Employment: Wyatt-Smith, C., Haynes, M., Spallek, M., Smith, A. and Day, C., <i>Quality of initial teacher education through longitudinal analysis of linked ITE and workforce data.</i>	\$99,980
2019	State of New South Wales (Department of Education); State of Queensland (Department of Education); State of Victoria (Department of Education and Training); & Australian Capital Territory: McGaw, B., Loudon, W., & Wyatt-Smith, C., <i>NAPLAN review.</i>	
2019	United Nations Educational, Scientific and Cultural Organization (UNESCO): Wyatt-Smith, C., Lingard, B. & Heck. E., <i>Digital learning assessments and big data.</i>	€6,000
2019	Australian Curriculum, Assessment and Reporting Authority (ACARA): Wyatt-Smith, C. & Jackson, C., <i>Review and evaluate the current writing assessment marking rubrics in National Assessment Program – Literacy and numeracy (NAPLAN).</i>	\$50,000
2019	Queensland Catholic Education Commission: Wyatt-Smith, C., & Heck, E. <i>Research-informed advice on teacher workforce demographic and student learning outcomes.</i>	
2019	Victorian Department of Education and Training: Wyatt-Smith, C., Du Plessis, A., & Fielding-Wells, J., <i>Guiding principles for curriculum supports.</i>	\$50,000
2018	Brisbane Catholic Education. <i>Assessment reform in senior schooling in Queensland: Building teachers' preparedness.</i>	\$33,000
2017	Independent Schools Queensland: Adie, L., & Wyatt-Smith, C., <i>Building teachers' assessment capabilities: Assessment innovation.</i>	\$23,000
2017	New South Wales Education, Standards and Assessment Authority: Wyatt-Smith, C., & Jackson, C., <i>An investigation into the teaching of writing.</i>	\$100,000
2017	Brisbane Catholic Education: Wyatt-Smith, C., <i>The next paradigm shift in assessment and large scale education reform in senior schooling: Examining the impact on school leaders, teachers and students.</i>	\$30,250
2017	Australian Institute for Teaching and School Leadership (AITSL; Teaching Performance Assessment Grant Program): Wyatt-Smith, C., Cumming, J., Nuttall, J., Adie, L., <i>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).</i>	\$350,000
2016-2017	Queensland College of Teachers: Wyatt-Smith, C., & Du Plessis, A. <i>Investigating factors that influence the choice of teaching as a career.</i>	\$36,841
2016	Queensland College of Teachers: Wyatt-Smith, C., & Du Plessis, A., <i>Capstone assessments against professional standards with focus on Standards 5.4: Authentic pre-service teacher tasks.</i>	\$24,000
2016	Independent Schools Queensland: Wyatt-Smith, C., Du Plessis, A., & Jackson, C., <i>Curriculum innovation – Assessment.</i>	\$22,000
2014-2015	Queensland Department of Education and Training (DETE Contract No. 62435): Bartlett, B., Ng. C., Wyatt-Smith, C., & McArthur, M., <i>A study into the current operations of Queensland's non-state special assistance schools, state Positive Learning Centres and state Flexi-Schools.</i>	\$349,074

2013-2014	Australian Council for Educational Research (ACER): Wyatt-Smith, C., <i>The intersection of discipline knowledge and standards: A focus on judgement and the expert panels</i> . Informing paper for the review of Queensland senior assessment and school reporting and tertiary entrance processes.	\$35,000
2012-2013	South Australian Secondary Principals Association & South Australian Curriculum and Assessment Authority: Wyatt-Smith, C., Dempster, N., & Johnson, G., <i>Secondary Principals as Literacy Leaders (SPALL): Literacy leadership through assessment</i> .	\$300,000
2009-2010	Australian Government Literacy and Numeracy Pilots in Low SES School Communities initiative: Dempster, N., & Wyatt-Smith, C., <i>Principals as literacy leaders project</i> . Collaboration with South Australian Department of Education and Children's Services, Australian Catholic University, Edith Cowan University, and Australian Association of Primary School Principals (APPA). Total project funding is \$2.1million.	\$145,000
2010	Education Queensland: Wyatt-Smith, C. M., & Johnson, G., <i>Effective leadership and literacy learning</i> .	\$80,000
2008-2010	Education Queensland: Johnson, G., & Wyatt-Smith, C. M., <i>Evaluation of the impact of literacy-the key to learning: Framework for action 2008-2010</i> .	\$270,000
2008	Department of Education, Training and the Arts: Wyatt-Smith, C. M., <i>Evaluation of a 12-month trial of school-devised assessment model of comparable statewide assessment</i> .	\$36,300
2007	Queensland Studies Authority: Wyatt-Smith, C. M., & Matters, G., <i>Senior secondary schooling assessment</i> .	\$90,000
2007	Department of Education and Training: Wyatt-Smith, C. M., & Gunn, S., Summary of the paper <i>Evidence-based research to inform policy and practice in improving literacy outcomes for students across the stages of schooling</i> .	\$11,797
2006	Department of Education and Training: Wyatt-Smith, C. M., & Gunn, S., <i>Evidence-based research to inform policy and practice in improving literacy outcomes for students across the stages of schooling</i> .	\$39,971
2006	Department of Education and Training, Victoria: Czislawski-McKenna, A. T., Cumming, J. J., Wyatt-Smith, C. M., & Elkins, J., <i>Literacy teaching and learning in Victorian schools</i> .	\$42,500
2005	Department of Education, Science and Training; Department of Education, Queensland; Catholic Education Commission; and Association of Independent Schools: Wyatt-Smith, C. (Researcher Evaluator and Academic Advisor), <i>Literacy and numeracy in the middle years of schooling project</i> .	\$30,000
2004-2006	Department of Education, Science and Training (State Grants Scheme): Wyatt-Smith, C., & Elkins, J., <i>Effective teaching and learning practices for students with learning difficulties initiative</i> . Industry partnerships: Education Queensland, Catholic Education Commission, and Independent Schools Queensland.	\$601,000
2004-2005	Queensland Studies Authority Research Program: Wyatt-Smith, C., Cumming, J., & Elkins, J., <i>Teacher judgment of student literacy and numeracy performance</i> .	\$54,000
1996-1998	Centre for Literacy Education Research, Griffith University & Department of Employment, Education, Training and Youth Affairs: Cumming, J., & Wyatt-Smith, C., <i>The literacy-curriculum interface: The literacy demands of the curriculum in post-compulsory schooling</i> .	\$240,000
1995	The National Languages and Literacy Institute of Australia (NLLIA): Wyatt-Smith, C., <i>Teacher assessment of students' cultural understandings as the eighth key competency</i> .	\$2,350

Publications

Book Series Editor

Wyatt-Smith, C. (Ed.). *Teacher education, learning innovation and accountability*. Springer International.
 Wyatt-Smith, C. (Ed.). *The enabling power of assessment*. Springer International.

Selected Books (2000-2022)

- Wyatt-Smith, C., Adie, L., Haynes, M., & Day, C. (2022). *Professionalising teacher education and teaching: Performance assessment, standards and evidence* [In-press]. Routledge.
- Wyatt-Smith, C., Adie, L., & Nuttall, J. (Eds.). (2021). *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration*. Springer.
- Wyatt-Smith, C., Lingard, B., & Heck, E. (Eds.). (2021). *Digital disruption in teaching and testing: Assessments, big data, and the transformation of schooling*. Routledge. <https://doi.org/10.4324/9781003045793>
- Wyatt-Smith, C., & Adie, L. (Eds.). (2018). *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education*. Springer. <https://doi.org/10.1007/978-981-13-2026-2>
- Wyatt-Smith, C., Klenowski, V., & Colbert, P. (Eds.). (2014). *Designing assessment for quality learning*. Springer. <https://doi.org/10.1007/978-94-007-5902-2>
- Klenowski, V., & Wyatt-Smith, C. M. (2014). *Assessment for education: Standards, judgement and moderation*. Sage. <http://doi.org/10.4135/9781526401878>
- Dempster, N., Wyatt-Smith, C., Johnson, G., Neville, M., & Colbert, P. (2014). *Gateways to learning: Principals leading literacy in secondary schools*. Hong Kong: APCLC-HKPI Monograph series, 1. <https://www.eduhk.hk/apclc/downloadables/monographs/Monograph201401.pdf>
- Wyatt-Smith, C., Elkins, J., & Gunn, S. (Eds.). (2011). *Multiple perspectives on difficulties in learning literacy and numeracy*. Springer. <http://doi.org/10.1007/978-1-4020-8864-3>
- Wyatt-Smith, C., & Cumming, J. (2009). (Eds.). *Educational assessment in the 21st century: Connecting theory and practice*. Springer. <https://doi.org/10.1007/978-1-4020-9964-9>
- Cumming, J., & Wyatt-Smith, C. (Eds.). (2001). *Literacy and the curriculum: Success in senior secondary schooling*. ACER Press.
- Cumming, J., & Wyatt-Smith, C. (Eds.). (2000). *Examining the literacy-curriculum relationship in post-compulsory schooling*. ACER Press.

Selected Refereed Journal Articles (2003-2022)

- Harris, L., Adie, L., & Wyatt-Smith, C. (2022, in-press). Learning progression-based assessments: A systematic review of student and teacher uses. *Review of Educational Research*. <https://doi.org/10.3102/00346543221081552>
- Wyatt-Smith, C. & Adie, L. (2021). The development of students' evaluative expertise: Enabling conditions for integrating criteria into pedagogic practice. *Journal of Curriculum Studies*, 53(4), 399-419. <https://doi.org/10.1080/00220272.2019.1624831>
- 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. <https://doi.org/10.1080/0969594X.2020.1712326>
- Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (2020). The role of motivations and perceptions on the retention of inservice teachers. *Teaching and Teacher Education*, 96, Article 103186. <https://doi.org/10.1016/j.tate.2020.103186>
- 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*, 26(1), 50-66. <https://doi.org/10.1080/13540602.2020.1739018>
- 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, Article 103012. <https://doi.org/10.1016/j.tate.2019.103012>
- 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*, 39(4), 21-29. <https://doi.org/10.1111/emip.12382>
- 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*, 48(3), 267-286. <https://doi.org/10.1080/1359866X.2019.1606892>
- Wyatt-Smith, C., Alexander, C., Fishburne, D., & McMahon, P. (2017). Standards of practice to standards of evidence: Developing assessment capable teachers. *Assessment in Education: Principles, Policy and Practice*, 24(2), 250-270. <https://doi.org/10.1080/0969594X.2016.1228603>
- Wyatt-Smith, C., & Jackson, C. (2016). NAPLAN data on writing: A picture of accelerating negative change. *Australian Journal of Language and Literacy*, 39(3), 233-244.
- Birenbaum, M., DeLuca, C., Earl, L., Heritage, M., Klenowski, V., Looney, A., & Wyatt-Smith, C. (2015). International trends in the implementation of assessment for learning: Implications for policy and practice. *Policy Futures in Education*, 13(1), 117-140. [Authorship: alphabetical]. <https://doi.org/10.1177/1478210314566733>
- Pascoe, J., & Wyatt-Smith, C. (2013). Curriculum literacies and the school garden. *Literacy Learning: The Middle Years*, 21(1), 34. <https://link.gale.com/apps/doc/A318107199/AONE?u=anon~8cfcc37&sid=googleScholar&id=ec87a01a>

- Wyatt-Smith, C., & Klenowski, V. (2013). Explicit, latent and meta–criteria: Types of criteria at play in professional judgement practice. *Assessment in Education: Principles, Policy and Practice*, 20(1), 35–52. <https://doi.org/10.1080/0969594X.2012.725030>
- Ng, C., Bartlett, B., Wyatt-Smith, C., & Wyvill, J. (2012). Are disadvantaged students unmotivated to read? An interview study of engaged and disengaged readers in low SES Australian schools. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 2(2), 1005–1013. <http://doi.org/10.20533/ijcdse.2042.6364.2012.0143>
- Klenowski, V., & Wyatt-Smith, C.M. (2012). The impact of high stakes testing on learning: The Australian story. *Assessment in Education: Principles, Policy & Practice*, 19(1), 65–79. <https://doi.org/10.1080/0969594X.2011.592972>
- Colbert, P., Wyatt-Smith, C., & Klenowski, V. (2012). A systems level approach to building sustainable assessment cultures: Moderation, quality task design and dependability of judgement. *Policy Futures in Education*, 10(4), 386–401. <https://doi.org/10.2304/pfie.2012.10.4.386>
- Cumming, J., Kimber, K., & Wyatt-Smith C. (2012). Enacting policy, curriculum and teacher conceptualisations of multimodal literacy and English in assessment and accountability. *English in Australia*, 47(1), 9–18. <http://hdl.handle.net/10072/47289>
- 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. <https://doi.org/10.1080/00131911.2011.598919>
- Connolly, S., Klenowski, V., & Wyatt-Smith, C. (2012). Moderation and consistency of teacher judgement: Teachers' views. *British Educational Research Journal*, 38(4), 593-614. <https://doi.org/10.1080/01411926.2011.569006>
- Cumming, J., Kimber, K., & Wyatt-Smith C. (2011). Historic Australian conceptualisations of English, literacy and multimodality in policy and curriculum and conflicts with educational accountability. *English in Australia*, 46(3), 42–54.
- Wyatt-Smith, C.M., & Klenowski, V. (2010). The role and purpose of standards in the context of national curriculum and assessment reform for accountability, improvement and equity in student learning. *Curriculum Perspectives*, 30(3), 37–47.
- Wyatt-Smith, C. M., Klenowski, V., & Gunn, S. (2010). The centrality of teachers' judgement practice in assessment: A study of standards in moderation. *Assessment in Education: Principles, policy & practice*, 17(1), 59–75. <https://doi.org/10.1080/09695940903565610>
- Kimber, K. & Wyatt-Smith, C. (2010). Secondary students' online use and creation of knowledge: Refocusing priority for quality assessment and learning. *Australasian Journal of Educational Technology*, 26(5), 607–625. <https://doi.org/10.14742/ajet.1054>
- Klenowski, V., & Wyatt-Smith, C.M. (2010). Standards, teacher judgement and moderation in contexts of national curriculum and assessment reform. *Assessment Matters*, 2, 107–131. <https://search.informit.org/doi/epdf/10.3316/informit.330562838515612>
- Klenowski, V., & Wyatt-Smith, C.M. (2010). Standards–driven reform Years 1–10: Moderation an optional extra? *Australian Educational Researcher*, 37(2), 21–40. <https://search.informit.org/doi/10.3316/IELAPA.201012141>
- Wyatt-Smith, C., & Kimber, K. (2009). Working multimodally: Challenges for assessment. *English Teaching: Practice and Critique*, 8(3), 70–90. <https://edlinked.soe.waikato.ac.nz/journal/files/etpc/files/2009v8n3art5.pdf>
- Wyatt-Smith, C. M. (2008). Literacy testing and quality. *Curriculum Perspectives*, 28(3), 59–64.
- Wyatt-Smith, C. M., Bridges, S., & Hedemann, M., & Neville, M. (2008). Designing professional learning for effecting change: Partnerships for local and system networks. *The Australian Educational Researcher*, 35(3), 1–20. <https://doi.org/10.1007/BF03246287>
- Green, J., Skukauskaite, A., & Wyatt-Smith, C. (2007). Classroom interaction, meaning construction and curriculum change: International directions across curriculum [Editorial]. *Journal of Classroom Interaction*, 41/42(2/1), 4–6. <https://www.jstor.org/stable/23869440>
- Cooksey, R., Freebody, P., & Wyatt-Smith, C. M. (2007). Assessment as judgment-in-context: Analysing how teachers evaluate students' writing. *Educational Research and Evaluation*, 13(5), 401–434. <https://doi.org/10.1080/13803610701728311>
- Kimber, K., & Wyatt-Smith, C. M. (2006). Using and creating knowledge with new technologies: A case for students-as-designers. *Learning, Media and Technology*, 31(1), 19–34. <https://doi.org/10.1080/17439880500515440>
- Wyatt-Smith, C., & Castleton, G. (2005). Examining how teachers judge student writing: An Australian case study. *Journal of Curriculum Studies*, 37(2), 131–154. <https://doi.org/10.1080/0022027032000242887>
- Woods, A., Wyatt-Smith, C., & Elkins, J. (2005). Learning difficulties in the Australian context: Policy, research and practice. *Curriculum Perspectives*, 25(3), 1–14.
- Wyatt-Smith, C. M., & Kimber, K. (2005). Valuing and evaluating student-generated online multimodal texts: rethinking what counts. *English in Education*, 39(2), 22–43. <https://doi.org/10.1111/j.1754-8845.2005.tb00615.x>
- Wyatt-Smith, C. & Castleton, G. (2004). Factors affecting writing achievement: Mapping teacher beliefs. *English in Education*, 38(1), 37–61. <https://doi.org/10.1111/j.1754-8845.2004.tb00772.x>
- Freebody, P., & Wyatt-Smith, C. (2004). The assessment of literacy: Working the zone between 'system' and 'site' validity. *Journal of Educational Enquiry*, 5(2), 30–49. <https://ojs.unisa.edu.au/index.php/EDEQ/article/view/508>
- Shaban, R., Wyatt-Smith, C., & Cumming, J. (2004). Uncertainty, error and risk in human clinical judgment: Introductory theoretical frameworks in paramedic practice. *Journal of Emergency Primary Health Care*, 2(1–2), 1–12. <https://doi.org/10.33151/ajp.2.1.263>
- Wyatt-Smith, C., Castleton, G., & Ryan, J. (2004). New research methodologies for researching new literacies. *The International Journal of Learning*, 11, 421–429. <http://ecite.utas.edu.au/60514>
- Wyatt-Smith, C., & Pascoe, J. (2003). Reporting literacy outcomes in middle schooling: Exploring what parents say about testing and improvement. *Australian Journal of Middle Schooling*, 3(1), 15–23. <https://acuresearchbank.acu.edu.au/item/8q044/reporting-literacy-outcomes-in-middle-schooling-exploring-what-parents-say-about-testing-and-improvement>

- Wyatt-Smith, C., Castleton, G., Freebody, P., & Cooksey, R. (2003). The nature of teachers' qualitative judgements: A matter of context and salience. Part I. *Australian Journal of Language and Literacy*, 26(2), 11–32.
<https://search.informit.com.au/documentSummary;dn=146420444161811;res=IELHSS>
- Wyatt-Smith, C., Castleton, G., Cooksey, R., & Freebody, P. (2003). The nature of teachers' qualitative judgements: A matter of context and salience. Part II. *Australian Journal of Language and Literacy*, 26(2), 33–42.
<https://search.informit.com.au/documentSummary;dn=146439077133070;res=IELIND>

Selected Book Chapters (2008-2022)

- Wyatt-Smith, C. & Adie, L. (2021). The role of teachers in making and moderating assessment judgements: Opening the black box to challenge paradigms in Australia [Forthcoming]. In C. Harrison, C. Leung & D. Pepper (Eds.), *A festschrift for Paul Black*. Bloomsbury.
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https://naplanreview.com.au/pdfs/2020_NAPLAN_review_final_report.pdf
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Wyatt-Smith, C. M., & Colbert, P. J. (2014). *An account of the inner workings of standards, judgement and moderation: A previously untold evidence-based narrative* [Informing paper for the review of Queensland senior assessment and school reporting and tertiary entrance processes undertaken by Australian Council for Educational Research (ACER)]. Australian Catholic University. http://www.acer.edu.au/files/Wyatt-SmithColbert_InformingPaper_Final.pdf

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Editorial Roles

ROLE	PUBLICATION	DATES
Series Editor	<i>Teacher education, learning innovation and accountability</i> . Springer International.	2018-
Series Editor	<i>The enabling power of assessment</i> . Springer International.	2014-
Guest Editor	<i>Journal of Classroom Interaction. Special edition</i> (with Professor Judith Green, University of Santa Barbara, California).	2007
Guest Editor	Wyatt-Smith, C. M., & Cumming, J. J. (Special Issue Editors). Examining the literacy-curriculum connection. A special edition of <i>Linguistics and Education: An International Research Journal</i> .	2001