

# 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

<b>Post Graduate Diploma in Foreign Language Education</b>	Goethe Institute, Munich	1982
<b>Diploma of Education</b>	The University of Queensland	1978
<b>Bachelor of Arts</b>	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the secondary school writing classroom: A reappraisal of the nature and function of pre-specified assessment criteria* [Unpublished Doctoral thesis].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	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 (2000-2021)

- Wyatt-Smith, C., Adie, L., Haynes, M., & Day, C. (2021). *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 (2003-2021)

- Harris, L., Adie, L., & Wyatt-Smith, C. (2021). Learning progression-based assessments: A systematic review of student and teacher uses [Manuscript submitted April 2021]. Institute for Learning Sciences and Teacher Education, Australian Catholic University.
- 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>
- Wyatt-Smith, C. & Adie, L. (2019). The development of students' evaluative expertise: Enabling conditions for integrating criteria into pedagogic practice. *Journal of Curriculum Studies*, 53(4), 339-419. <https://doi.org/10.1080/00220272.2019.1624831>
- 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*, 27(1), 34. <https://link.gale.com/apps/doc/A318107199/AONE?u=anon-8cfcc37&sid=googleScholar&xid=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 (2008-2021)

- 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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- Wyatt-Smith, C., Haynes, M., Day, C., Spallek, M., & Smith, A. (2021). *Quality of initial teacher education through longitudinal analysis of linked datasets. Study 1: Examining performance trajectories from admission to graduation: Final report*. Australian Catholic University. ISBN: 978-1-922097-98-9
- Wyatt-Smith, C., Haynes, M., Day, C., Spallek, M., & Smith, A. (2021). *Quality of initial teacher education through longitudinal analysis of linked datasets. Study 1: Examining performance trajectories from admission to graduation: Executive summary*. Australian Catholic University. ISBN: 978-1-922097-99-6.  
<https://www.dese.gov.au/download/11493/quality-initial-teacher-education-through-longitudinal-analysis-linked-datasets-workforce-study/22006/document/pdf>
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[https://naplanreview.com.au/pdfs/2020\\_NAPLAN\\_review\\_final\\_report.pdf](https://naplanreview.com.au/pdfs/2020_NAPLAN_review_final_report.pdf)
- Wyatt-Smith, C., Jackson, C., Borooh, V., Whalley, K. (2020). *Australian writing survey: How is writing taught in classrooms? Summary Report*. Australian Catholic University.
- Wyatt-Smith, C., Lingard, B., & Heck, E. (2019). *Digital learning assessments and big data: Implications for teacher professionalism* (Education research and foresight working papers, No. 25). United Nations Educational, Scientific and Cultural Organization (UNESCO). <https://unesdoc.unesco.org/ark:/48223/pf0000370940>
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- Wyatt-Smith, C., Adie, L., & Harris, L. (2018). *Evidentiary decision-making: The nature and function of data walls as data visualization* [A report prepared for the Independent Education Union, Melbourne, VIC]. Australian Catholic University.
- Wyatt-Smith, C., & Jackson, C. (2018). *How is writing taught in NSW classrooms?* [A report prepared for New South Wales Education Studies Authority]. Australian Catholic University. ISBN: 978-1-922097-59-0.
- Wyatt-Smith, C., & Adie, L. (2018). *The next era in Queensland secondary school assessment: 2019-* [A report prepared for Brisbane Catholic Education]. Australian Catholic University.
- Wyatt-Smith, C. (2017). *The standards project: Graduate Teacher Performance (GTPA) trial: Final report* [A report prepared for AITSL's Teaching Performance Grant Program]. Australian Catholic University. ISBN: 978-1-922097-57-6.
- 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]. Australian Catholic University.
- Wyatt-Smith, C., Cumming, J., Unsworth, L., Humphrey, S., Adie, L., & Jackson, C. (2017). *Research Partnerships and Improvement Science: Using data to inform the teaching of writing and assessment* [A report prepared for the Queensland Department of Education and Training (Education Horizon) & Queensland Department of Education and

- Training (State Schools - Performance Division)]. Australian Catholic University.  
<https://research.det.qld.gov.au/#/findings/4>
- 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](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