

PROFESSOR CLAIRE WYATT-SMITH

A: Institute for Learning Sciences & Teacher Education
Level 4, 229 Elizabeth Street, Brisbane, QLD, 4000 / GPO Box 2587, BRISBANE, QLD, 400
T: +61 7 3623 7112 **M:** +61 (0)407 654 391
E: claire.wyatt-smith@acu.edu.au
O: 0000-0003-1190-9909

Work history

<i>Position</i>	<i>Organisation</i>	<i>Years</i>
Director	Institute for Learning Sciences & Teacher Education (formerly Learning Sciences Institute Australia), Australian Catholic University (ACU)	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, ACU	2013 - 2014
Group Dean (Academic)	Arts, Education and Law Group, Griffith University (GU)	2010 - 2013
Dean	Faculty of Education, GU	2006 - 2010
Professor	Faculty of Education, GU	2005 - 2013
Research Director	Centre for Applied Language, Literacy and Communication Studies, GU	2003 - 2006
Associate Professor	Faculty of Education, GU	2001 - 2005
Co-Director	Research Centre for Literacy Education Research	1997 - 2002
Senior Lecturer	Faculty of Education, GU	1997 - 2005
Lecturer (continuing)	Faculty of Education, GU	1994 - 2005
Lecturer (FT/contract)	School of Language and Literacy Education Queensland University of Technology (QUT)	1993 - 1994
Lecturer/Tutor (PT)	The University of Queensland and QUT	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

<i>Qualifications</i>	<i>Organisation</i>	<i>Completed</i>
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*. (Doctoral thesis, The University of Queensland, Brisbane, Australia).

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
- Assessment for learning/formative purposes
- Instructional decision-making
- Reading and writing pedagogy and assessment
- Multimodal assessment
- Assessment in higher education
- Expert knowledge in the professions and evaluative judgement

Funded research - Competitive grants

Years	Grants	Funding
2018	Australian Research Council, Linkage Scheme (LP180100046): 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, Queen's University, Kingston.	\$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, Victorian Institute of Teaching.	\$293,000

Years	Grants	Funding
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; Looney, A, National Council for Curriculum and Assessment. Industry Partners: Queensland Studies Authority and 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
2019	New South Wales Education: 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 Department of Education: Wyatt-Smith, C., et al., academic advice for Departmental Research Projects.	
2019	Queensland Catholic Education Commission: Wyatt-Smith, C., et al., academic advice on teacher workforce demographic and student learning outcomes.	
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. Assessment reform in senior schooling in Queensland: Building teachers' preparedness.	\$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, Victoria: Wyatt-Smith, C., Cumming, J., Nuttall, J., Adie, A., & Du Plessis, A., <i>Request for Tender 18-005: Establish a Teaching Performance Assessment National Expert Panel</i> .	
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</i>	\$349,074

	<i>current operations of Queensland's Non-State Special Assistance Schools, State Positive Learning Centres and State Flexi-Schools.</i>	
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, and 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 the South Australian Department of Education and Children's Services, ACU National, Edith Cowan University and the 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> In partnership with 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, and 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.

Books

- Wyatt-Smith, C., Lingard, B., & Heck, E. (Eds.). (in production, due 1 October 2020). *Digital Disruption in Teaching and Testing: Assessments, Big Data, and the Transformation of Schooling*. London, England: Routledge.
- Wyatt-Smith, C., Adie, L., Haynes, M. & Day, C. (in production, due 31 May 2020). *Performance assessment, standards and evidence: Professionalising teacher education and teaching*. London, England: Routledge.
- Wyatt-Smith, C., & Adie, L. (Eds.). (2018). *Innovation and accountability in teacher education: Setting directions for new cultures in teacher education*. Singapore: Springer.
- Wyatt-Smith, C., Klenowski, V., & Colbert, P. (Eds.). (2014). *Designing assessment for quality learning*. Foundation book in the series: *The enabling power of assessment*. Dordrecht, The Netherlands: Springer.
- Klenowski, V., & Wyatt-Smith, C. M. (2014). *Assessment for education: Standards, judgement and Moderation*. London, England: Sage.
- 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.
- Wyatt-Smith, C., Elkins, J., & Gunn, S. (Eds.). (2011). *Multiple perspectives on difficulties in learning literacy and numeracy*. Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C., & Cumming, J. (2009). (Eds.). *Educational assessment in the 21st century: Connecting theory and practice*. Dordrecht, The Netherlands: Springer.
- Cumming, J., & Wyatt-Smith, C. (Eds.). (2001). *Literacy and the Curriculum: Success in Senior Secondary Schooling*. Melbourne, Australia: ACER.
- Wyatt-Smith, C. M. (Ed.) (1996). *Cultural Understandings as the Eighth Key Competency: Policy and Practice*. Language Australia Child/ESL Literacy Research Network.
- Wyatt-Smith, C. M. (1995). *Writing Pedagogy and Competing Conceptualisations of Student Achievement*. Brisbane, AUS: Centre for Literacy Education Research (CLER), Griffith University.

Book chapters

- 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.
- 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). 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). Canberra, Australia: Australian Curriculum Studies Association.
- Bridges, S., Wyatt-Smith, C., & Botelho, M. (2017). Clinical assessment judgements and ‘Connoisseurship’: Surfacing curriculum-wide standards through transdisciplinary dialogue. In D. Carless, S.M. Bridges, C.K.Y. Chan, & R. Golfcheski (Eds.), *Scaling up assessment for learning in higher education* (pp. 81–98). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C. M., Adie, L.E., Van der Kleij, F., & Cumming, J. (2017). Assessment. In D. Pendergast, & N. Bahr (Eds.), *Teaching Middle Years: Rethinking curriculum, pedagogy and assessment* (3rd ed., pp. 301–320). Sydney: Allen & Unwin.
- Cumming, J.J., Maxwell, G.S., & Wyatt-Smith, C.M. (2016). School leadership in assessment in an environment of external accountability: Developing an assessment for learning culture. In G. Johnson, & N. Dempster (Eds.), *Leadership in diverse learning contexts, studies in educational leadership* (pp. 221–237). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C., & Looney, A. (2016). Professional standards and the assessment work of teachers. In D. Wise, L. Hayward, & J. Pandya (Eds.), *The SAGE handbook of curriculum, pedagogy and assessment* (pp. 805–820). London, England: Sage.
- Ng, C., Wyatt-Smith, C., & Bartlett, B. (2016). Disadvantaged students’ voices on national testing: The submersion of NAPLAN’s formative potential. In B. Lingard, G. Thompson, & S. Sellar (Eds.), *National testing in schools: An Australian assessment* (pp. 152–163). London, England: Routledge.

- Cumming, J., Wyatt-Smith, C. & Colbert, P. (2016). Students at risk and NAPLAN: The collateral damage. In B. Lingard, G. Thompson, & S. Sellar (Eds.), *National testing in schools: An Australian assessment* (pp. 126–138). London, England: Routledge.
- Klenowski, V., & Wyatt-Smith, C. (2014). The impact of high stakes testing: The Australian story. In T.J.H.M. Eggen & G. Stobart (Eds.), *High–Stakes Testing in Education: Value, fairness and consequences* (pp. 65–79). London, England: Routledge.
- Wyatt-Smith, C., Klenowski, V., & Colbert, P. (2014). Assessment understood as enabling: A time to rebalance improvement and accountability goals. In C. Wyatt-Smith, V. Klenowski, & P. Colbert. (Eds.), *Designing assessment for quality learning* (pp. 1–19). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C., & Klenowski, V. (2014). Elements of better assessment for the improvement of learning: A focus on quality, professional judgment and social moderation. In C. Wyatt-Smith, V. Klenowski, & P. Colbert. (Eds.), *Designing assessment for quality learning* (pp. 191–206). Dordrecht, The Netherlands: Springer.
- Kimber, K., & Wyatt-Smith, C. (2014). Designing next generation assessment. In C. Wyatt-Smith, V. Klenowski, & P. Colbert. (Eds.), *Designing assessment for quality learning* (pp. 357–371). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C.M., & Kimber, K. (2013). Reframing literacy for a screen–based age: A case for digital mindsets. In A. Steele & E. Silliman (Eds.), *Handbook of language and literacy: Development and disorders* (2nd ed., pp.127–144). New York, NY: Guilford Publications.
- Ng, C., Bartlett, B., Wyatt-Smith, C. (2013). Developing engaging reading pedagogies for disadvantaged students in low SES Australian schools: Lessons Learnt from students' voices. In J. O'Meara (Ed.), *Refereed Proceedings of 57th World Assembly of International Council for Education on Teaching* (pp. 543–549). Bangkok, Thailand: ICET Council.
- Shaban, R., Wyatt-Smith, C., & Cumming, J. (2012). The mental health patient in the pre–hospital emergency care setting. In R. Townsend, & M. Luck, (Eds.), *Applied paramedic law and ethics* (pp. 225–249). Chatswood, Australia: Elsevier Australia.
- Wyatt-Smith, C., & Elkins, J. (2011). Theoretical frameworks and ways of seeing: Operating at the intersection literacy, numeracy and learning difficulties. In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.), *Multiple perspectives on difficulties in literacy and numeracy learning* (pp. 1–15). Dordrecht, The Netherlands: Springer.
- Gunn, S., & Wyatt-Smith, C. (2011). Learning difficulties, literacy and numeracy: Conversations across the fields. In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.), *Multiple perspectives on difficulties in literacy and numeracy learning* (pp. 17–48). Dordrecht, The Netherlands: Springer.
- Elkins, J., & Wyatt-Smith, C. (2011). Breaking down the silos: The search for an evidentiary base. In C. Wyatt-Smith, J. Elkins, & S. Gunn (Eds.), *Multiple perspectives on difficulties in literacy and numeracy learning* (pp. 349–357). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C. M., Cumming, J., Elkins, J., & Colbert, P. (2010). Assessment. In D. Pendergast & N. Bahr (Eds.), *Teaching middle years: Rethinking curriculum, pedagogy and assessment* (2nd ed) (pp. 319–344). London, England: Allen & Unwin.
- Kimber, K., & Wyatt-Smith, C. (2010). Student assessment and digital futures: How shall we know them? In G. Finger, & M. Lee (Eds.), *Developing a networked school community: A guide to realising vision*. (pp. 259–276). Camberwell, Australia: ACER Press.
- Kimber, K., & Wyatt-Smith, C. (2009). Valued knowledges and core capacities for digital learners: Claiming spaces for quality assessment. In A. Burke, & R. F. Hammett (Eds.), *Assessing new literacies: Perspectives from the classroom* (pp. 133–156). New York, NY: Peter Lang.
- Cumming, J. J., & Wyatt-Smith, C. (2009). Framing assessment today for the future: Issues and challenges. In C. Wyatt-Smith & J.J. Cumming, (Eds.), *Educational Assessment in the 21st Century: Connecting theory and practice* (pp. 1–16). Dordrecht, The Netherlands: Springer.
- Wyatt-Smith, C. M., & Gunn, S. (2009). Towards theorising assessment as critical inquiry. In C. Wyatt-Smith, & J. Cumming (Eds.), *Educational assessment in the 21st century: Connecting theory and practice* (pp. 83–102). Dordrecht, The Netherlands: Springer.
- Kimber, K., & Wyatt-Smith, C. M. (2008). Assessing digital literacies: Can assessment ever be the same? In L. Unsworth (Ed.), *New literacies and the English curriculum: Multimodal perspectives* (pp. 328–352). London, England: Continuum.
- Wyatt-Smith, C. M., & Elkins, J. (2008). Multimodal reading and comprehension in online environments. In D.J. Leu, J. Coiro, M. Knobel, & C. Lankshear (Eds.), *Handbook of research on new literacies* (pp. 899–940). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wyatt-Smith, C. M., Cumming, J., & Elkins, J. (2005). Opportunity to enhance learning: Redesigning assessment to sustain student engagement in the middle years. In D. Pendergast, & N. Bahr (Eds.), *Middle years reform* (pp. 271–299). London: Allen & Unwin.
- Castleton, G., & Wyatt-Smith, C. (2005). Investigating digital curricular literacies: resolving dilemmas of researching multimodal technologically mediated literacy practices. *54th Year Book of the National Reading Conference*, 144–156. National Reading Conference: Wisconsin.
- Wyatt-Smith, C. (2003). Exploring the relationship between large–scale testing programs and classroom–based assessment: A focus on teachers' accounts. In H. Fehring (Ed.), *Literacy assessment: A collection of articles from the Australian Literacy Educators' Association* (pp. 144–163). Newark, DE: The International Reading Association.

- Cumming, J., & Wyatt-Smith, C. M. (2001). A multi-theoretical and multi-disciplinary approach to literacy education and curriculum research. In J. Cumming, & C.M. Wyatt-Smith (Eds.), *Literacy and the curriculum: Success in senior secondary schooling* (pp. 2–11). Melbourne, Australia: ACER.
- Wyatt-Smith, C. M. (2001). The function of evaluative talk to structure instructional sequences. In J. Cumming, & C.M. Wyatt-Smith (Eds.), *Literacy and the curriculum: Success in senior secondary schooling* (pp. 117–131). Melbourne, Australia: ACER.
- Wyatt-Smith, C. M. (1999). The framing of teacher response to student writing. In Australian Association for the Teaching of English, *Responding to student writing: Continuing conversations* (pp. 271–285). Norwood, Australia: Author.

Articles

- 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: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*. doi:10.1080/0969594X.2020.1712326
- 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:10.1080/00220272.2019.1624831
- Harris, L., Wyatt-Smith, C., & Adie, L. (accepted December 2019). Using data walls to display assessment results: A review of their affective impacts on teachers and students. *Teachers and Teaching: Theory and Practice*.
- 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:10.1080/1359866X.2019.1606892
- Wyatt-Smith, C., & Adie, L. (under review 2019). Shifting professional identities in Queensland school-based assessment in senior schooling over five decades: Efforts to envisage a different relationship between assessment and learning. *Assessment in Education: Principles, Policy and Practice*.
- Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (under review 2019). Enduring factors influencing teaching choice in Australia. Implications of workforce practices on motivations perceptions, recruitment and retention. *Asia Pacific Journal of Teacher Education*.
- 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.
- 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)
- 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.
- 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.
- 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.
- 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. doi: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.
- 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.
- Connolly, S., Klenowski, V., & Wyatt-Smith, C. (2012). Moderation and consistency of teacher judgement: Teachers' views. *British Educational Research Journal*, 38(4), 593–614.
- 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.
- 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.
- 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.
- Klenowski, V., & Wyatt-Smith, C.M. (2010). Standards-driven reform Years 1–10: Moderation an optional extra? *Australian Educational Researcher*, 37(2), 21–40.
- Wyatt-Smith, C., & Kimber, K. (2009). Working multimodally: Challenges for assessment. *English Teaching: Practice and Critique, English afloat on a digital sea (special issue)*, 8(3), 70–90.
- 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.
- Green, J., Skukauskaite, A., & Wyatt-Smith, C. (2007). Classroom interaction, meaning construction and curriculum change: International directions across curriculum. *Journal of Classroom Interaction*, 41(1,2), 4–62.
- 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.
- 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.
- Wyatt-Smith, C., & Castleton, G. (2005). Examining how teachers judge student writing: An Australian case study. *Journal of Curriculum Studies*, 37(2), 131–154.
- 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.
- Wyatt-Smith, C. & Castleton, G. (2004). Factors affecting writing achievement: Mapping teacher beliefs. *English in Education*, 38(1), 37–61.
- 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.
- 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.
- Wyatt-Smith, C., Castleton, G., & Ryan, J. (2004). New research methodologies for researching new literacies. *The International Journal of Learning*, 11, 421–429.
- 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.
- 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.
- 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.
- Wyatt-Smith, C. M., & Cumming, J.J. (2003). Curriculum literacies: Expanding domains of assessment. *Assessment in Education: Principles, policy and practice*, 10(1), 47–59.
- Wyatt-Smith, C. (2002). Moving beyond 'English and literacy' to 'English literacies': Bringing together the study of texts and social practices. *English in Australia*, 134, 57–66.
- Wyatt-Smith, C., & Murphy, J. (2002). An Australian proposal for doing critical literacy assessment: the case of writing. *English in Education*, 36(3), 4–19.
- Wyatt-Smith, C. M., & Campbell, R. (2002). What counts as quality literacy assessment in middle schooling. *Curriculum Perspectives*, 22(3), 1–12.
- Sim, C., Wyatt-Smith, C. M., & Dempster, N. (2002). How well prepared are Australian teachers to meet the challenge of raising standards of English literacy? *Australian College of Education On-line Refereed Articles* (ORA 22) ISSN 1447–5111.
- Wyatt-Smith, C. M., & Murphy, J. (2001). What English counts as writing assessment: An Australian move to mainstream critical literacy. *English in Education*. National Association for the Teaching of English, United Kingdom, 35(1), 12–31.
- Morgan, W., & Wyatt-Smith, C. M. (2000). Improper accountability: towards a theory of critical literacy and assessment. *Assessment in Education: Principles, Policy & Practice*, 17, 123–142.
- Wyatt-Smith, C. M., & Cumming, J.J. (2000). The literacy demands of assessment practices in post-compulsory schooling. *Literacy Learning: The Middle Years*, 8(1), 21–32.
- Wyatt-Smith, C. M. (2000). English teaching and curriculum politics in Queensland: Profiling the debates around the English/literacy interface. *English in Australia* 1, 127–128, 71–79.

- Wyatt-Smith, C. M. (2000). Exploring the relationship between large-scale literacy testing programs and classroom-based assessment: a focus on teachers' accounts. *Australian Journal of Language and Literacy*, 23(2), 109–127.
- Wyatt-Smith, C. M., & Pascoe, J. (2000). Teacher indexes of Year 5 writing performance. *Literacy Learning: The Middle Years*, 8(2), 23–33.
- Wyatt-Smith, C. M. (1999). Reading for assessment: How teachers ascribe meaning and value to student writing. *Assessment in Education: Principles, Policy & Practice*, 6(2), 195–224.
- Wyatt-Smith, C. M., & Dooley, K. (1999). Cultural compromise? The fate of the Mayer Eighth Key Competency. *Discourse: Studies in the cultural politics of education*, 20(1), 125–139.
- Wyatt-Smith, C. M., Cumming, J., Ryan, J., & Doig, S. (1999). Capturing students' experiences of the enacted curriculum: The concept of curriculum literacies. *Literacy Learning: Secondary Thoughts*, 7(1), 29–35.
- Wyatt-Smith, C. M., & Cumming, J. J. (1999). Examining the literacy demands of the enacted curriculum. *Literacy Learning: Secondary Thoughts*, 7(2), 19–31.
- Cumming, J. J., Wyatt-Smith, C. M., Ryan, J., & Doig, S. M. (1999). The literacy-curriculum interface: literacy demands of the curriculum in post-compulsory schooling. *Queensland Journal of Educational Research*, 15(1), 133–139.
- Wyatt-Smith, C. M. (1998). Standardised testing: In whose interests? *English in Australia*, 122, 89–93.
- Doig, S. M., Wyatt-Smith, C. M., Cumming, J. J., & Ryan, S. (1998). The evolution of language education within official accounts of Queensland curriculum. *Queensland Journal of Educational Research*, 14(1), 4–44.
- Wyatt-Smith, C. M. (1998). Interrogating the benchmarks. *English in Australia*, 123, 20–29.
- Wyatt-Smith, C. M., & Ludwig, C. (1998). Teacher roles in large scale literacy assessment. *Curriculum perspectives*, 18(3), 1–14.
- Johnson, G., Wyatt-Smith, C. M., & Garton, J. (1998). Using the internet to enhance the literacy curriculum. *Literacy learning: Secondary thoughts*, 6(2), 34–43.
- Wyatt-Smith, C. M., & Cumming, J. J. (1998). Literacy beyond the early years. *Education Quarterly*. Australian Curriculum Corporation. Issue Two: 42–44.
- Wyatt-Smith, C. M. (1997). Teaching and assessing writing: An Australian perspective. *English in Education*, 31(3), 8–22. National Association for the Teaching of English: Sheffield.
- Wyatt-Smith, C. M. (1997). Rethinking the achievement of the student writer. *Australian Journal of Language and Literacy*, 20(3), 183–196.
- Wyatt-Smith, C. M. & Dooley, K. (1997). Shaping Australian policy on cultural understandings: Alternative approaches to inclusive education. *International Journal of Inclusive Education*, 1(3), 267–282.
- Wyatt-Smith, C. M., Johnson, G., & Garton, J. (1997). An intergenerational approach to teaching technology-based literacy. *Literacy Learning: Secondary thoughts*, 5(2), 53–60.
- Meiers, M., & Wyatt-Smith, C. M. (Eds). (1996). English in Australia: Commentary. *English in Australia*, 117, 85–86.
- Wyatt-Smith, C. M., & Ludwig, C. (1996). Implementing the national English Statement and Profile in Queensland. *English in Australia*, 117, 32–43.
- Wyatt-Smith, C. M. (1996). Teachers' reading practices: The interplay of pre-specified assessment criteria and other factors. *Literacy Learning: Secondary thoughts*, 4(2), 4–17.
- Wyatt-Smith, C. M., & Burke, E. (1996). Rethinking literacies in university education: Perceptions of Australian non-English speaking background students. *English in Australia*, 115, 43–51.
- Burke, E., & Wyatt-Smith, C. M. (1996). Academic and Non-Academic Difficulties: Perceptions of Graduate Non-English Speaking Background Students. *Teaching English as a second or foreign language: An electronic journal (TESL-EJ)*, 12(1).
- Smith, C. M., & Castleton, G. (1995). NESB workers' literacy as a workplace health and safety Issue. *Critical Forum*, 4(1), 51–63.
- Wyatt-Smith, C. M., & Castleton, G. (1995). Non-English speaking background workers' literacies: A workplace health and safety issue. *Open Letter – Australian Journal for Adult Literacy Research and Practice*, 5(2), 3–14.

Conferences and presentations

- Adie, L., Wyatt-Smith, C., Blayney, B., Cook, T., Fishburn, D., Grant, M., Lingard, R., Lugg, A., & Rose, T. (2019, December). *The impact of TEMAG: Research to move beyond compliance to professional agency in teacher education*. Australian Association for Research in Education (AARE) Conference: Education for a Socially Just World. Queensland University of Technology, Brisbane, Australia.
- Wyatt-Smith, C.M., (2019, September). *Policy, curriculum and assessment shifts: Insights into how teachers experience transitions*. Invited presentation: National Council of Curriculum and Assessment and Department of Education. Dublin, Republic of Ireland.
- Wyatt-Smith, C.M., & Rossner, P. (2019, September). *Building teacher capability in using evidence to inform practice and demonstrate impact: system and site change*. International Assessment in Education Network. Dublin, Republic of Ireland.

- Gunn, A. C., Nuttall, J., White, E. J., Rooney, T. & Wyatt-Smith, C. (2019, August). *Emerging questions about human-digital interactions in the drive to account for learning and teaching in early childhood education*. 29th European Early Childhood Education Research Association Conference, Early years: Making it count. Thessaloniki, Greece.
- Wyatt-Smith, C.M. (2018, August). *Graduate Teacher Performance Assessment: Realising collaborative professionalism in action*. Teaching practices that make a difference: Insights from research, ACER Conference, Sydney, Australia.
- Wyatt-Smith, C.M. (2018, May). *Collective action and collaborative professionalism in authentic cultural change: Creating & embedding teacher performance assessment*. Initial Teacher Education Conference, Sydney, Australia.
- Wyatt-Smith, C.M. (2018, April). *Graduate Teacher Performance Assessment: An intervention project at the intersection of standards, professional knowledge, and assessment*. University of Glasgow, Glasgow.
- Wyatt-Smith, C.M. (2018, March). *Graduate Teacher Performance Assessment: An intervention project at the intersection of standards, professional knowledge, and assessment*. Reimagining Teacher Education Symposium, Hong Kong.
- Wyatt-Smith, C.M. (2017, September). *Reforming Initial Teacher Education in Australia: A national consortium approach*. New international perspectives on future teachers' professional competencies Congress, Hamburg, Germany.
- Wyatt-Smith, C.M. (2017, July). *Digital mindsets and agency*. Independent Schools Queensland, Innovative Curriculum Assessment Program, Brisbane, Australia.
- Wyatt-Smith, C.M. (2017, July). *Teachers' assessment literacy: Alignment, Evidence, Standards, Judgement*. Lourdes Hill College, Assessment Literacy Program, Brisbane, Australia.
- Wyatt-Smith, C.M. (2017, July). *What is the potential of standards, validation and moderation for demonstrating quality in initial teacher education?* Australian Teacher Education Association Conference, Brisbane, Australia.
- Wyatt-Smith, C.M. (2017, June). *Implications of a dual assessment system & focus: The role of the teacher in developing assessment and making judgements in the new system*. Brisbane Catholic Education Senior Schooling Forum, Brisbane, Australia.
- Wyatt-Smith, C.M., & Du Plessis, A. (2016, November). *Quality evidence of Initial Teacher Education programmes: Aligning standards and graduate teachers' experiences in an ever changing social and political arena*. AEA-Europe, Limassol, Cyprus.
- Cumming, J.J., & Wyatt-Smith, C.M. (2016, September). *First principles, reforms and evidence: Setting an agenda for classroom assessment and student growth*. Research and Innovation in Classroom Assessment Conference, Brisbane, Australia.
- Wyatt-Smith, C.M., (2016, June). *Why teacher practice, classroom assessment and standards matter more than ever*. Institute of Educational Assessors Conference, Adelaide, Australia.
- Cumming, J.J., & Wyatt-Smith, C.M. (2015, November). *The effectiveness of Australian educational accountability testing to improve learning for students at risk*. AEA Europe, Assessment and Social Justice, Glasgow. Scotland.
- Looney, A., Cumming, J.J., Van Der Kleij, F., Wyatt-Smith, C.M., & Harris, K. (2015, November). *Assessment literacy is not enough: Assessment work and the assessment identities of teachers*. AEA Europe, Assessment and Social Justice, Glasgow, Scotland.
- Wyatt-Smith, C. (2015, September). *Professional Experience: Policy drivers, professional & practical challenges, new directions*. Visiting Professorial Presentation: Hong Kong University, Hong Kong.
- Carless, D., Wyatt-Smith, C., & Chan, K. (2015, September). *Dialogic use of exemplars to support students' understandings of assessment*. Hong Kong University, Hong Kong.
- Wyatt-Smith, C. (2015, August). *The link between reading engagement and achievement*. Invited presentation. Queensland Department of Education Training, Curriculum Teaching and Learning: Curriculum Conference, Brisbane, Australia.
- Wyatt-Smith, C. (2015, August). *Assessment research-practice dialectic*. Invited presentation. ACER Conference 2015, Learning Assessments: Designing the Future, Melbourne. Australia.
- Wyatt-Smith, C. (2014, June). *Riding the wave of interest in teacher quality through to positive change: Realising the potential*.
- Wyatt-Smith, C. (2013, August). *Moderation and standards using a dialogic approach: Exploring the centrality of teacher judgement in high quality classroom assessment*. Paper Presented at the 15th Biennial EARLI Conference for Research on Learning and Instruction: "Responsible Teaching and Sustainable Learning", Munich, Germany.
- Wyatt-Smith, C., & Colbert, P. (2012, September). *Essential assessment literacies for teachers: A focus on learning improvement and accountability*. International Association for Educational Assessment (IAEA), Astana, Kazakhstan.
- Wyatt-Smith, C. (2013, November). *The role of digital exemplars to support clinical judgement and decision-making*. Invited Professorial Visiting Fellow, Faculty of Dentistry, Hong Kong University, Hong Kong.
- Wyatt-Smith, C. (2013, November). *From early childhood to higher education: the role of evidence-based judgement for quality assessment*. Association for Education Assessment Europe, Berlin.

- Wyatt-Smith, C. (2013, June). *International perspectives on sustainable assessment cultures for learning*. International Assessment Symposium, Oxford, England.
- Wyatt-Smith, C. (2013, June). *Status of assessment for learning internationally: Lessons learned*. Invited keynote at the: International Assessment Symposium, Oxford, England.
- Elkins, J., Wyatt-Smith, C., & Johnson, G. (2010, April). *Literacy, numeracy and learning difficulties*. Research Symposium, International Reading Association Convention, Chicago, IL.
- Wyatt-Smith, C. M., & Klenowski, V. (2010, May). *Standards, moderation and teacher judgement*. Invited presentation in international assessment symposium, *American Education Research Association*, Denver CO.
- Kimber, K., & Wyatt-Smith, C. (2009, September). *Rethinking quality assessment for 21st century learning: How students use and create knowledge online*. Presentation at the Assessment for a Creative World, 35th Annual Conference of International Association of Educational Assessment, Brisbane, Australia.
- Wyatt-Smith, C., & Klenowski, V. (2009, March). *Investigating standards-driven reform in assessment in the middle years of schooling project update*. Presentation at the Third International Conference on Assessment for Learning, Dunedin, New Zealand.
- Wyatt-Smith, C. (2008, September). *From phonics and knowledge of number to digital technologies: Making alignments count*. Keynote speech: National Literacy & Numeracy Week Conference, Brisbane, Australia.
- Wyatt-Smith, C. & Klenowski, V. (2008, November-December). *Standards-driven reform Years 1-10: Moderation an optional extra?* Australian Association for Research in Education International Education Research Conference, Brisbane. Australia.
- Kimber, K. & Wyatt-Smith, C. (2008, November-December). *Essential digital learnings: Secondary students' use and creation of knowledge online*. Australian Association for Research in Education International Education Research Conference. Brisbane, Australia.
- Wyatt-Smith, C.M., Klenowski, V., & Gunn, G. (2008, September). *Examining how moderation is enacted with an assessment policy reform initiative: You just have to learn how to see*. International Assessment in Educational Assessment, Cambridge, United Kingdom.
- Elkins, J., Cumming, J., & Wyatt-Smith, C.M. (2008, September). *School use of external and internal assessment data to improve student performance*. International Assessment in Educational Assessment, Cambridge, United Kingdom.
- Matters, G., & Wyatt-Smith, C. (2008 September). *Realising and releasing potential 40 years on*. International Assessment in Educational Assessment, Cambridge, United Kingdom.
- Wyatt-Smith, C.M. (2008, September). *From phonics and knowledge of number to digital technologies: making alignments counts*. Invited Keynote: National Literacy and Numeracy Week, Brisbane Convention Centre, Brisbane, Australia.
- Klenowski, V., Adie, L., Gunn, S., Looney, A., Elwood, J., Wyatt-Smith, C., & Colbert, P. (2007, November). *Moderation as judgement practice: Reconciling system level accountability and local level practice*. Research impacts: Proving or improving, Australian Association for Research in Education Conference, Freemantle, Australia.
- Wyatt-Smith, C.M. (2007, July). *Assessment lessons from the classroom to shape our education futures*. Invited Keynote: National Australian Associate of Teachers of English and Australian Literacy Educators Association, Canberra. Australia.
- Wyatt-Smith, C.M., & Elkins, J. (2006, July) *Australian research on adolescent literacy*. 51st IRA Convention, International Reading Association, Chicago, IL.
- Wyatt-Smith, C.M., & Bridges, S.M. (2006, May). *Assessment for learning: An Australian study in middle schooling*. 32nd Annual Conference, International Association for Educational Assessment, Assessment in an ERA of Rapid Change – Innovations and Best Practices, Singapore.
- Wyatt-Smith, C.M. (2006, May). *Assessment at the cross-roads: Linking literacy, curriculum, pedagogy and assessment*. Invited Keynote: National Literacy Week, Brisbane, Australia.
- Wyatt-Smith, C.M. (2005, September). *Assessment at the Cross-roads*. Invited Keynote: Australian Curriculum Studies Association Conference, Sunshine Coast, Australia.
- Wyatt-Smith, C.M. (2005, December). Invited Keynote: 3rd International Conference of Cognition, Language and Special Education Research, Gold Coast, Australia.
- Wyatt-Smith, C.M., & Elkins, J. (2005, May). *Microworkshop on information communication technologies in education and the relevance of schooling*. 50th IRA Convention, International Reading Association, San Antonio, Texas.
- Wyatt-Smith, C.M., & Elkins, J. (2005, May). *Support for struggling readers: An Australian perspective*. 50th IRA Convention, International Reading Association, San Antonio, Texas.
- Castleton, G., & Wyatt-Smith, C. (2005, September). *Exploring new methodologies for researching multimodal technologically-mediated literacy practices*. British Education Research Association Conference, University of Glamorgan, United Kingdom.
- Wyatt-Smith, C.M. (2005, August). *Effective teaching practices for students who experience difficulty in literacy learning*. Inclusive and Supportive Education Congress: International Special Education Conference Inclusion: Celebrating Diversity August, Glasgow, Scotland.
- Wyatt-Smith, C.M. (2004, December). *Bringing together screen and talk data in digital research: A multimethod approach to investigating how students engage as users and creators of curricular*

- knowledge*. Literacy Research Methodologies Series, National Reading Conference, San Antonio, Texas.
- Cumming, J., & Wyatt-Smith, C. (2004, December). *Key assessment issues for the future*. Education: Weaving research into practice, 2nd Annual International Conference on Cognition, Language and Special Education Research, Gold Coast, Australia.
- Fletcher, M., Wyatt-Smith, C., Bartlett, B., Kearney, J. (2004, December). *Weaving accounts of literacy through the official curriculum: Stitching policy to practice*. Education: weaving research into practice, 2nd Annual International Conference on Cognition, Language and Special Education Research, Gold Coast, Australia.
- Wyatt-Smith, C., & Ryan, J. (2003, December). *How students in the secondary years engage with the literacy demands of curricular online environments*. 1st Annual International Conference on Cognition, Language and Special Education Research, Gold Coast, Australia.
- Wyatt-Smith, C., Jolly, P., & Pascoe, J. (2003, December). *Comparative achievement of HEFA and FPOS undergraduate students: An Australian case study*. 1st Annual International Conference on Cognition, Language and Special Education Research, Gold Coast, Australia.

Reports

- Wyatt-Smith, C., Lingard, B., & Heck, E. (2019). *Digital learning assessments and big data: Implications for teacher professionalism: Education Research and Foresight Working Paper No 25*. UNESCO Education Research and Foresight, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000370940>
- Wyatt-Smith, C., & Jackson, C. (2019). NAPLAN Writing Assessment Review: Exploring what is valued. A report prepared for Australian Curriculum Assessment Reporting Authority. Brisbane, QLD. ISBN: 978-1-922097-88-0.
- Wyatt-Smith, C., Du Plessis, A., & Fielding-Wells, J. (2019). Guiding principles for curriculum supports. A report prepared for the Victorian Department of Education and Training. Brisbane, QLD.
- Wyatt-Smith, C., Jackson, C., Borooah, V., Whalley, K. (2019). *Australian Writing Survey: How is writing taught in classrooms?* Brisbane, Australia: Institute for Learning Sciences and Teacher Education, Australian Catholic University. ISBN: 978-1-922097-58-3.
- Wyatt-Smith, C., Day, C., Adie, L., & Pendergast, D. (2019). *Assessing professional experience in initial teacher education: Evidence, judgement and self-efficacy*. Brisbane, Australia: Institute for Learning Sciences and Teacher Education, Australian Catholic University.
- 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: Institute for Learning Sciences and Teacher Education, Australian Catholic University. ISBN: 978-1-922097-61-3.
- Wyatt-Smith, C., & Jackson, C. (2018). *How is writing taught in NSW classrooms?* A report prepared for New South Wales Education Studies Authority. Brisbane, Australia: Institute for Learning Sciences and Teacher Education, 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. Brisbane, Australia: Institute for Learning Sciences and Teacher 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. Brisbane, Australia: Learning Sciences Institute Australia, 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. Brisbane, Australia: Learning Sciences institute Australia. ISBN: 978-0-9803645-3-8.
- 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*. Queensland Department of Education and Training (Education Horizon) & Queensland Department of Education and Training (State Schools - Performance Division). Brisbane, Australia: Learning Sciences Institute Australia, Australian Catholic University.
- 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). Brisbane, Australia: Learning Sciences Institute Australia, Australian Catholic University. Retrieved from: http://www.acer.edu.au/files/Wyatt-SmithColbert_InformingPaper_Final.pdf
- Johnson, G., Wyatt-Smith, C., Dempster, N., Neville, M., & Colbert, P. (2013). *Leading learning in the secondary context: Reflections on the SPALL Project*. Brisbane, Australia: Griffith University.
- Johnson, G., Wyatt-Smith, C., Colbert, P., & Klieve, H. (2011). *Evaluation of the Literacy–Key to Learning: Framework for Action 2006-2009*. Brisbane, Australia: Griffith University.
- Wyatt-Smith, C., Johnson, G., & Colbert, P. (2011). *Evaluation of the Literacy Leadership and Sustainable Whole-School Approaches Pilot*. Brisbane, Australia: Griffith University.

- Wyatt-Smith, C. M., & Colbert, P. (2008). *Evaluation of the 2008 trial of the QCAT school-devised assessment model*. Final Evaluation Report for the Department of Education, Training and the Arts. Brisbane, Australia: Department of Education, Training and Youth Affairs and Griffith University.
- Wyatt-Smith, C. M., & Bridges, S. (2008). *Meeting in the middle—assessment, pedagogy, learning and students at educational disadvantage*. Final Evaluation Report for the Department of Education, Science and Training (DEST) on Literacy and Numeracy in the Middle years of Schooling. Brisbane, Australia: DEST.
- Wyatt-Smith, C. M., & Gunn, S. (2008). *Evidence-based research to inform policy and practice in improving literacy outcomes for students across the stages of schooling*. Melbourne, Australia: Department of Education and Training.
- Wyatt-Smith, C., & Matters, G. (2007). *Proposal for a new model of senior assessment: Realising potentials*. Report prepared for the Queensland Studies Authority. Brisbane, Australia: Griffith University and Australian Council for Educational Research.
- Wyatt-Smith, C. M. & Gunn, S. (2007). *Evidence-based research for expert literacy teaching*. Paper No. 12 (Unpublished). Melbourne, Australia: Department of Education and Early Childhood Development.
- Wyatt-Smith, C. M., Elkins, J., Colbert, P., Gunn, S. J., & Muspratt, A. (2007). *Changing the nature of support provision. Students with learning difficulties: Interventions in literacy and numeracy project (InLaN)*. Canberra, Australia: Department of Education, Science and Training, Australian Government.

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
Editor	<i>Literacy learning: The middle years</i> . Journal of the Australian Association of Literacy Educators.	2004-2005
Guest Editor	Literacy testing and quality. Point and counterpoint, <i>Curriculum Perspectives</i> , 28(3), 59-88.	2008
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
Guest Editor	Meiers, M., & Wyatt-Smith, C, M. English in Australia: Context. <i>English in Australia</i> , 117, 2-4.	1996

Editorial board memberships

- Invited member, Editorial Board, *Assessment in Education: Principles, Policy & Practice*
- Invited member, Editorial Board, *The Curriculum Journal*, British Education Research Association
- Invited member, Editorial Advisory Board, *Australian Journal of Language and Literacy Education*.

Invited reviewer

- Reading Research Quarterly
- The Curriculum Journal
- Linguistics in Education
- Assessment in Education: Principles, Policy & Practice
- Teaching Education
- Australian Journal of Language and Literacy
- Australian Vocational Education Review
- Springer International.

Scholarly contribution

- 2018 ACU Vice-Chancellor's Staff Excellence Medal Winner: Excellence in research and research partnerships
- 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 Professional 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).