

Professor Claire Wyatt-Smith

A: Institute for Learning Sciences & Teacher Education

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**Work history**

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| **Position** | **Organisation** | **Years** |
| Director | Research Centre for Digital Data and Assessment in Education, Australian Catholic University (ACU) | 2020 - |
| Director | Institute for Learning Sciences & Teacher Education (formerly Learning Sciences Institute Australia), ACU | 2014 - |
| Foundation Series Editor | *Teacher Education, Learning Innovation and Accountability*, Springer International. | 2018 - 2024 |
| Foundation Series Editor | *The Enabling Power of Assessment*, Springer International. | 2014 - 2024 |
| 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**

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| **Qualifications** | **Organisation** | **Completed** |
| Doctor of Philosophy | The University of Queensland | 1995 |
| Master of Education | The University of Queensland | 1989 |
| Post Graduate Diploma in Foreign Language Education | Goethe Institute, Munich | 1982 |
| Diploma of Education | The University of Queensland | 1978 |
| Bachelor of Arts | The University of Queensland | 1977 |

**Thesis**

Smith, C.M. (1995). *Teachers’ reading practices in the secondary school writing classroom: A reappraisal of the nature and function of pre-specified assessment criteria*. (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**

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| **Years** | **Grants** | **Funding** |
| 2023-2025 | Australian Research Council (Discovery Project; DP No. 230101905). Ng, C., Renshaw, P., & Wyatt-Smith, C. Improving disadvantaged students’ writing engagement and achievement. | $423,000 |
| 2022 | Queensland Department of Education and Training (Education Horizon) & Queensland Department of Education and Training (State Schools – Performance Division): Wyatt-Smith, C., Adie, L., Pendergast, D., Blayney, W., Dargusch, J., Doyle, T., Haynes, M., Spallek, M., & Smith, A., Improving post-graduate pathways: Evidence-informed innovations for attraction, progression and supporting transition into teaching. | $99,401 |
| 2019-2023 | Australian Research Council, Linkage Scheme (LP180100046): Adie, L., Wyatt- Smith, C., Humphry, S., Cumming, J., Andrich, D., DeLuca, C., & Gallagher, T.: *Improving teacher assessment capability using scaled annotated exemplars of achievement standards in online moderation.* 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., *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).* | $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., *Research Partnerships and Improvement Science: Using data to inform the teaching of writing and assessment.* | $170,000 |
| 2015-2018 | Australian Research Council, Discovery Scheme: Cumming, J., Wyatt-Smith, C.M., Dickson, E., Webster, A., Harris, K., & Graham, S., *Raising the Bar not the Barrier: Effective, Enriching and Enabling School-Based Assessments and Optimal Adjustments for Secondary School Students with Disabilities.* | $310,900 |
| 2011-2014 | Australian Research Council, Discovery Scheme: Ng, C., Wyatt-Smith, C. M., & Bartlett, B., *Improving disadvantaged students? Reading outcomes through overcoming reading avoidance and building reading engagement.* | $492,725 |
| 2011-2013 | Australian Research Council, Discovery Scheme: Cumming, J. J., & Wyatt- Smith, C. M., *An investigation of school and teacher use of National Assessment Program Literacy and Numeracy (NAPLAN) for student learning improvement.* | $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., *Investigating the effectiveness of teacher education for early career teachers in diverse settings: a longitudinal study.* 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 |
| 2006-2009 | Australian Research Council, Linkage Scheme: Wyatt-Smith, C. M., & Klenowski, V., *Investigating standards-driven reform in assessment in the middle years of schooling.* 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., *Using and creating knowledge in the high school years: Performance, production, process and value-adding in electronic curricular literacy.* | $462,000 |
| 2001-2005 | Department of Education, Science and Training, National Literacy and Numeracy Strategies and Projects Program: Wyatt-Smith. C, & Cumming, J., *National Co-ordination of Literacy Research Projects, including National Clearinghouse for Literacy and Numeracy Research.* | $1,400,000 |
| 1998-2001 | Australian Research Council, Linkage Scheme: Freebody, P., Wyatt-Smith, C., & Cooksey, R., *Qualitative and quantitative applications of judgement analysis to human decision making in education settings: the case of literacy standards.* | $91,492 |

**Research partnerships and consultancies**

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| **Years** | **Research** | **Funding** |
| 2024 | Faculty of Education, University of Canterbury, New Zealand: *The Review of the Centre for Assessment and Monitoring.* | $31,500 |
| 2023 | Australian Government Department of Education: *Developing a Quality Measure for ITE courses.* | $325,707 |
| 2022 | Catholic Schools NSW: Wyatt-Smith, C., Adie, L.., Unsworth, L., Holloway, J., & Lewis, S., *COVID Intensive Learning Support Symposium modules.* | $16,500 |
| 2022 | Association of Independent Schools of NSW: Wyatt-Smith, C., Holloway, J., Alexander, C., Harris, L., Day, C., & Marcy, A., *Growing and nurturing education: Rapid literature review*. | $19,922 |
| 2021 | Australian Institute of Teaching and School Leadership (AITSL): Wyatt-Smith, C., Adie., L., Haynes, M., & Day, C., *The nature and function of cross-institutional moderation in initial teacher education: Quality assurance processes through longitudinal analysis of linked ITE and workforce data*. | $30,000 |
| 2021 | Queensland College of Teachers: Wyatt-Smith, C., Adie. L., Day, C., & Alexander, C., *Assessing professional experience in initial teacher education: Evidence, judgement and self-efficacy*. | $20,000 |
| 2020-2021 | Australian Government Department of Education, Skills and Employment. Wyatt- Smith, C., Haynes, M., Spallek, M., Smith, A. and Day, C. (2020). *Quality of initial teacher education through longitudinal analysis of linked ITE and workforce**data*. | $99,980 |
| 2020-2021 | Queensland Department of Education: Wyatt-Smith, C. & Heck, E., *Improving engagement and achievement through digital reading and writing in the**curriculum.* | $59,783 |
| 2019 | NSW, Qld, Vic & ACT Departments of Education: *NAPLAN Review* (with Professor McGaw and Professor Louden). |  |
| 2019 | United Nations Educational, Scientific and Cultural Organization (UNESCO): Wyatt-Smith, C., Lingard, B. & Heck. E., *Digital Learning Assessments and**Big Data*. | €6,000 |
| 2019 | Australian Curriculum, Assessment and Reporting Authority (ACARA): Wyatt- Smith, C. & Jackson, C*., Review and evaluate the current writing assessment marking rubrics in National Assessment Program – Literacy and Numeracy**(NAPLAN)*. | $50,000 |
| 2019 | Queensland Catholic Education Commission: Wyatt-Smith, C., & Heck, E. *Research-informed advice on teacher workforce demographic and student learning outcomes.* |  $49,500 |
| 2019 | Victorian Department of Education and Training: Wyatt-Smith, C., Du Plessis, A., & Fielding-Wells, J., *Guiding principles for curriculum supports*. | $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., *Building**teachers’ assessment capabilities: Assessment innovation*. | $23,000 |

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| 2017 | New South Wales Education, Standards and Assessment Authority: Wyatt- Smith, C., & Jackson, C., *An investigation into the teaching of writing*. | $100,000 |
| 2017 | Brisbane Catholic Education: Wyatt-Smith, C., *The next paradigm shift in assessment and large scale education reform in senior schooling: Examining**the impact on school leaders, teachers and students*. | $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., *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)*. | $350,000 |
| 2016-2017 | Queensland College of Teachers: Wyatt-Smith, C., & Du Plessis, *A., Investigating factors that influence the choice of teaching as a career*. | $36,841 |
| 2016 | Queensland College of Teachers: Wyatt-Smith, C., & Du Plessis, A., *Capstone assessments against professional standards with focus on Standards 5.4:**Authentic Pre-service Teacher Tasks*. | $24,000 |
| 2016 | Independent Schools Queensland: Wyatt-Smith, C., Du Plessis, A., & Jackson, C., *Curriculum Innovation – Assessment*. | $22,000 |
| 2014-2015 | Queensland Department of Education and Training (DETE Contract No.: 62435): Bartlett, B., Ng. C., Wyatt-Smith, C., & McArthur, M., *A study into the current operations of Queensland’s Non-State Special Assistance Schools, State Positive Learning Centres and State Flexi-Schools.* | $349,074 |
| 2013-2014 | Australian Council for Educational Research (ACER): Wyatt-Smith, C. *The intersection of discipline knowledge and standards: A focus on judgement and the expert panels*. 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., *Secondary Principals as Literacy Leaders (SPALL): Literacy leadership through assessment.* | $300,000 |
| 2009-2010 | Australian Government Literacy and Numeracy Pilots in Low SES School Communities initiative: Dempster, N., & Wyatt-Smith, C., *Principals as Literacy Leaders Project.* 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., *Effective leadership and literacy learning*. | $80,000 |
| 2008-2010 | Education Queensland: Johnson, G., & Wyatt-Smith, C. M., *Evaluation of the impact of Literacy-the Key to Learning: Framework for Action 2008-2010*. | $270,000 |
| 2008 | Department of Education, Training and the Arts: Wyatt-Smith, C.M., *Evaluation of a 12-month trial of school-devised assessment model of comparable statewide assessment*. | $36,300 |
| 2007 | Queensland Studies Authority: Wyatt-Smith, C. M., & Matters, G., *Senior secondary schooling assessment*. | $90,000 |
| 2007 | Department of Education and Training: Wyatt-Smith, C. M., & Gunn, S*.*, Summary of the paper *Evidence-based research to inform policy and practice in improving literacy outcomes for students across the stages of schooling*. | $11,797 |
| 2006 | Department of Education and Training: Wyatt-Smith, C. M., & Gunn, S. *Evidence-based research to inform policy and practice in improving literacy outcomes for students across the stages of schooling*. | $39,971 |
| 2006 | Department of Education and Training, Victoria: Czislowski-McKenna, A. T., Cumming, J.J., Wyatt-Smith, C.M., & Elkins, J., *Literacy teaching and learning in Victorian schools*. | $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), *Literacy and numeracy in the middle years of schooling project*. | $30,000 |

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| 2004-2006 | Department of Education, Science and Training, State Grants Scheme: Wyatt- Smith, C., & Elkins, J., *Effective teaching and learning practices for students with learning difficulties initiative*. 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., *Teacher judgment of student literacy and numeracy performance.* | $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., *The literacy-curriculum interface: The literacy demands of the curriculum in post-compulsory schooling*. | $240,000 |
| 1995 | The National Languages and Literacy Institute of Australia (NLLIA): Wyatt- Smith, C., *Teacher assessment of students’ cultural understandings as the eighth key competency*. | $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., Adie, L., Haynes, M., & Day, C. (2022).*Professionalizing teacher education and teaching: Performance assessment, standards and evidence*. 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*.

Foundation book in the series: *The enabling power of assessment.* 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.

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.* Springer.

Wyatt-Smith, C., & Cumming, J. (2009). (Eds.). *Educational assessment in the 21st century:* Connecting theory and practice. Springer.

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.

Cumming, J., & Wyatt-Smith, C. (Eds.). (1998). *Ensuring literacy for further education*. ACER Press.

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. (2023). The role of teachers in making and moderating assessment judgements: Opening the black box to challenge paradigms in Australia. In C. Harrison, C. Leung & D. Pepper (Eds.). *Educational assessment: The influence of Paul Black on research, pedagogy and practice*. Bloomsbury.

Lingard, B., Wyatt-Smith, C., & Heck, E. (2021). Transforming schooling through digital disruption: Big data, policy, teaching and assessment. In C. Wyatt-Smith, B. Lingard, & E. Heck (Eds), *Digital Disruption in Teaching and Testing: Assessments, Big Data, and the Transformation of Schooling*. (pp. 1-33). Routledge.

Wyatt-Smith, C., Lingard, B. & Heck, E. (2021). Lenses on COVID-19, *Digital Disruption in Teaching and Testing*, Routledge, pp. 200–219, doi:10.4324/9781003045793-12

Wyatt-Smith, C. & Adie, L. (2021). Introducing a New Model for Online Cross-Institutional Moderation. In C. Wyatt-Smith, L. Adie & J. Nuttall (Eds.), *Teaching Performance Assessments as a Cultural Disruptor in Initial Teacher Education*, Springer, Singapore, pp. 39-58

Wyatt-Smith, C. & Adie, L. 2021, ‘Professional Standards, Evidence and Collaboration: Cultural Disruption in Teacher Education’ in C. Wyatt-Smith, L. Adie & J. Nuttall (Eds.), *Teaching Performance Assessments as a Cultural Disruptor in Initial Teacher Education*, Springer, Singapore, pp. 3-18

Wyatt-Smith, C., Day, C. & Adie, L. 2021, ‘Provocation 5: COVID Triggered Disruption in Teacher Education and Resultant Actions’ in Wyatt-Smith, C., Adie, L. & Nuttall, J. (eds.), *Teaching Performance Assessments as a Cultural Disruptor in Initial Teacher Education*, Springer, Singapore, pp. 185-192

Adie, L., & Wyatt-Smith, C. (2021). The conceptualisation of a teaching performance assessment: Designing for evidence of graduate competence [Forthcoming]. In Wyatt-Smith, C., Adie, L., & Nuttall, J. (Eds.), *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration.* Springer.

Wyatt-Smith, C., & Adie, L. (2021). Standards, evidence and collaboration: Linchpins in educational reform [Forthcoming]. In Wyatt-Smith, C., Adie, L., & Nuttall, J. (Eds.), *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration*.Springer.

Wyatt-Smith, C., & Adie, L. (2021). Disrupting teacher education for sustainable change (2021). In Wyatt-Smith, C., Adie, L., & Nuttall, J. (Eds.), *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration*.Springer.

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

Cumming, J., Wyatt-Smith, C. & Colbert, P. (2015). 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). 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)*.* 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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). 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)*.* 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). ACER Press.

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). ACER Press.

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

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# Editorial roles

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| **Role** | **Publication** | **Dates** |
| Series EditorSeries Editor | *Teacher education, learning innovation and accountability.*Springer International.*The enabling power of assessment.* Springer International. | 2018-20242014-2024 |
| Editor | *Literacy learning: The middle years.* Journal of the Australian Association of Literacy Educators. | 2004-2005 |
| Guest Editor | Literacy testing and quality. Point and counterpoint, *Curriculum Perspectives, 28(3), 59-88.* | 2008 |
| Guest Editor | *Journal of Classroom Interaction. Special Edition* (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 *Linguistics and Education: An International Research Journal.* | 2001 |
| Guest Editor | Meiers, M., & Wyatt-Smith, C, M. English in Australia: Context.*English in Australia, 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

* 2020 European e-Learning Excellence Awards, second place awarded to the Graduate Teacher Performance Assessment project team
* 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 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).