



ASSOCIATE PROFESSOR IN TEACHER EDUCATION AND DISCIPLINE LEAD

Work Area:	School of Education and Tertiary Access
Classification:	Academic Level D
Supervisor:	Dean, School of Education and Tertiary Access

VISION

To become Australia's premier regional university.

MISSION

Enriching our regions, connecting with our communities and creating opportunities for all.

VALUES

At UniSC we will:

- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmental sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and each other
- Strive for excellence and innovation in all that we do

POSITION OVERVIEW

Provide leadership in teacher education research, teaching and engagement across the university. The position requires a national and emerging international profile in teacher education that aligns with one of the following disciplines within the school:

1. Early childhood and primary; or
2. Secondary and outdoor education.

The successful candidate will possess the capability to drive innovation, advance knowledge, and shaping the future of education. The Associate Professor will make a significant impact on the discipline and earn the respect and acknowledgment from peers both nationally and internationally. The incumbent will bring extensive experience in research, teaching, and community engagement, showcasing excellence across these domains.



The Associate Professor will demonstrate leadership in securing competitive grants, publishing in esteemed journals, and mentoring researchers, thereby contributing to the growth and development of the field. The Associate Professor will exhibit innovation in curriculum development and teaching practices, fostering student engagement and success. Beyond academic pursuits, the Associate Professor will play a pivotal role in forging strategic partnerships and initiatives to address real-world education challenges at regional, national, and international levels. Mentorship and leadership will be pivotal in fostering a positive academic environment, nurturing excellence among colleagues and students.

This position presents an opportunity to make a profound impact on the field of education, contributing to societal progress and shaping the next generation of education professionals. Additionally, as the Discipline Lead, the incumbent will provide leadership and support to academic staff within the discipline, aligning with school objectives and university strategies while promoting research integration, innovation, and improved experiences for students and staff alike.

PROFILE

At the University of the Sunshine Coast, the achievements of an Associate Professor are of national standing in at least one of the key areas of teaching, research and engagement.

- (i) an Associate Professor has a strong and sustained track record in research. They have had consistent success applying for external competitive grants, manage significant research projects and mentor other researchers. They have attained national recognition in their discipline and can demonstrate significant involvement in and impact on the development of their discipline/field nationally, and sometimes internationally, the outputs of which are recognised and acknowledged by peers as noteworthy
- (ii) as a leader in learning and teaching, an Associate Professor makes significant contributions to the teaching effort of the School through both exemplary teaching practice and leadership in teaching. For example, they can lead the design and development of innovative curricula and teaching materials and demonstrate the ability to influence, motivate and inspire both students and other academic staff
- (iii) as a leader in engagement, an Associate Professor has a substantial record of developing and maintaining strategic and productive partnerships, connections and relationships with people, groups and organisations at local, national and international levels that result in significant outcomes for the University, the community and/or the region
- (iv) within the University, an Associate Professor makes substantial contributions to School and University development, governance and capacity-building. They make significant leadership contributions to the development of collegial activities and to a positive and productive academic culture

All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.



DUTIES

1. The University aims to build research productivity and output significantly. Research is a scholarly practice that includes:
 - National leadership, and sometimes international leadership in their field
 - purposefully developing focused expertise in a discipline/field
 - developing a clear research agenda and leading and participating in research teams
 - framing research problems and researchable hypotheses
 - designing, leading and conducting research projects and writing research reports
 - successfully applying for research grants, particularly external competitive grants
 - communicating research outcomes to both expert and lay audiences through publishing, exhibiting and performing, and subjecting outcomes to peer appraisal
 - mentoring other researchers, particularly Early Career Researchers and Early Career Academics
 - successfully supervising Higher Degree by Research candidates
 - developing and maintaining strategic research partnerships
 - developing and exploiting intellectual property
 - being invited to conduct research with colleagues at other universities and give addresses in various research and research training fora in recognition of excellence in research in the discipline/field, and
 - making sound leadership contributions to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research
2. The University is committed to delivering high quality teaching, learning and graduate outcomes. Teaching is a scholarly practice that includes:
 - maintaining currency in one's discipline/field
 - maintaining currency in effective learning and teaching practices, especially in one's discipline/field
 - designing, developing, evaluating and improving curricula and teaching
 - making use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation
 - engaging students in learning in a variety of modes including: face-to-face (lecturing, tutoring, conducting workshops, simulations and in laboratories) and learning supported by online tools that enhance knowledge construction, collaboration, communication and engagement
 - supporting students to be successful learners
 - assessing, and giving fair, helpful and timely feedback on students' work
 - leading learning and teaching development processes within and beyond the University
 - high quality administration of teaching



- developing and maintaining strategic partnerships that enhance the quality of learning and teaching within the University and beyond
 - conducting “practitioner research” into learning and teaching and communicating the outcomes of that research, particularly in quality refereed journals
 - being invited to teach at other universities and give addresses in various learning and teaching fora in recognition of excellence in learning and teaching in one’s discipline/field, and
 - making sound leadership contributions to the maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching
3. The University is committed to regional, national and international engagement and articulates the importance of partnerships and ongoing consultation and cooperation with a broad and diverse range of stakeholders. External engagement is a scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world. Through external engagement, worthwhile social, civic and professional functions are performed.
 4. Engagement within the University enables academic staff to contribute to defining and achieving the University’s strategic priorities through activities other than teaching and research.
 5. Contribute to a positive and safe work environment for you and others, by modelling and promoting conduct that is culturally capable, inclusive, respectful, and ethical.
 6. Other duties within the range of skills normally associated with this classification, including those associated with an evolving research, teaching, learning and professional environment, as required.

SELECTION CRITERIA

Applicants need to demonstrate:

1. Completion of a doctoral qualification in a relevant field and comprehensive experience as an academic leader in Teaching Education including eligibility for teacher registration.
2. Evidence of impact on, and leadership of, the development of their discipline/field, ideally at Discipline or School level.
3. Involvement in the development of the Teacher Education profession at a national and international level, and evidence of having made a clear and formative impact in one or more of the Teacher Education sub-specialities.
4. A clear and coherent research program with: a strong track record of active, sustained and productive engagement in high quality research; publicly verifiable outputs and outcomes from research; external recognition of research performance and achievement; quality supervision of candidates for Higher Degrees by Research; and impact of research.
5. Quality research leadership, for example through: effective mentoring to develop the research capability and capacity of individual and teams of Early Career Researchers and Early Career Academics; leadership contributions that strengthen research capacity, capability and culture; and service on national discipline panels, such as ARC panels of experts and other assessment panels.
6. Effectiveness as a teacher, which is evidenced by both exemplary teaching practice and leadership in teaching, the ultimate outcome of which is student engagement and success. For example, by:



- leadership and/or implementation of research-led approaches to learning and teaching in the design and development of curricula
 - leadership of learning and teaching development processes which improve teaching practice within and/or beyond the University
 - formal recognition for excellence in learning and teaching
 - eligibility for teacher registration in Queensland
7. Strong leadership contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
 8. Participation and success in academic administrative functions e.g. course/program/discipline coordination and/or leadership, within a University.
 9. The ability to develop and maintain productive regional, national and international partnerships that benefit students, the community and the University.

Desirable

10. Postgraduate qualifications in higher education.
11. Formal external and/or internal recognition for excellence in learning and teaching and/or research.