

Recipients: ACU Vice-Chancellor's Awards for Excellence in Teaching

2022

Dr Amanda Gutierrez, Senior Lecturer, Faculty of Education and Arts, 'for partnering with Catholic Education Dioceses, developed an innovative work integrated initial teacher learning program intertwining spiritual formation and classroom practice producing 'classroom-ready' teachers'

2021

Dr Michael Noetel, Senior Lecturer, Faculty of Health Sciences, 'for using robust psychological evidence to create dynamic student experiences, and for leading others as they use knowledge to promote the common good.' has been successful'

2020 –

Dr Helen Aucote, Senior Lecturer Psychology, Faculty of Health Sciences: for guiding and transitioning first year students using innovative teaching approaches that are grounded in theory and substantiated by strong evaluative practices.

Associate Professor Catherine Bell, Associate Professor (Visual Arts), School of Arts and Humanities, 'for visual arts curriculum that prioritises studio-led research and develops professional competencies that empowers students to actively contribute to the creative sector upon graduation.'

Associate Professor Robyn Horner, Associate Professor Theology, Faculty of Theology and Philosophy: for excellence in the implementation of the enhancing Catholic School Identity Research for school leaders and teachers.

2019 – Not awarded

2018

Associate Professor Jane Butler (Team Application), Faculty of Health Sciences

Team Members: Dr Simone Dorsch and Ms Mary Lynch

Title: Evidence-informed teaching in neurological physiotherapy practice: Achieving excellence for new graduates

Synopsis: The neurological team leaders all have significant academic and clinical experience which has been recognised in teaching and professional association acknowledgements, awards, the dissemination of research findings at national and international industry-related conferences and in peer-reviewed publications. The focus of teaching is to engage students in the implementation of science and evidence-based physiotherapy strategies to optimise the motor performance of individuals who are affected by acute and chronic neurological conditions. Blended and flipped learning strategies have been incorporated into all the units in the neurological stream to facilitate the acquisition, application and assimilation of neurological rehabilitation skills. Students scaffold their learning through a supported self-directed process and to contextualise their learning into authentic 'real-life' clinical situations. The teaching team guides students to develop the skills to access and assess the available evidence and apply it to their clinical practice to ensure that they will always provide effective evidence-based rehabilitation.

2017 – Not awarded

2016

Dr Cathie Harrison, Faculty of Education and Arts

Title: Early Childhood Teacher Education

Synopsis: Dr Cathie Harrison has made a significant and sustained contribution to Early Childhood Teacher Education for over twenty five years. Cathie's approach to teaching promotes social justice and equity through the use of strengths-based and experiential learning contextualised in the lived experiences of diverse learners. Her dedication to quality teaching through learner-centred pedagogies has contributed to the engagement and enthusiasm of Early Childhood Teacher Education students and practising teachers. Her commitment to teaching has been recognised in ACU and Australian Government Teaching Awards and through a diverse range of journal articles and books. Dr Harrison has demonstrated her capacity for leadership and innovation through the design and implementation of curricula within undergraduate and postgraduate teacher education programs and professional learning for teachers and educational leaders. Commitment to the ongoing evaluation of teaching and participation in review of programs, policy and pedagogy is reflected in Cathie's teaching, collegial support and in her contribution to formative assessment in Early Childhood Education. Her knowledge and standing in the field is reflected in leadership in collaborative partnerships with government, Catholic and community-based education.

2015

Dr Noah Riseman, Faculty of Education and Arts

Synopsis: Dr Noah Riseman ignites students' passions by bringing history to life. He uses pop culture as "hooks" to inspire students to think critically about the past; to research and analyse history's meanings; and to question different perspectives at play. He devises "reaction games": role-playing exercises that have students imagine themselves as historical actors. This leading pedagogical approach encourages deep learning, introduces new perspectives and empowers students to participate in ongoing historical debates as active historians.

2014

Dr Tim McKenry, Faculty of Education and Arts

Synopsis: Dr Timothy McKenry is a senior lecturer in music composition, musicology and cultural studies. He has lectured at ACU since 2006 and has seventeen years' experience as a tertiary educator. He is a passionate advocate of inclusive music education and through national advocacy and academic leadership has transformed the teaching of composition in both tertiary and senior-secondary settings from a dated one-on-one apprenticeship model to a model that is modern, stylistically relevant and accessible to large-cohorts. In addition to renewing the teaching of music at ACU to be student-centred and aligned with graduate career outcomes, he has contributed to music education through the development of policy, curricula and teaching resources for state and federal music education authorities. His research into music education includes investigations into how inherited modes of pedagogy skew the learning experience for music students, and an examination of the ethical issues surrounding the construction of repertoire for music education programs in Australia.