

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

**2025** – Not awarded

**2024** – Not awarded

**2023**

**Dr John Mahoney**, Centre for Education and Innovation

**Title:** Championing evidence-based practices in learning and teaching across ACU

**Synopsis:** A passion for higher education teaching and improving own teaching practices, but also driven to support ACU colleagues and educators across the sector has led to engagement in four University Teaching Development Grants and two Faculty of Health Sciences Learning and Teaching Grants, secondment to the Office of the Provost and the Centre for Education and Innovation has led to devising and implementing a university-wide student success framework, design and delivery of a university-wide first-year teaching model, and the creation of INSPIRE, the only evidence centre for higher education teaching practices currently in existence. This work has been recognised through consistently high SELT scores, two team teaching awards, an early career teaching citation, a university teaching citation, and a national Australian Universities teaching citation. John has shared practices across ACU and beyond, successfully mentored staff through the HEA Fellowship scheme, developed learning and teaching resources for the Centre for Education and Innovation's website, hosted a university-wide monthly teaching seminar series, led FHS's Brisbane campus Professional Learning Community, and published a publicly accessible website that curates best-available empirical research related to higher education teaching practices. He has also published scholarly peer-reviewed articles in high-ranking journals and is currently part of two multi-university studies; one which is a meta-analysis examining how to teach ethics and another which is a sector-wide project aimed at establishing research priorities in higher education learning and 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 – 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.'

**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.