Academic Promotion Discipline Statement

Discipline Area: Education

Discipline: Education Systems

School: Education

Discipline Overview

Education is a broad and encompassing social science discipline which prepares students to become teachers of learners from early childhood to adults, and for leadership positions in educational systems. The field includes the sub-disciplines of:

- early childhood education
- primary education
- secondary education
- higher education
- adult and vocational education and
- inclusive education

Lecturers in the field specialise in one or more of the education sectors above and can focus on curriculum, pedagogy or work integrated learning.

The discipline promotes quality and continuous improvement in education and care focussing on the principles, practices and outcomes essential to support and enhance learning from birth through adulthood.

It is not unusual for academics within teacher education to be highly experienced centre/service/classroom practitioners, often coming from leadership roles in their previous early childhood/school/system settings. As a result, such academics are often a little older and work toward establishing themselves as academic teachers and researchers at the same time as completing doctorates in their field.

Typically, the PhD would be viewed as the expected terminal qualification. Doctoral qualifications are not common amongst industry practitioners in this discipline.

Gender Profile

Profession/Industry ([Source: NSW Government Schools Gender Profile 2020](#))	84.5% female / 15.5% male
Higher Education Sector	Data not currently available.

University	75% female / 25% male

Discipline Context and Expectations

INDUSTRY ACCREDITATION	The initial teacher education courses are accredited by the New South Wales Education Standards Authority [NESA] and the Australian Institute for Teaching and School Leadership [AITSL]. Early Childhood courses are accredited by the Australian Children's Education and Care Quality Authority [ACECQA].
DISCIPLINE PEDAGOGIES	In addition to more traditional lecture, tutorial and workshop formats Professional Experience [WIL] is a cornerstone of teacher education degrees. Both on campus and online modes of study are common and may be blended within the same degree.
STUDENT PROFILE	On campus students tend to be school leavers and online students are predominantly mature aged career changers. Many on campus students are first in family to university and/or from low SES backgrounds
STUDENT FEEDBACK/PERFORMANCE	No discipline specific attributes.
RESEARCH APPROACH	Research in this field can be highly diverse, with outputs ranging from theoretically based and practice-based journal articles, conference papers, books and book chapters. Research is typically empirical and often relates directly to the field of practice.
PUBLICATION	Academics in this discipline with a standard teaching/research load would average approximately two publications per year. Publications are likely to be a mix of sole- and co-authored, although academics involved in team-based research may publish only rarely as a sole Chief Investigator. In this case, they may be more likely to average approximately 3 publications per year. Journal citation rates are typically low, with very few education journals achieving an impact factor of one or more. Collaborative publication is typical of the field, being a cornerstone of the inclusive practice promoted within the profession.
	Journal articles and chapters are typically 6000-8000 words. Publication is expected in Q1 and Q2 journals.
	Usually within the field the person who contributed the most to a written piece is listed as being the first author, but this can vary and this variation is often noted in the article by-line.
CONFERENCES	Presentations as a keynote speaker at international/national conferences such as the American Educational Research Association Annual Conference, the British Educational Research Association Annual Conference and the Australian Association for Research in Education are highly regarded.
GRANTS	The discipline of Education tends to have relatively modest success with Category One grants such as ARC grants – few projects flagged with Education as their primary Field of Research Code, are funded. Linkage projects with the profession are more common. Industry-funded research fellowships are rare within this discipline.

HDR SUPERVISION	From Level B and above, there are disciplinary expectations that a person would supervise HDR students. Honours and PhD supervision is usually undertaken by a supervisory team with a principal supervisor. It is not unusual for the supervisory team to comprise two or three inter-disciplinary co-supervisors.
RECOGNITION	Staff may pursue fellowship recognition through the Advance HE [formerly the Higher Education Academy].
EXTERNAL ENGAGEMENT	Typically, academics engage with education partners in the community, industry and the government. The professional orientation of this discipline sees many staff engaged in community service relating to accreditation, training, governance and quality assurance in the profession itself. The provision of short courses and professional development for professional groups is often combined with the teaching of undergraduate and postgraduate units.
PROFESSIONAL REGISTRATION	Lecturers may be accredited as practicing teachers, but there is no tertiary accreditation/registration.

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