



## Academic Promotion Discipline Statement

Discipline Area: Education

Focus Area: Education Leadership

Portfolios: Division of Learning and Teaching, Faculty of Science and Health, Faculty of Arts and Education, Faculty of Business, Justice and Behavioural Sciences.

### Discipline Overview

**Education** is a broad and encompassing social science discipline, addressing learning from early childhood through to adulthood, education systems and processes and specific groups of learners within the spectrum of all learners.

**Education Leadership** promotes quality and continuous improvement in education focussing on the principles, practice and outcomes essential to support and enhancing the learning of undergraduate and postgraduate students. Educational Leadership in higher education includes activities in the areas of

- curriculum development and management
- engagement with discipline teams and industry partners
- the development of teaching academics
- policy consultation, development and implementation
- data analytics to inform planning and future projections
- student engagement and planning
- contribution to faculty leadership

Academics in positions of educational leadership continue their engagement in a discipline or field of expertise, through the perspective of ongoing development of graduates who move into the field. Their work in the role of education leader may be formal or informal, full time or part time.

Educational leaders will usually have a PhD in their original field or discipline, and further study in education specifically for higher education. They may have qualifications in leadership and/or management at a level beyond AQF Level 8.

At Charles Sturt University, educational leadership encompasses positions such as Course Director (full or fractional appointment); Sub-Dean Teaching and Learning, Discipline or Curriculum Lead and other non-faculty academic positions involved in leading education-related programs.

### Gender Profile

Profession/Industry  ( <a href="#">Source: NSW Government Schools Gender Profile 2020</a> )	84.5% female / 15.5% male
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Higher Education Sector	Data not currently available.
University	75% female / 25% male

## Discipline Context and Expectations

<b>INDUSTRY ACCREDITATION</b>	Education leadership roles are required to understand complexities and compliance requirements more broadly and must navigate the frameworks across different disciplines. This includes relevant industry accreditation requirements together with TEQSA accreditation standards and quality descriptors from peak higher education bodies such as Universities Australia.
<b>DISCIPLINE PEDAGOGIES</b>	Educational leaders understand and apply pedagogical frameworks relevant to higher education, and particularly online pedagogies. Educational leaders are also required to understand discipline specific pedagogies and may therefore have knowledge and expertise in curriculum design and models across a range of disciplines.
<b>STUDENT PROFILE</b>	Education leaders must be cognisant of the diversity of student profiles across the higher education sector, the impact of social and economic factors on the different student profile subsets, and more specifically, the needs of those student profiles connected to Charles Sturt in both undergraduate and postgraduate contexts.
<b>STUDENT FEEDBACK/PERFORMANCE</b>	Education leaders must utilise and understand the implications of data in terms of the learner experience to inform decisions about course design and delivery, and teaching. They also apply and disseminate data outputs to others, to inform decisions.
<b>RESEARCH APPROACH</b>	<p>Education Leaders are not required to undertake pure research, but some may do so in relation to education or another underlying discipline.</p> <p>Education leaders must comply with the scholarly activity requirements of TEQSA and undertake and promote scholarly activity linked to the Charles Sturt Scholarly Activity Framework.</p>
<b>PUBLICATION</b>	Not required for the role of education leader, but some may do so in relation to education or another underlying discipline.
<b>CONFERENCES</b>	<p>Specific Higher Education Teaching and Learning conferences</p> <p><i>National:</i> Higher Education Research and Development Association, The Higher Education Technology Agenda, Australian Association for Research in Education</p> <p><i>International:</i> Improving University Teaching, Higher Education Advances.</p> <p>Presentations as a keynote speaker at international/national conferences such as the American Educational Research Association Annual Conference, the British Educational Research Association</p>



	<p>Annual Conference and the Australian Association for Research in Education are highly regarded.</p> <p>Education leaders may also attend conferences in disciplines other than education.</p>
<b>GRANTS</b>	<p>Not required for the role of an education leader, but some may do so in relation to education or another underlying discipline.</p> <p>Industry-funded research fellowships are rare within this discipline.</p>
<b>HDR SUPERVISION</b>	<p>Not required for the role of an education leader, but some may do so in relation to education or another underlying discipline.</p>
<b>RECOGNITION</b>	<p>Education Leaders may pursue recognition through the Advance HE [formerly the Higher Education Academy] fellowships, Higher Education and Research Society of Australasia (HERDSA) fellowships, or through Australian Awards for University Teaching (AAUT) citations or awards.</p>
<b>EXTERNAL ENGAGEMENT</b>	<p>Typically, education leaders consult with industry partners and government agencies. The professional orientation of education leaders may see staff engaged in accreditation, training, governance, and quality assurance in the profession itself.</p>
<b>PROFESSIONAL REGISTRATION</b>	<p>No mandatory requirement for professional registration, however education leaders may have professional registration commensurate with an underlying discipline.</p>

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