

UNIVERSITY SECTOR 2005

Haruko Asakura, School of Arts and Sciences (NSW), Australian Catholic University - National

Lyn Carson, School of Government, University of Sydney

Kathryn Grushka, Faculty of Education and Arts, University of Newcastle

A/Prof Roger Lewis, Faculty of Engineering, University of Wollongong

Dr Geoff MacFarlane, School of Biological Sciences, University of Newcastle

A/Prof Anthony Masters, School of Chemistry, University of Sydney

Dr Paul McGreevy, Faculty of Veterinary Science, University of Sydney

Dr Kerry Robinson, School of Education, University of Western Sydney

Dr Wilhelmina Van Rooy, School of Education, Macquarie University

UNIVERSITY SECTOR 2004

Dr Sean Brawley University of NSW

Sean is a senior lecturer in the School of History, University of New South Wales. His teaching is described as innovative, passionate, and deeply reflective. His students describe him as engaged, knowledgeable, and someone who holds high expectations of all his students while going to great lengths to make his teaching informative, interesting and stimulating.

Sean is a teacher who "expects a lot but gives so much". He also makes extensive, innovative and effective use of educational technology, and aids his colleagues to do the same. He mentors new academics and provides moral leadership to all his colleagues by his tolerance for differing viewpoints and making room in the learning conversation for students' voices.

Deb Clarke Charles Sturt University, Bathurst

Deb Clarke demonstrates all the qualities of an outstanding teacher-educator. She creates an environment where students feel accepted, supported and challenged to arrive prepared to engage in meaningful ways with other students and the content of the lessons. Deb provides multilevel learning experiences that appeal to the teacher preparation units in a range of ways. Deb clearly is an outstanding role model as a teacher educator for both her students and her colleagues.

For her students, there is recognition of her authenticity and credibility as a schoolteacher progressing to teacher educator. The students respond to her ideas, her expectations and her knowledge based in school experiences. Her colleagues value her 'currency' of curriculum design, board syllabus input and professional expertise. She stimulates them to 'look at their own teaching', to question their practice and to engage in new innovations at both the unit/subject level and school practice level. Deb possesses enthusiasm, professionalism, passion and commitment to her curriculum area of PDHPE.

Dr Tom Hubble University of Sydney

Tom is a senior lecturer in the School of Geosciences, University of Sydney. Dr Hubble has outstanding knowledge and understanding of his field and his teaching is characterised by a capacity to provide well-structured learning environments that challenge his students to think deeply about how scientists developed key ideas in the Geosciences.

Tom's stress-free approach encourages students to take risks and to set high standards for themselves and many comment on how much they have learnt about the contribution of Geoscience to human progress from his classes. His own scholarship is linked to his teaching and learning as he strives to continually make improvements to his teaching. Former and current students speak highly on the powerful influence that his approach has had upon their learning. All commented on his ability to lead their thinking to higher levels of understanding.

Dr Wendy Michaels University of Newcastle, Ourimbah

A salient feature of Wendy's professional quality is the energy, enthusiasm and passion that pervade her teaching in the School of Humanities. These qualities are reflected in the thoroughness of her preparation and her interactions with students at all levels. Students greatly appreciate her enthusiasm, her accessibility, her knowledge of resources in her field and her empathy and responsiveness to their needs and problems. Colleagues appreciate and value her passion and commitment.

Wendy has a great understanding of the context of her institution in which many students are the first members of their family to progress to tertiary study. Beyond the campus she has developed valuable initiatives in the surrounding community especially in schools, through programs of HSC enrichment for English students and professional development programs for teachers. By these means she has enhanced the community visibility of the university's Ourimbah campus and has shared her professional insights and values with colleagues and with teachers in local secondary schools.

Dr Baden Offord Southern Cross University

Baden is a senior lecturer in cultural studies and history in the School of Arts, Southern Cross University. He has outstanding knowledge and understanding of his field and his teaching is characterised by a capacity to provide a dynamic and challenging learning environment which his students respond to. He sets high standards through his own scholarship and research and students feel compelled to rise to these high expectations and not let him down. Former and current students speak positively on the powerful influence he has had upon their thinking and practice.

Baden acknowledges the cultural diversity of his students and readily draws upon their ideas and experiences. He understands that curriculum and assessment are central to teaching and uses a wide variety of resources and techniques to engage each student and is able to bring the subject matter under discussion to life with current examples, issues and content. Baden is a strongly committed, thoroughly professional, inspirational and transformational educator.

Dr Kathy Takayama University of New South Wales

Kathy is a senior lecturer in the School of Biotechnology and Biomolecular Sciences at the University of New South Wales. Kathy combines enthusiasm for her subject with consummate skills in subject delivery. She finds ways to maximise student involvement in the learning process and continually links the activities of her research group back into the undergraduate classroom.

Kathy creates and supports a safe learning environment to enable students to explore ideas and move past the boundaries of their current knowledge base. Kathy is generous in terms of giving her time to both students and her peers. She is viewed as the driver of significant change at the University in the development of learning communities following the Boyer philosophy.

Bruce Thomson Macquarie University

Bruce teaches at the National Centre for English Language Teaching and Research in which he prepares overseas students for their entry into mainstream university study. As part of this work, he also teaches across a number of curriculum areas in the university dealing with areas such as written and oral presentations. He sets high standards for his students and supports them in achieving success, often beyond their own expectations. Not content with simply engaging in language transfer, he develops and presents lessons that challenge students to think analytically, critically and creatively about language and how it works.

Bruce models and enables collaborative and equitable relationships between all members of the learning community. Students' home cultures become a genuine source of positive learning for each other. He helps create a strongly collegial atmosphere within the unit. "Near enough is never good enough" sums up Bruce's teaching philosophy.

UNIVERSITY SECTOR 2003

Dr Michael Anderson University of Sydney

Michael is an exceptional young university teacher. He clearly has a broad, deep, and critically aware knowledge, understanding, enthusiasm for the intellectual content, discourses and values associated with his particular discipline of Drama as well as associated with the craft of teaching.

The very high calibre of the quality of his pedagogical engagement with his students is characterized by that assurance which comes with being completely 'on top' of his subject matter; thorough preparation; a lively sense of humour; an empathy with his students that is powerful; a willingness to challenge their thinking; and a highly intelligent use of ICT as a pedagogical resource. His students see in Dr Anderson a teacher who exemplifies the very qualities that he seeks to inspire in them.

Dr Raelene Frances University of New South Wales

Raelene is associate professor of history at the University of New South Wales. She has developed an enviable academic international reputation in her field and is widely respected by students and colleagues alike.

She has published several books and numerous articles on the history of work, women's history, Aboriginal/European contact history, religious and community history and has also co-edited several collections of essays on Australian and New Zealand history. Raelene has taught Australian history, women's studies, New Zealand history and Australian studies in Melbourne, Perth and Auckland and is currently convening subjects on the history of war and Australian colonial society with Associate Professor Bruce Scates.

Lorraine Holland Charles Sturt University

Lorraine Holland is a respected and accomplished lecturer in the Faculty of Health Sciences at the Dubbo campus of Charles Sturt University.

She has great empathy for and understanding of her students as individuals. This comes, in part, from her life experience but also from her ongoing professional development. She has a dedication and determination to provide opportunities for disadvantaged groups. She has clear, high expectations and provides pathways for students to achieve these.

Her teaching proceeds through a thoughtful, reflective sequence gradually building in intellectual rigour. This leads to student self-confidence and high self-esteem. She uses humour, personal life experiences and students' experiences and group work to make learning engaging. She grounds her teaching in a trusting relationship with students and staff. She has the capacity to capture and hold interest of even disengaged students. In the challenging field of indigenous health education she enjoys the respect of community, staff and students.

Linley Lloyd University of New England

Linley coordinates and teaches subjects in the School of Education with enrolments of over 700 students. These distance education subjects are delivered via a mixture of on-line support, print-based material and intensive residential schools.

Without qualification, students acknowledge her inspiration and grounded role modelling. In addition she has developed innovative strategies to support mature-age Aboriginal women who are studying for the first time. Colleagues recognise Linley's teaching ability and she is often asked to present guest lectures in other subjects. They described her teaching as energetic, engaging and thought provoking. She is sought out as a member of Faculty committees and one her colleagues stated 'she is full of good ideas and is not afraid to tell us when we are heading in the wrong direction'.

They also commented on her genuine passion for her work and the joy she displays when students demonstrate high achievement. She is seen as an inspirational teacher who is driven by the desire to create challenging and engaging learning environments for her students.

Penny Paliadelis University of New England

Penny Paliadelis an accomplished, enthusiastic and dedicated professional teacher in the School of Health of the University of New England.

She has a very down-to-earth, direct approach with students. She expects high standards and is exceptionally thorough in meeting with individual students to provide feedback following return of assessment tasks. The fact that she continues to practice as a nurse reinforces students' high regard for her. Penny is very confident and relaxed in the classroom; her passion for nursing is clearly evident and her teaching style is liberally peppered with humour and wit.

Penny has made an outstanding contribution to the curriculum in the School. The materials she has written are of high quality and senior colleagues attest to her low-key but effective input, particularly in the development of new units that included her spending time consulting with practitioners. As a role model for nursing, Penny is outstanding.

Dr Mary Peat University of Sydney

Mary is associate professor of biological sciences at The University of Sydney. She is an exemplary leader in teaching practice, teaching development and the scholarship of teaching. She is recognised nationally and internationally for her lifetime devotion to improving the quality of science teaching. She has a knack for conveying her message to her class in an interesting, well-structured and up-to-date manner.

Mary is a dedicated university teacher who cares deeply both about her students and the quality of teaching. She has devoted her working life to engaging her colleagues in debate on the improvement of science teaching.

Dr Bruce Scates University of New South Wales

Bruce is associate professor in the School of History, University of New South Wales. He combines enthusiasm for his subject with consummate skills in subject delivery and obvious respect for his students as individuals. Bruce creates energetic and interesting learning environments in which students feel safe to explore their own ideas and push the boundaries of their learning.

His generosity, in terms of giving of his own time to student and staff concerns and interests, plus his professional integrity makes him highly valued by colleagues as well as by students. His commitment to teaching history goes beyond his fruitful collaboration and development of a widely recognised academic reputation, with colleague Dr Raelene Frances, to actively supporting and mentoring colleagues.

Dr Gary Velan University of New South Wales

Gary is a highly qualified, committed and respected academic staff member of the School of Pathology at the University of New South Wales. He has made a strong commitment to the education of tomorrow's doctors. In addition to his medical degree with honours, he has completed a PhD in pathology. Unusual for someone in his field, Dr Velan has undertaken a Diploma in Higher Education to improve his teaching.

Gary has given effective leadership in the areas of curriculum design, teaching and assessment within the School of Pathology. In the area of on-line, formative assessment, he is seen as a leader within his university. He acts as a mentor to less experienced staff giving readily of his time and expertise. He has been a driving force in the development of a significantly revised, student-centred medical curriculum at UNSW.

His teaching is characterised by deep knowledge and a sensitivity to the learning needs of his students. He finds ways to maximise student involvement in the learning process and continually links what he and his students are doing to their future practice.

UNIVERSITY EDUCATION SECTOR 2002

Dr Julian Cox

Julian is a senior lecturer at the University of New South Wales and is responsible for teaching a range of food science courses to undergraduate and graduate students. He values very highly the need to design and select curriculum that balances the demands of academic rigour, achieving the desired outcomes, engaging student interest and encouraging student questioning and thinking.

Dr Robyn Ewing

Robyn is a senior lecturer in Education at The University of Sydney. Her management of a range of rich classroom materials and discussion is first class. Fundamental to Robyn's view of education is a belief that teaching is much more than the communication of knowledge: it is about human relationships, the development of values, and the capacity to reflect over one's experience, and that quality teaching involves a constant search to find ways to improve as a professional.

Dr Michelle Hyde

Michelle is a lecturer in nutrition and animal sciences in the Faculty of Veterinary Science at The University of Sydney. She is passionate about her subject and has a strong desire to communicate this passion to her students. Her greatest strength is her enthusiasm for thinking deeply about the teaching and learning processes and her preparedness to structure her courses and her individual lessons in order to maximise learning.

Dr Frederick Osman

Fred is a lecturer in the School of Quantitative Methods and Mathematical Sciences at the University of Western Sydney. He has a real commitment to equity and is keen to assist disadvantaged students. He has made very effective use of student feedback to enhance his teaching. He works tirelessly to promote his university and his discipline throughout the local community. He has managed all of this whilst maintaining an active and well-regarded research program in physics.

Erica Sainsbury

Erica has been a lecturer in pharmacy at The University of Sydney since 1992 though she has been teaching some form since about 1980. She is highly regarded by both her colleagues and students as a teacher and as a person who is actively mentoring others. Erica has had a positive impact on her colleagues. They claim "She has transformed the teaching culture in this Faculty". She is willing to take risks and try new strategies and is able to clearly articulate her views of teaching, about which she has thought deeply.

Professor Acram Taji

Acram is professor of horticultural science at the University of New England with an outstanding international reputation in her field. Her teaching is enriched with real world contemporary issues and examples as she constantly aims to demonstrate the relevance of her field. Her passion and enthusiasm is infectious and her students strive to meet the high standards she sets for them. She skilfully makes the traditional lecture format highly interactive.

UNIVERSITY EDUCATION SECTOR 2001

Dr Adrian George

The University of Sydney

Dr Adrian George is Director of First Year Studies in the School of Chemistry. Students and staff alike attest to Dr George's outstanding abilities as a teacher. He presents difficult concepts in chemistry in an interesting, engaging and logical way. His approach to teaching is enthusiastic and joyful and is based on his great depth and breadth of knowledge in his field.

Ms Frances Gibson

University of NSW

Frances Gibson is senior lecturer in the Faculty of Law and Director of the Kingsford Legal Centre. She performs outstandingly well in the various phases of her role in which she has to balance the needs of the Centre's clients and the team's professional responsibility to them, with her role in facilitating the development of understanding and skills in students. She shows remarkable sensitivity and responsiveness to students as individuals and in-group situations demonstrating empathy, support and challenge.

Dr Michael Harrap

Australian Defence Force Academy
University of NSW

Dr Michael is senior lecturer in the School of Aerospace and Mechanical Engineering at the Australian Defence Academy (ADFA) at the University of NSW. He is a thorough professional with the ability to make difficult and abstract topics interesting, meaningful and real to his students. He actively involves his students in the development of teaching resources – in particular the video series he initiated and designed to teach the principles of flight.

Ms Jennifer Lawless

University of Western Sydney

Jennifer Lawless is associate lecturer in the School of social Ecology and Lifelong Learning. She embodies the ideal of the scholar-teacher. She not only loves history and has a comprehensive grasp of the intellectual content of the discipline: she is an historian. Her passion for history and its teaching inspires her students – who have the kind of enthusiasm for her that only the finest teachers arouse in their students. Her impact upon the profession, through her leadership role in the History Teachers' Association of NSW, has been highly significant. Jennifer harnesses her powers of personality, intellectual acumen, and thoroughness of preparation in a highly impressive way.

Ms Julie Lewin

Australian Catholic University (ACU)

Julie Lewin has taught Bioscience at ACU since 1993. Her early nursing background involved her in choosing to work in extreme and demanding environments, from a primitive jungle 'hospital' to one of the most technically advanced and progressive intensive care units in the world. After her return

from Africa, she completed her HSC and BSc as a mature-age student and, in 1996, a Masters degree in Cognitive Science. Her colleagues regard her as a leader of teaching, known for her innovation and her generosity in sharing her insights and expertise.

Ms Christine Preston

Macquarie University

Christine Preston is an accomplished teacher of K-12 Science. She has had a wide variety of teaching experiences in government high schools and at tertiary level. In preparing future K-6 teachers in the key learning area of Science and Technology at Macquarie University, she has developed a very effective methodology of interactive teaching. That is, she models teaching strategies rather than delivers lectures. Her colleagues and students regard her as “outstanding” and “exceptional”.

Dr Leonora Ritter

Charles Sturt University

Dr Leonora Ritter, from the School of Social Science and Liberal Studies at Charles Sturt University, is acclaimed as an innovator in the classroom who is always there for her students. Her pioneering work on computer simulation combined with her wealth of knowledge in the discipline of History has enabled her to produce first class, effective, teaching strategies.

Mr Wayne Sawyer

University of Western Sydney

Wayne Sawyer deservedly enjoys an international reputation as one of Australia’s leading scholar-teachers in the field of English Education. He has that gift for empathic engagement with his students in ways that characterise outstanding teachers. He has a comprehensive grasp of the broad and complex range of intellectual content required to be mastered by contemporary English teachers and his students emphasize that he is one of those teachers who ‘practise what they preach’.

Assoc Professor Gerry

Turcotte University of Wollongong

Associate Professor Gerry Turcotte is a well-known, published novelist and Head of the English Studies Program at the University of Wollongong. Although involved in administration of the program, he is committed to teaching and is deeply interested in student learning. His teaching is engaging and well structured. His inspirational strategies provide just the right information to challenge and energise students.