



Head of School Education

Candidate Information Pack
Position 0000014630

une
University of
New England



Acknowledgement of Country



The University of New England (Armidale campus) acknowledges that we are on the country of the Anaiwan people; recognising their continuing connection to this land, water and community; who for thousands of generations, have exchanged their knowledge for the benefit of all; and are the traditional custodians of the ancestral land of where we work and live. We also pay our respect to their Elders past, present and emerging.

Head of School, Education

Pillar:	Office of the Deputy Vice-Chancellor
Position Number:	0000014630
Location:	Armidale
Reports to:	Executive Dean – Faculty of Humanities, Arts, Social Sciences and Education
Number of direct reports:	7

About UNE

The University of New England (UNE) is a regionally based, globally-networked university renowned for the quality of its student experience and the excellence of its research specialisations. It stands as a beacon of innovation, with a legacy stretching back to the 1950s when it became Australia’s first provider of distance learning. Today, UNE continues to redefine remote learning through cutting-edge programs and a deeply student-centred approach.

UNE’s education model combines unrivalled experience with modern, flexible delivery, ideal for students juggling life, work, or remote locations. With over 200 courses, robust support systems and a recognised track record for quality, UNE offers more than access to education – it offers a future focused learning journey designed for success in a rapidly evolving world.

UNE’s Strategic Plan 2026-2035 charts a distinctive path for UNE as a regional university strongly connected into its students’ lives and their communities and whose research capability is extended by deep partnering. Central to UNE’s strategic direction is a commitment to becoming an ‘interface institution’ – actively partnering with communities to address challenges that no single institution can solve alone. For the School of Education, this means co-creating solutions to regional teacher workforce shortages by enabling students to work in schools while studying, providing essential services to communities while building the next generation of educators.

UNE’s organisational values framework was completed in August 2025. Our values framework represents the collective voice and vision of our UNE community. These values emerged from an extensive and authentic engagement process that began in June 2024. Through a deeply participatory approach, every insight was tested, validated and refined in collaboration with our staff community. They are:

- Be Bold – Try big things together:** We experiment, adapt and lead change in ways that matter to people and communities.
- Be Kind – Act with care and courage:** We create safe, supportive environments where everyone is treated with dignity – especially during challenge or change.

- Be Accountable – Own your impact:** We align our actions with shared values and take responsibility for our role – individually and collectively – even when it’s difficult or the path is unclear.
 - Be Connected – Build bridges to expand possibilities:** We collaborate across boundaries, build shared purpose and contribute to something greater than ourselves.
- UNE is also at the forefront of embracing artificial intelligence (AI) to transform the educational landscape, enhancing the way students learn, academics teach and staff operate. UNE seeks to embody ‘humanised technology’- AI that enhances, empowers and elevates the people who use it. UNE is committed to ensuring that all staff have the tools and confidence to integrate AI into their work. Our goal is to foster a university-wide culture that views AI as a tool for innovation, efficiency and positive change. UNE is also aware that not all academics currently embrace AI. We respect the rights of all our academics to academic freedom and freedom of expression on this disruptive innovation.
- UNE has been awarded 5 stars for overall student experience for 20 consecutive years (Good Universities Guide 2007-2026) – the only public university to achieve such continuous recognition. This is a testament to our commitment to educational excellence that you will help shape as Head of School. Our regional location isn’t just our setting - it’s our strategic advantage, enabling authentic community engagement, place-based research and innovative delivery models that urban institutions cannot replicate.
- Equity, diversity and inclusion are central to the core values of UNE and we are committed to engaging, supporting and growing a richly diverse workforce. From the Oorala Aboriginal Centre at the heart of our Armidale campus, to the inclusive networks such as the UNE Ally Network, the UNE Women’s Society, the intersectional Belonging@UNE plan and the many international cultural groups – all will feel valued and respected at UNE.



The Faculty

UNE has three faculties - the Faculty of Humanities, Arts, Social Sciences and Education (HASSE), the Faculty of Medicine and Health (M&H) and the Faculty of Science, Agriculture, Business and Law (SABL). Within the Faculty of HASSE, our two schools – the School of Humanities, Arts and Social Sciences and the School of Education – encompass a broad range of disciplinary areas of research expertise and teaching.

The quality of our teaching is one of our greatest strengths. The Faculty of HASSE consistently achieves outstanding student evaluations for teaching. The Faculty fosters a diverse and interdisciplinary culture of research, framed by the University's Research Enterprise and Engagement Plan. UNE seeks out opportunities for our research and teaching colleagues to interact with research end-users, policy makers, peak bodies, industry participants and community. Harnessing these opportunities means that our research and teaching is informed by what is useful and feasible, while also being ambitious and innovative.

The Faculty of Humanities, Arts, Social Sciences and Education (HASSE) is a multidisciplinary academic unit for teaching, research and professional engagement, responsible for delivering services through the School of Education and the School of Humanities, Arts and Social Sciences.

The Faculty aspires to lead through academic excellence in learning and teaching, research and engagement with the professions and industries; and to influence public policy, professional practice and community life across our diverse disciplines. It supports an outstanding learning and student experience through a range of courses, at undergraduate and postgraduate levels, to prepare our graduates to achieve their potential in a complex and changing global environment. The Faculty undertakes world-class research, strengthened by collaboration across disciplines including strong partnerships with professions, industry and other institutions.

Our research strengths are reflected in 'world-class' ERA ratings for disciplines in both Schools and internationally recognised research scholarship and research supervision. We have thriving research centre affiliations including the Centre for Rural Criminology, the Digital Futures Research Hub, the Heritage Futures Research Centre (HFRC) and the University Culture and Creative Arts Network (UCCAN). We also publish the Journal of Australian Colonial History.

The Faculty is home to the National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR), a leading Australian site for international research partnerships in the Philippines and the Pacific.

The Faculty collaborates with the professions, professional bodies and industry partners across our range of disciplines to influence, inform and respond to community needs and to prepare its graduates for future work, profession and life contexts. Faculty membership of peak professional associations, government boards and community organisations positions the Faculty to contribute to and drive policy and practice in our fields of interest, as leading players in local, state, national and international arenas. National and international partnerships with institutions and professions expand the Faculty's capacity to provide world-class education to students in Australia and internationally.



About the School

The School of Education offers a positive and dynamic environment where staff and students enjoy a friendly, collegial and socially inclusive working environment. The School is a leading provider of primary, secondary and early childhood teacher education courses at undergraduate and postgraduate levels, with courses offered via on-campus and flexible online education modes.

The School of Education brings together expertise across teacher education, educational leadership, curriculum studies, pedagogy, educational psychology and STEM education. Scholars in the School draw on that diversity as a key strength which helps to foster unique interdisciplinary research, teaching and service opportunities.

School research directly influences national education policy and practice. Recent work has shaped ACARA's national assessment reporting practices, informed the Royal Commission into Defence and Veteran Suicide and contributed to World Health Organisation policy on health literacy. School academics have secured over \$2.5 million in competitive funding, with research cited in 22+ policy documents and featured in 84 systematic reviews internationally. The School's work spans educational assessment, early childhood education, inclusive education,

STEAM education, applied linguistics and health literacy—with research outputs consistently ranking in the top 10-25% of citations worldwide.

The School responds to critical regional needs including through:

- Regional Educator Development Scholarships
- UNE Teach Maths – Professional learning community providing early-career teachers with ongoing mentorship and practical support
- Future Teachers Club Partnership

The School maintains strong partnerships with NSW Education Standards Authority (NESA), the Australian Institute for Teaching and School Leadership (AITSL), the Australian Children's Education and Care Quality Authority (ACECQA) and state/territory teacher registration authorities. Teaching innovations include a three-layer support model managing 2,700-3,000 professional experience placements annually with AI-enhanced systems and pioneering frameworks for ethical AI integration now piloted across 10+ units - positioning UNE as a sector leader in pedagogically-grounded technology adoption.

The Role

UNE has a proud history of being an unconventional university. UNE's Strategic Plan calls us to become unconventional once again — to transition not just our strategy but our operating model, and to recast UNE as an interface institution that connects individual aspirations to community outcomes.

The School of Education and its Head of School are key to delivering on that transition.

If you are ready to lead this transformational change in teacher education and educational research while building

on our proven track record of excellence, we want to hear from you. Help us write the next chapter of UNE's unconventional success story.

UNE is committed to building a diverse workforce and strongly encourages applications from Aboriginal and/or Torres Strait Islander Australians, people with disability, people from diverse cultural and linguistic backgrounds, mature age workers and LGBTQIA+ people.

Role Key Responsibilities

The Head of School, Education is a key member of the Faculty's leadership team and UNE's Senior Leadership Team, responsible for the strategic and operational leadership of the School of Education. The School is positioned to be an exemplar of UNE's commitment to "Live and Work to Learn" partnerships – enabling education students to work in regional schools while completing their studies, simultaneously addressing student financial pressures, building professional capability and meeting critical teacher workforce needs across rural and regional Australia.

Reporting to the Executive Dean HASSE, the Head of School will champion the University's strategic vision, lead innovation in teacher education and educational scholarship, foster a collegial and high-performing culture and maintain strong partnerships with schools, education systems, professional bodies and accreditation authorities. The Head of School holds accountability for the School's academic, operational and financial performance.

The Head of School will:

1. Lead strategic and operational excellence and innovation in teaching, research and community collaborations across the School, championing UNE's AI-enabled learning agenda and the School's distinctive role in advancing pedagogically-grounded, ethical approaches to digital transformation in education.
2. Champion UNE's Vision, Purpose and Values, embedding them in School culture and operations and fostering a collegial academic environment in which freedom of inquiry, expression and scholarship are actively upheld.
3. Advocate for the value and impact of teacher education and educational scholarship within UNE and to external stakeholders.
4. Build and sustain strategic partnerships with schools, education systems, professional bodies, regional communities and government, exemplifying UNE's interface institution model through the development and expansion of 'Live and Work to Learn' collaborations that connect student learning to regional workforce needs, and growing place-based teacher education offerings in Armidale and Tamworth.
5. Foster a safe, enjoyable and productive work environment for all staff – aligned with UNE's Foundational Principles and embedding the values of Be Bold, Be Kind, Be Accountable and Be Connected into everyday School life.
6. Ensure UNE is safe for all learners – physically, digitally, psychosocially and culturally – including those on professional experience placement in schools, co-designing accessible and culturally affirming learning environments and responding

proactively to identified risks to student safety and belonging.

7. Be accountable for the quality, performance and quality assurance of the School's academic operations: teaching quality and student outcomes, student load and retention, course portfolio strategy and performance, research and research training performance, and ongoing compliance with all professional accreditation and compliance requirements.
8. Be accountable for the School's people and financial resources: leading strategic recruitment, staff development and performance, and workload allocation; and managing budget, revenue monitoring and staffing mix to ensure the School operates within approved parameters and contributes to the University's financial sustainability.
9. Discharge non-delegable WHS due diligence obligations, including maintaining a current due diligence plan, ensuring adequate resourcing for professional experience placement safety systems, timely incident investigation, and documented WHS consultation and training.
10. Ensure knowledge of the Rules, Policies and Procedures of the University (available on the University website) is maintained and abide by them as they are amended, varied or replaced from time to time.

Note: It is not the intention of the position statement to limit the scope or accountabilities of the position but to highlight the key responsibilities of the position. The responsibilities listed above may be altered in accordance with the changing requirements of the role.

How you will be assessed for the role

The UNE Core Capability Framework describes six core capabilities for all staff at UNE. Your merit will be assessed based on the demonstration of all or most of the following UNE core capabilities as they relate to the role:

- Shapes and Supports Strategy
- Leads and is Open to Change
- Acts with Courage and Integrity
- Delivers and Achieves Results
- Develops and Maintains Relationships
- Communicates with Influence

You will also need to exhibit the knowledge, educational requirements, skills and attributes required for the position.



Selection Criteria

1. Academic credentials and advocacy

A PhD in Education (or EdD) or related field, and a teaching qualification in the school or early childhood sector. Deep understanding of teacher education and educational scholarship in Australian and international contexts (including current policy environment and key debates). Demonstrated capacity to advocate for the discipline.

2. Research and teaching excellence

High academic standing in the discipline of Education meriting appointment at Professorial level. A demonstrated record of academic achievement and leadership, with proven excellence, quality improvement and innovation in teaching, research and community collaboration, aligned to the operations and strategic priorities of the School.

3. Strategic and operational leadership

Proven experience in setting and delivering strategic and operational direction for complex academic units with a track record of building academic and organisational capability over time. Sound operational leadership across business planning, budget and workload management and course portfolio innovation with evidence of making difficult prioritization decisions. The analytical capacity to analyse complex problems to find innovative solutions that enable staff, students and programs to flourish.

4. People leadership and culture

Demonstrated commitment to values-based leadership and building a workplace that is safe, inclusive and genuinely enjoyable for all — where staff and students are supported to do their best work. Proven people leadership capability across the full cycle (recruitment, workload management, performance development, staff wellbeing). Deep commitment to diversity, equity, inclusion and cultural safety, including upholding Aboriginal and Torres Strait Islander rights to, in and through education.

5. Partnership and stakeholder engagement

Demonstrated success in building strategic partnerships with schools, education systems, professional bodies, accreditation authorities and regional communities, with strong negotiation and relationship management skills, including evidence of proactive internal cross-portfolio collaboration to advance institutional objectives.

6. Change leadership and innovation

Demonstrated success in leading adaptive change and innovation in teacher education, including navigating regulatory complexity, professional accreditation requirements and sector disruption, with demonstrated commitment to ethical, pedagogically grounded adoption of AI and digital technologies, respecting academic freedom and diverse academic perspectives.

Special Requirements

1. The preferred candidate for this position will be required to provide a clear [National Police Check](#) to the University.
2. The successful candidate will be required to reside in the Armidale region and be based at the Armidale campus. Travel to other campuses and sites may be required as part of the role.

Core Capabilities

Leading Schools and Functions (HoS, Deputy and Assoc Deans, ACAD-E, EDs, DIR, ASS DIR)

Capability	Definition	Behaviours
Shapes and Supports Strategy	Shapes and drives long term strategies in response to the changing nature of the University academic and business context.	- Inspires a sense of purpose and direction and promotes the University's vision and strategy. - Establishes plans for the area that support the University's strategic direction. - Analyses complex problems and considers the views of others in developing viable solutions. - Focusses strategically and identifies long term opportunities that support academic and business priorities. - Forsees potential risks and takes corrective action.
Leads and is Open to Change	Leads change and models behaviour that embraces innovation and continuous improvement.	- Drives a culture of continuous improvement and positive view of change. - Builds shared ownership through openness to diverse views. - Engages and builds rapport with individuals and groups reducing uncertainty and addressing resistance. - Assesses the readiness for change and supports others through the transition. - Implements change plans and manages the competing demands and impacts on people and the University.
Acts with Courage and Integrity	Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.	- Models honest and ethical behaviour and gains trust and respect. - Defines expectations and holds others accountable. - Remains calm under pressure and is persistent and resilient when faced with obstacles. - Acts decisively even when incomplete information is available. - Provides forthright advice and maintains own position appropriately. - Takes responsibility for own behaviour and is open to feedback. - Values diversity and creates an environment that is inclusive.
Delivers and Achieves Results	Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.	- Translates the University strategy into objectives and sets standards to meet required outcomes. - Drives organisational achievement of quality outcomes. - Reviews progress and adapts plans to ensure outcomes are met. - Acts to remove barriers to successful achievement of outcomes. - Deals with ambiguity and resolves complex problems. - Displays judgement and wisdom in decision-making and responds in a timely manner.
Develops and Maintains Relationships	Establishes rapport with diverse groups and harnesses the talents of others.	- Cultivates networks and liaises with a broad range of stakeholders. - Establishes partnerships and leverages industry relationships. - Creates a positive workplace culture and supports people to develop and contribute to team objectives. - Establishes a culture of high performance ensuring the attraction, development and retention of talented people. - Empowers others and encourages initiative. - Ensures a healthy and safe workplace for all.
Communicates with influence	Considers differing views of others and works constructively to build common ground.	- Communicates information clearly and consistently using a variety of mediums creating a common understanding. - Presents information clearly and confidently illustrating key messages through stories and anecdotes. - Explains complex information using language appropriate for the audience. - Listens and anticipates differing view points and engages persuasively. - Applies sound judgement when negotiating mutually acceptable solutions.



