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*For championing public health and health promotion in the tropics through authentic and networked leadership that inspires multi-disciplinary health professionals*

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Health Promotion Standards for Queensland Health and the National Core Competencies for Health Promotion<sup>1</sup>, which impacted on professionalising the health promotion industry. This engagement has actively influenced the direction of health promotion in Australia.

In my senior role at JCU I coordinate, manage and lead the MPH and MPH&TM programs and ensure quality in student learning across all graduate certificate, diploma and Master level courses. I have been Academic Advisor for the postgraduate public health programs since 2009 and Acting Director, Public Health and Tropical Medicine, since 2013. In 2012, in response to the 2011 revision of the Australian Qualifications Framework I initiated a comprehensive review of the postgraduate public health program. Collaboratively, our teaching team redefined course learning outcomes and refreshed course content. Postgraduate public health students at JCU come from both within Australia and internationally. The restructure took into account specific learning needs of this unique international student body and clearly aligned the course with the strategic intent of JCU – ‘Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference’.

I am immersed in the teaching research nexus and actively engage in research in both my discipline area and pedagogy to inform my teaching practice. My sphere of influence in learning, teaching and research extends beyond the university. I am not only committed to ensuring that our graduates are equipped with state of the art knowledge and skills, but also to the ongoing professional development of the broader workforce. In 2007 I was funded by Queensland Health to develop a five day short course in health promotion aimed at building health professional capacity in health promotion. This was delivered across North Queensland from 2007 to 2009. Evaluation research results published in 2009 showed participants gained knowledge, skills, confidence and enthusiasm to undertake health promotion work<sup>2</sup>. In 2010 I was part of a team awarded a Rural Health Continuing Education Grant to develop a course to build capacity of rural and remote allied health professionals to embrace preventive approaches in managing clinical caseloads. Evaluation research results presented at a national conference

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Brown et. al. state *"Learning methods that are embedded in authentic situations are not merely useful; they are essential"*<sup>5</sup>. This approach has been key to my success in teaching health promotion subjects. I embed my teaching in a pedagogy of authenticity and collegiality, which inspires and motivates student learning. I apply authentic pedagogy to ensure that learning and assessment tasks allow development of robust knowledge and skills that have application in real-world practice<sup>6</sup>. Collegiality refers to *"a relationship that embodies mutual learning and shifts the centre of attention from the teachers to the students and back again so that all can become members of a community of learners"*<sup>7</sup>. Applying a pedagogy of authenticity and collegiality is consistent with health promotion principles and theory that values ecological, collaborative approaches. In line with constructivist theory<sup>8</sup>, I ensure students are active participants in learning processes to allow deep understanding and application. I achieve this by designing authentic learning and assessment tasks that have real life application;

