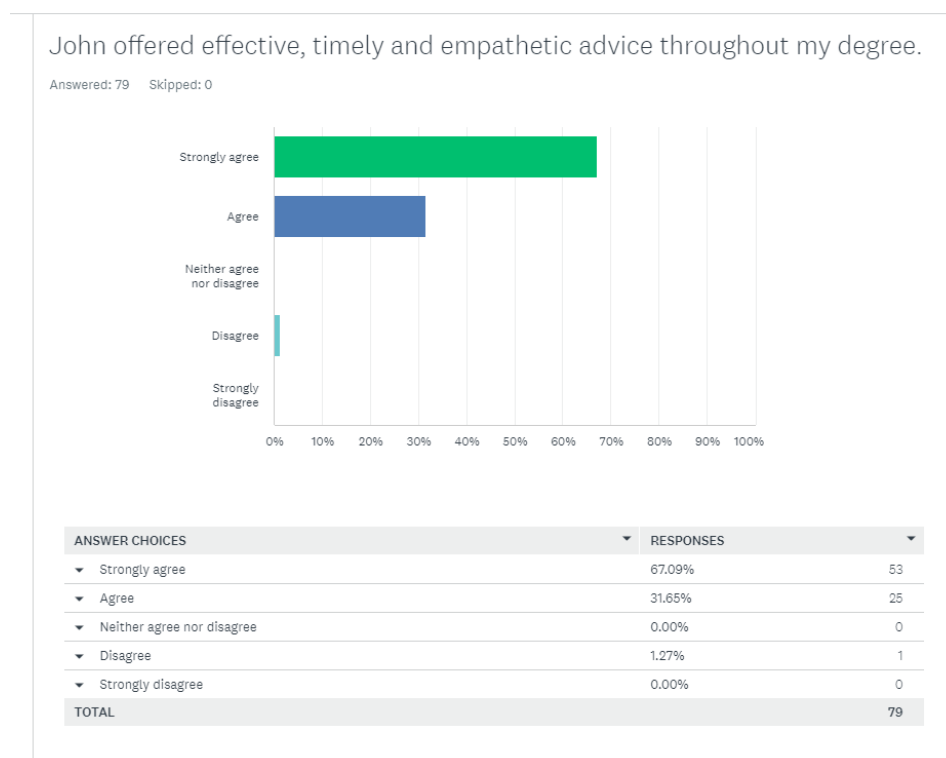


Evidence Summary 3.1.2

This section provides two examples of evidence to demonstrate how I have participated in effective and empathetic guidance and advice for my students.

First, I provide quantitative evidence from students who have graduated from our two specialist Health and Physical Education (HPE) degree programs, one primary focused (324JA) and the other secondary (330JA). I emailed a survey (10 statements) to every student who has graduated from both HPE degrees since 2017. A total of 199 graduates from the 212 where contact details were available, were sent a survey link. There were 79 respondents. From those, 78 either 'strongly agreed' or 'agreed' to the following statement (Question 8):



Second, I provide evidence of my exemplary and 'above and beyond' support for a Doctorate student who nominated me for a Faculty of Education Award for Excellence in Higher Degree by Research Supervision which I was awarded.

In the 'Case Study 3.1.2-Professional Doctorate Student' audio recording, the student talks about the high level of effective and empathetic guidance I provided throughout their five-year candidature. Below, I have included the full text from the nomination submission (nomination form 15th September, 2023), to support the audio recording highlighting what is most relevant to this criterion. The main points of relevance are summarised below:

1. I showed concern and empathy when the student was left without a supervisory panel after several staff members left my faculty and relinquished their supervisory commitments.
2. I felt empathy towards this student, because I have experienced similar issues across many years of completing several post-graduate qualifications. I therefore agreed to join his supervisory panel feeling, I could at least contribute in a general way, having no background in his topic.

3. My 'attitude of commitment, generosity, and willingness' was consistent throughout the student's candidature.
4. I provided technical assistance, specifically concerning structure, writing and milestone management, showing 'unwavering commitment' to this student's journey.

'I wish to nominate Associate Professor John Williams for the Outstanding contribution to Supervision award. John arrived as my supervisor, in 2018, in somewhat unconventional circumstances. I had lost my primary supervisor and was struggling to find a replacement whilst doing my best to keep my research project afloat. It was a challenging time and one that I was finding hard to manage as both an EdD student and a practicing educator. Upon hearing of my situation John offered, despite not having strong experience in my area of study, to lead my supervisory panel. I was also his first doctoral supervision student, and as such he committed to learn through the process as my journey evolved. This attitude of commitment, generosity, and willingness to invest his skills in a fellow educator continued throughout my study. John consistently went above and beyond with his supervisory duties. He carved time out of his incredibly busy schedule to ensure I always felt like a priority and made it abundantly that I could always reach out if I needed extra support, guidance, or expertise. He also committed to learn more about my area of research and exploration, despite it not being something he had previously been familiar with.

Evidence of how the supervisor supports their candidates to manage progress towards timely completion.

John worked tirelessly to ensure that I was able to make my submission on time. He facilitated the development of a backwards designed research plan that was created specifically to ensure completion, which was achieved on time (despite a number of setbacks outside of the control of the research team). He always encouraged me to remain cognisant of both the large conceptual challenges I would need to overcome to complete on time, whilst also ensuring that the details were considered as part of the whole. He remained continually positive as I confronted some of these challenges, both that I would be able to overcome them, but also that I would be able to learn and integrate the experience into my journey as a researcher.

Evidence of how the supervisor has supported the development of candidates' research skills.

John has a strong and well documented set of research skills that he has worked hard to share. By regularly critiquing pieces of writing and sections of work John was able to help the refinement of my writing style to ensure that it met the expectations of an academic submission. This was no small undertaking, and John would regularly spend countless hours on reading, editing, and critiquing my work. Undoubtedly any good researcher also needs to be a good problem solver, and this was something that John modelled throughout his supervision. John also regularly discussed the importance of developing strong networks and collaborations when moving into the research space. He modelled how to be a part of research teams, co-author papers, and conduct large scale research projects successfully. He also inspired a belief that research can be successfully conducted in schools with busy professionals, something that is undoubtedly at the heart of the EdD experience.

Evidence of how the supervisor has supported the development of candidates' career planning.

As a fellow educator who came out of schools John possesses a strong understanding of what it takes to be successful in the educational realm. He encouraged me to strengthen my school and University based contacts and had even suggested future collaboration on potential research projects. With the onset of COVID I needed to transition to a stay-at-home parenting role, and John was extremely supportive of this change and helped me balance the stresses of a newborn, a

frontline partner, and a thesis. It is hard to convey in words how important this support was from John (and the wider supervisory team) but it demonstrated their willingness to walk together with me – both as a student and a person – and their commitment to the values of the University.

Demonstration of how the supervisor has encouraged innovation and engagement at UC, national and internationally.

My need to pivot away from school-based work during the pandemic also necessitated a change in vocation. John actively encouraged this, and I was able to transfer some of my skills that I had learnt through my research into work within the profit for purpose sector. This work has resulted in a number design awards and successful projects in places as diverse as California and Bougainville with partners such as the United Nations, The Australian Space Agency, and the Aspen Institute. John helped me develop both the necessary skills, and the work life attitude to begin a journey in the entrepreneurial context.

A demonstrated energy, passion, and commitment to supervision, evident over time.

John has shown an unwavering commitment to my doctoral studies. Throughout the five years of his supervision, he has ensured that I was meeting my regular milestones, completing my course requirements, and tracking towards completion. His energy seemed to be limitless at times as he would complete detailed reads of my work and provide incredibly rigorous editing suggestions even when in different locations and time zones. John has given an exceptional amount of his time, his expertise and indeed himself across the last five years of my supervisory journey. He has fulfilled all the pragmatic components of the process with diligence and ensured that I completed my academic 'apprenticeship' with as few scars as possible. But far more than that he has been a sage and wise mentor when I needed wisdom, has been a strength and a support when I was faltering, and stood strong at my side when I faced disappointment or obstacle. I will always be grateful for John being willing to walk alongside me during this academic journey, but even more so I have come to value his example of striving towards excellence and the respect that emerged between us as the journey continued to unfold'.

"The art of the mentoring relationship involves a unique responsiveness on the part of the mentor that leads to a generative reactivity on the part of the student. The mentor nourishes a dream and sets the student into creative flight, tempering idealism with the wisdom of experience. The angst is the tension created in the attempt to balance the dance of dreams with discipline. (Davis et al., 1997, p. 61)"

1 Davis, L. L., Litle, M. S., & Thornton, W. L. (1997). The art and angst of the mentoring relationship. *Academic Psychiatry*, 21, 61–71.