



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Appointment of

Lecturer / Senior Lecturer / Associate Professor in Professional Experience in Education



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Faculty of Humanities, Arts and Social Sciences (HASS)

The Faculty of Humanities, Arts and Social Sciences (HASS) is a large, multi-disciplinary faculty with a broad range of research and teaching areas. From anthropology, archaeology and art history, to classics, communication and criminology, the disciplines that make up HASS are critical drivers of the University's mission to generate 'knowledge leadership for a better world.' The Faculty is based at the St Lucia campus in the iconic Forgan Smith building, at the heart of the University – The Great Court. HASS is made up of 7 schools – Communication and Arts; Education; Historical and Philosophical Inquiry; Languages & Cultures; Music; Political Science and International Studies; and Social Science. It also houses the Institute for Social Science Research, the Centre for Policy Futures, as well as several school-based centres. The Faculty connects with creativity via UQ's 3 leading museums – each aimed at showcasing new ideas in discovery, creative practice and learning in its many forms: the UQ Art Museum, the Anthropology Museum and the RD Milns Antiquities Museum. It plays host to the Institute for Modern Languages – connecting people around the world through community language learning.

The Humanities, Arts and Social Sciences are essential for a sustainable, ethical and inclusive society, and the Faculty enjoys principled, collaborative leadership across its units, with a commitment to developing the best in professional and academic staff. The Faculty is committed to the goals of increasing Aboriginal and Torres Strait Islander employment, representation and empowerment; decolonising institutional practices; and participating in extramural movements toward social justice.

Executive Dean Professor Heather Zwicker joined UQ in 2018 with a fresh vision of interdisciplinary collaboration, public accountability and commitment to the student experience. Heads of School are eager to ensure that HASS continues to be a powerhouse for superlative research across the arts, humanities, social sciences and education, while boasting exciting, responsive teaching in a broad range of programs. The complementary nature of our disciplines attracts a diverse cohort of international and domestic students, with 600 research higher degree students, approximately 2,000 students in postgraduate coursework degrees and close to 6,500 undergraduates. HASS has a strong identity and a long tradition of innovation and leadership, offering a broad range of programs, including one of UQ's largest, the Bachelor of Arts.

The Humanities, Arts and Social Sciences are vital to The Queensland Commitment, which states our commitment to ensuring that education and opportunity are available to all Queenslanders. By 2032, our aim is to have 30 per cent of our domestic undergraduate students coming from a rural, regional, remote, or low socio-economic background. Currently, our Faculty holds the largest cohort of these students, and we will continue to work collaboratively with communities, partners, and government across the state to ensure we reach our goal.

The Faculty of Humanities, Arts and Social Sciences produces nationally and internationally regarded research across its many and varied disciplines. In addition to strong performance with external funding, our researchers have won prizes, gained reputations for research excellence, performed exceptionally in the Excellence for Research in Australia (ERA) exercise and in global university rankings, among many other measures.

Our strong performance reflects the quality of world-changing work our academics are undertaking, with their breakthrough discoveries having a positive impact on society and changing the lives of others around the globe.

More information about the Faculty can be accessed at hass.uq.edu.au.



School of Education

UQ is a leader in education, ranked 40th in the world in the 2024 QS World University Rankings by Subject. The School of Education is consistently ranked as one of Australia's leading research and teaching institutions in the field of education. It is ranked as above world standard in the most recent ERA, and received the ranking of "high" in all three categories in its [Engagement and Impact Assessment](#). It has a strong commitment to addressing issues of education and equity in the context of rapid social, economic and cultural change.

The School's education programs and research agendas have focused on driving state and national educational innovation and reform, centring educational equity and inclusion of diverse learners. The School currently offers initial teacher education programs for primary and secondary teaching at the undergraduate and master's levels, as well as a highly international Master's of Educational Studies. Through dual degree programs offered with the Bachelor of Education (Secondary), the School also connects students with students across UQ and offers a pathway into teaching from many programs. The School is also home to a vibrant postgraduate research community, and has a strong track record of mentoring and developing researchers. Advancing research on Indigenous education and embedding Aboriginal and Torres Strait Islander perspectives in teaching is a key strength and strategic focus for the School.

Professor Robin Shields joined UQ as Head of the School of Education in 2024 and is committed to fostering a community centred on research excellence and equity in education. The School's staff are internationally cited and recognised for outstanding work in such fields as sociology and policy studies in education, educational psychology and learning sciences, inclusive education, literacy and numeracy, pedagogy and school reform and leadership. Further information and details of the research interests of academic staff may be accessed on the School's [website](#).



Role of the Lecturer / Senior Lecturer / Associate Professor in Professional Experience in Education

About this opportunity

This is an exciting opportunity for a Lecturer / Senior Lecturer / Associate Professor who will serve as Academic Director of Professional Experience and lead this area of work in the School of Education. We are seeking an exceptional teacher and active researcher who will lead professional experience in our initial teacher education (ITE) programs. The successful candidate will have experience supporting students during professional experience, will teach courses with a professional experience component (including the Graduate Teacher Performance Assessment (GTPA)), and will pursue an agenda of high-quality research in a relevant field. They will hold the role of Director of Professional Experience and contribute to the School's Teaching and Learning Committee in this capacity. We are particularly interested in candidates with an interest in supporting students undertaking professional experience in remote and rural contexts and/or with an agenda for supporting underrepresented students in the teaching profession.

Duties and responsibilities

Duties and responsibilities include, but are not limited to:

Teaching

- Coordinate and develop courses related to professional experience in education, including preparation and delivery of lectures and tutorials
- Lead GTPA support sessions for students during and after the final professional experience placement
- Embed Aboriginal and Torres Strait Islander perspectives and knowledges into course materials.
- Provide support for students during placements, this may include professional and academic guidance.
- Liaise between schools and ITE students who are undertaking professional experience to mitigate any challenges that may arise.
- Act as the lead UQ contact for GTPA, including meetings, preparing correspondence, sample submissions and other matters with the Collective; lead moderation internally and participate in external moderation.
- Demonstrate an established record of effective contribution to a range of teaching responsibilities.
- Understand and apply University Rules, including policies related to Fitness to Practice.

In addition, Level C Candidates will also:

- Lead innovation to support the ongoing improvement of professional experience in ITE programs.
- Contribute to accreditation and annual quality monitoring processes.
- Lead the development new courses and strategic development of existing courses.
- Contribute to University-level discussions related to professional experience and placements.



In addition, Level D Candidates will also:

- Contribute to the strategic development of initial teacher education programs and adaptation of existing programs in response to student feedback and changes in the external environment.
- Participate in discussions on professional experience in initial teacher education at the state and national levels.

Research

- Develop an independent and/or team research program to achieve national recognition and impact in the research area.
- Work with colleagues and postgraduates in the development and conduct of joint research projects and applications for competitive research funding support.
- Maintain an active and effective record of publishing in high quality national research journals, other appropriate refereed publications and conference publications.
- Participate in applications for research funding to support projects and activities, which includes actively seeking, obtaining and managing research funding.
- Review and draw upon best practice research methodologies.

In addition, Level C Candidates will also:

- Maintain an active record of producing quality research outputs consistent with discipline norms as lead contributor, by publishing or exhibiting in national research journals, other appropriate refereed publications and conference publications.
- Lead applications for research funding to support projects and activities, which includes actively seeking, obtaining and managing research funding.
- Contributes to progression towards transfer of knowledge, technology and practices to research end users through translation.
- Undertake independent and/or team research that where possible impacts on policy, practices and/or commercialisation resulting in national recognition and developing international recognition in the research area.
- Encourage, initiate and coordinate strategic collaborative research projects in related area of expertise across University, National and International levels.

In addition, Level D Candidates will also:

- Maintain a record of outstanding contributions to the field and producing quality research outputs consistent with discipline norms as lead contributor, by publishing in high quality national and international research journals, other appropriate refereed publications and conference publications.
- Initiate and lead funding initiatives and applications as chief investigator role in applications for significant research funding to support projects and activities, which includes actively seeking, obtaining and managing research funding.
- Lead the progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ intellectual property.



- Participates in discipline service, including service on leading editorial boards, or other discipline leadership positions.
- Encourage, initiate and coordinate strategic collaborative research projects that where possible impacts on policy, practices and/or commercialisation (where relevant) resulting in internationally recognised achievements in the research area.
- Assist in shaping significant and strategic research agendas that yield new insights and opportunities to represent and promote the discipline area in leading academic and research forums.

Supervision and researcher development

- Contribute to the supervision of Honours students in the Bachelor of Education (Primary) program, and Higher Degree by Research (HDR) students.
- Recruitment, selection and onboarding of appropriately qualified employees in accordance with University policy and procedures.
- Managing employee performance and conduct by providing coaching, feedback and training through probation, annual performance appraisal and regular meetings with employees.
- Working to promptly resolve conflict and grievances when they arise in accordance with University policy and procedures.
- Ensuring employees remuneration and benefits are correct and liaising with Human Resources when a change occurs.
- Working to promptly resolve conflict and grievances when they arise in accordance with University policy and procedures

In addition, Level C candidates will also:

- Act as Principal Supervisor to Higher Degree by Research students.
- Demonstrates and leads others in the responsible conduct of research.
- Participate in progress review panels for HDR students
- Demonstrates personal effectiveness in supervision and management and development of researcher capability and skill.
- Lead the facilitation of engagement opportunities for supervisees
- Effectively lead and develop employee performance and conduct by providing feedback, coaching, and professional development.
- Manage staff effectively throughout the employee lifecycle in accordance with University policy and procedures.

In addition, Level D candidates will also:

- Successfully build and lead a research team, developing and mentor more junior academics and researchers.
- Demonstrate effectiveness in the development of researcher capability and skill



Citizenship and service

- Hold the role of Director of Professional Experience for a term of five years, with a possibility of renewal, and sit on the School's Teaching and Learning Committee in this capacity.
- Review and maintain all professional experience handbooks and materials and take the lead in their annual update, working with the School's professional staff to ensure information is up to date and accurate.
- Lead in the recruitment, training and management of practicum facilitators each semester (including reviewing and maintaining the facilitator blackboard site and other resources).
- Provide advice and guidance for the School's Professional Experience Placements Team with regards to placements.
- Acting as the first point of contact, and providing advice for, Course Coordinators/facilitators when difficulties arise.

In addition, Level C candidates will also:

- Assist with national and state accreditation reporting requirements.
- Build strategic relationships with Schools to advance the goals of the School of Education and the University of Queensland, particularly in relation to the Queensland Commitment
- Consistently demonstrate behaviours that align to the UQ values.
- Shows leadership of self and others through mentoring, collaboration and a responsibility for staff wellbeing.

In addition, Level D candidates will also:

- Lead organisational change initiatives at the School Level in relation to professional experience and placements.
- Contribute to the University's Annual Performance and Development (APD) process as a reviewer.
- Undertake leadership in external professional and academic organisations.

Other

Ensure you are aware of and comply with legislation and University policy relevant to the duties undertaken, including but not exclusive to:

- The University's [Code of Conduct](#).
- Requirements of the Queensland occupational health and safety (OH&S) legislation and related [OH&S responsibilities and procedures](#) developed by the University, Faculty, Institute or School.
- The adoption of sustainable practices in all work activities, and compliance with associated legislation and related University [sustainability responsibilities and procedures](#).
- Requirements of the *Education Services for Overseas Students Act 2000*, the *National Code 2007* and associated legislation, and related [responsibilities and procedures](#) developed by the University.



About you

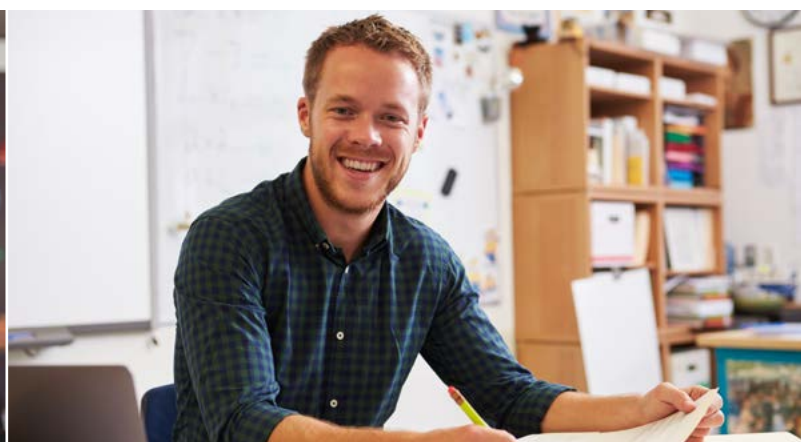
- Completion of a PhD in a relevant education or related field.
- Experience supporting preservice teachers during professional experience on initial teacher education (ITE) programs.
- Familiarity with Teacher Performance Assessments such as the GTPA and QTPA.
- Evidence of high-quality teaching in courses related to professional experience in ITE programs.
- Strong interpersonal communication and collaboration skills
- Experience building and maintaining relationships with schools.
- A clear and ambitious research agenda.
- A track record of publications in reputed refereed journals and presenting at conferences.
- Demonstrated engagement in research funding applications.
- Evidence of or potential to create research impact with partners, industry, governments and or communities.
- Capacity to supervise Honours and/or Research Higher Degree students to successful completion.
- Experience coordinating courses related to professional experience in an ITE program
- It is desirable to have a demonstrated commitment to embedding Aboriginal and Torres Strait Islander perspectives in teaching and research and to ongoing learning and development of practice.

In addition, Level C candidates will demonstrate:

- An established profile in teaching and research in the field of education.
- National recognition in educational research, with an internationally developing profile and an established record of publications in reputed refereed journal and presenting at conferences.
- A strong record of successfully seeking, obtaining and managing external research funding.
- Evidence of research impact with partners, industry, governments and or communities.
- A solid record of supervision of Honours and/or Research Higher Degree students to successful completion.
- Experience leading aspects of an ITE program and coordinating courses related to professional experience.

In addition, Level D candidates will demonstrate:

- A sustained record of outstanding impact and national achievement in teaching and research in the discipline area.
- International recognition in the area of expertise and an excellent record of publications in reputed refereed journal and presenting at conferences.



- Ability to successfully lead a research team, with an excellent record of successfully seeking, obtaining, and managing significant external research funding from institutional and/or commercial sources.
- Evidence of an exceptional level of quality teaching at undergraduate, honours, and postgraduate level across a variety of settings, including small and large groups.
- Evidence of sustained, high-quality research impact with partners, industry, governments and or communities.
- An extensive record of supervision of Honours and Research Higher Degree students to successful completion.
- Experience of sustained leadership of an ITE program, including significant oversight of professional experience.



Conditions of employment

This is a Teaching and Research Focused position at Academic Level B, C or D, commensurate with the successful candidate's experience, skills, and abilities.

At **Academic Level B** the full-time equivalent base salary will be in the range \$110,365 – \$130,765, plus a generous super allowance of up to 17%. The total FTE package will be up to \$129,127 – \$152,995 annually.

At **Academic Level C** the full-time equivalent base salary will be in the range \$134,845 – \$155,246, plus a generous super allowance of up to 17%. The total FTE package will be up to \$157,769 – \$181,638 annually.

At **Academic Level D** the full-time equivalent base salary will be in the range \$162,046 – \$178,367, plus a generous super allowance of up to 17%. The total FTE package will be up to \$189,594 – \$208,690 annually.

As these roles are covered by an Enterprise Agreement, you will also receive regular remuneration increases in line with the Enterprise Agreement.

Work rights: You must have unrestricted work rights in Australia for the duration of this appointment to apply. Visa sponsorship is not available for this appointment.

Relocation: Relocating from interstate? We will support you with a relocation support package. You can find out more about life in Australia's Sunshine State here.

Background check: The successful candidate may be required to complete a number of pre-employment checks, including: right to work in Australia, education check, Teaching registration, blue card check, etc.

How to apply

All applicants must upload the following documents for your application to be considered:

- Resume
- Cover letter
- Responses to the relevant 'About You' section above

Applicants should state clearly whether they are applying for Level B (Lecturer) or Level C (Senior Lecturer), or Level D (Associate Professor). Applications that do not state this information will be considered at Level B.

Applications must be submitted via the [UQ Careers](#) portal.

Questions

For a confidential discussion, please contact Professor Robin Shields, Head of School, School of Education via head@education.uq.edu.au

For application queries, please contact talent@uq.edu.au stating the job reference number in the subject line.



The University of Queensland

For more than a century, The University of Queensland (UQ) has created positive change for society by delivering knowledge leadership for a better world.

UQ ranks among the world's top universities, as measured by several key independent rankings, including the CWTS Leiden Ranking (35), U.S. News Best Global Universities Rankings (36), the Performance Ranking of Scientific Papers for World Universities (33), QS World University Rankings (40), Academic Ranking of World Universities (63), and Times Higher Education World University Rankings (70).

At UQ, we're changing the way higher education is imagined and experienced. Our students enjoy a rich campus experience, including a range of accommodation options, as well as innovative and flexible learning pathways, diverse and dynamic partnership opportunities, and an integrated digital and campus learning environment.

More than 55,000 students – including the majority of Queensland's highest academic achievers as well as top interstate and overseas students – study across UQ's 4 beautiful campuses in South East Queensland at St Lucia, Herston, Gatton and Dutton Park. They include around 20,000 postgraduate and approximately 21,500 international students who contribute to a diverse, supportive and inclusive campus community.

With a strong focus on teaching excellence, having won more national teaching awards than any other Australian university, UQ is committed to providing students with the best opportunities and practical experiences during their time with us, empowering them with transferable knowledge and skills that will prepare them to exceed expectations throughout their careers.

UQ's 332,000 graduates are an engaged network of global alumni spanning 184 countries, and include more than 17,700 PhDs.

UQ's 6 faculties, 8 globally recognised research institutes and more than 100 research centres attract an interdisciplinary community of 2,500 scientists, social scientists and engineers, who champion research excellence and continue UQ's tradition of research leadership. This is reflected in UQ being the number one recipient of Australian Research Council Fellowships and Awards nationally across all scheme years (452 awards worth \$339 million).

UQ has an outstanding track record in commercialising innovation, with major technologies employed across the globe and gross product sales of more than \$57 billion.

UQ is one of only 4 Australian members of the global Universitas 21, a founding member of the Group of Eight (Go8) universities, a member of Universities Australia, and a member of the Association of Pacific Rim Universities (APRU).

UQ employs more than 7,500 academic and professional staff (full-time equivalent) and has a \$2.47 billion annual operating budget.



Governance

The University of Queensland is governed by a 22-member Senate representing University and community interests. Senate is led by the Chancellor, elected by the Senate. The University of Queensland Act 1998 grants Senate wide powers to appoint staff, manage and control University affairs and property, and manage and control finances to promote the University's interests.

uq.edu.au/about/governance

Strategic direction

By 2032, UQ will be known as a university that:



Delivers highly sought-after graduates, who are prepared for future success through rich and broad educational experiences



Leads as a premier provider of high-quality postgraduate and lifelong learning opportunities



Leverages the breadth and depth of its research capabilities and vibrant precincts to address the world's most pressing challenges



Is a trusted and agile partner widely regarded as a leader in entrepreneurship, knowledge exchange and commercialisation



Has an extensive global reach in education and research with a strong commitment to capacity building in the Indo-Pacific



Breaks down barriers to education through the targeted and effective Queensland Commitment



Is values-led, deeply committed to delivering for the public good and supporting our people, leading reconciliation, and embracing different life experiences and perspectives



Strategic plan 2022-2025

Our vision

Knowledge leadership for a better world.

Our mission

Our core purpose is to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global.

Our values

What we strive for

Creativity

We apply our creativity as a way of seeking progress. We value new ideas, seek fresh perspectives and pursue game-changing innovations and opportunities

Excellence

We strive for excellence in everything we do. We apply the highest standards to our work to achieve the greatest impact for the benefit of communities everywhere.

Central to what we do

Truth

Truth is central to all that we do as a university. We seek truth through our focus on the advancement and dissemination of knowledge, and our deep commitment to academic freedom and freedom of expression.

How we work together

Integrity

We always act with integrity. As stewards of the University's resources and reputation, we are honest, ethical and principled.

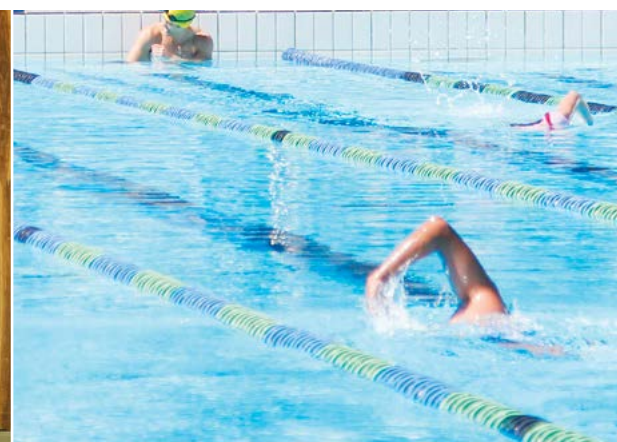
Courage

We are courageous in our decision-making. We are ambitious, bold and agile. We demonstrate moral courage, so that we are always guided by a sense of what is right.

Respect and inclusivity

We provide a caring, inclusive and empowering environment for all. We engage respectfully with one another and promote the value that our diversity brings to our whole community.

about.uq.edu.au/strategic-plan

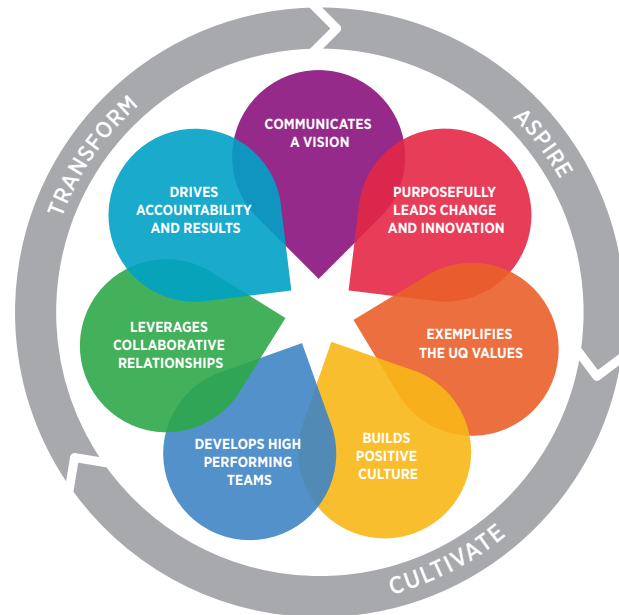


UQ Leadership Framework

As a leader at UQ you are a role model for our values.

Our leaders act with integrity and prioritise the development and growth of our people to ensure excellence for the long term.

The Leadership Framework is underpinned by seven capabilities expected by all UQ leaders.



Aspire

Enact UQ's vision, anticipate change and leverage innovation.

1. Communicates a Vision

Develops and communicates a clear vision and direction for the future, aligned with UQ's vision, values and aspirations.

2. Purposefully leads change and innovation

Remains agile and effectively manages change and unexpected disruption by finding innovative solutions.

Cultivate

Exemplify the UQ values and develop high performing teams and positive culture.

3. Exemplifies the UQ Values

Role models UQ values and demonstrates loyalty to the University.

4. Develops high performing teams

Develops empowered and high performing teams, investing time, energy and resources into helping people achieve their potential.

5. Builds positive culture

Creates respectful and constructive workplaces where people feel safe and valued, and addresses unacceptable behaviours.

Transform

Deliver results that make a difference and create long-term value.

6. Leverages collaborative relationships

Identifies opportunities to collaborate and forges partnerships, embracing the ethos of 'One UQ'.

7. Drives accountability and results

Holds self and others accountable for delivering against objectives and is focused on creating long-term value for UQ.



About Brisbane

Brisbane is the sunny, sophisticated capital city of Queensland and gateway to many famous attractions. Australia's third largest city and fastest-growing capital with a population of more than 2.5 million, it offers a safe, friendly, multicultural environment characterised by the Brisbane River, parklands, convention facilities, museums, theatres, art galleries, a casino, malls, shopping districts, and a host of cosmopolitan restaurants and cafes.

Selected as host city for the 2032 Olympic and Paralympic Games, visitors can expect unbeatable sports experiences in 37 world-class venues, set against a backdrop of iconic beachfronts, breath-taking rural hinterland, and an exciting city rich in culture and entertainment.

Brisbane also offers a range of lifestyle benefits. Combine artistic and outdoor adventures at South Bank, where cultural institutions and restaurants meet riverside gardens and a lagoon. Take a paddle steamer or ferry down the Brisbane River, abseil Kangaroo Point cliffs, or bike ride through the City Botanic Gardens. Or enjoy a day trip to Moreton Island, Noosa, the Sunshine Coast or Gold Coast, or visit beautiful national parks, rainforests and tourist attractions such as Australia Zoo, Dreamworld and other theme parks.

The perfect place to raise a family, Brisbane has been dubbed a food and drink lover's paradise, and is also one of Australia's most liveable and affordable capital cities, with sunny days almost all year round and enough rainfall to keep the city and suburbs cool and green.

A few hours drive north from Brisbane is the Great Barrier Reef, one of the 'natural wonders of the world'. As the largest World Heritage Area, it stretches more than 2,000 kilometres alongside the coast, and is home to around 1,500 species of fish and 350 types of coral. Stradbroke and Fraser Islands are also world-famous attractions close to Brisbane, featuring some of the largest sand dunes in the world.

A leader in education

Brisbane has a wide range of high-quality schools at primary and secondary level, religious and non-denominational, single-sex and co-educational, with many offering excellence programs or other specialty features such as the International Baccalaureate. Brisbane also offers some of the greatest learning institutes in Australia, with 3 internationally recognised universities covering all areas of study from law and medicine through to business, marketing, tourism, IT and biotechnology. The University of Queensland (UQ) is one of Australia's leading research and teaching institutes, ranking among the world's top universities.

Lifestyle

In the heart of Brisbane city, Queen Street Mall is a vibrant shopping and lifestyle precinct and is Australia's most popular pedestrian mall. Brisbane is also the home for many of Queensland and Australia's major sporting events in rugby league, rugby union, AFL and cricket.

Brisbane residents have excellent access to health care in both public and private sectors, covering hospitals, general practitioners, dentists, and other allied healthcare professionals. The numerous public and private hospitals include the Princess Alexandra Hospital, the Mater Hospital network, the Queensland Children's Hospital, and the Royal Brisbane and Women's Hospital. Urgent and emergency medical care is readily available to everyone.



Further information

General information on the University is available through the University's website: uq.edu.au

Other documents which you may wish to refer to include:

- Annual Report:
about.uq.edu.au/organisation/policies-procedures-guidelines/annual-reports
- Governance:
about.uq.edu.au/governance
- Key statistics:
pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx
- Organisation chart:
about.uq.edu.au/files/5643/org-chart.pdf
- Research at UQ:
research.uq.edu.au
- Strategic Plan 2022–2025:
about.uq.edu.au/strategic-plan
- UQ Global Strategy:
global-strategy.uq.edu.au
- UQ Reconciliation Action Plan:
about.uq.edu.au/reconciliation/plan
- UQ Aboriginal and Torres Strait Islander Employment Strategy:
staff.uq.edu.au/files/24066/uq-indigenous-employment-strategy-2019.pdf





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