

Position Description

Indigenous Education and Early Childhood Lecturer – (Teaching Focussed)

Position No:	NEW
School:	School of Education
Campus/Location:	Can be based at La Trobe University's Melbourne (Bundoora) or Victorian regional campuses. Campus location will be discussed with the preferred candidate.
Classification:	LEVEL B – Lecturer
Employment Type:	Full time, Continuing (Identified)
Position Supervisor:	Associate Head of School (Academic)
Number:	50146229
Other Benefits:	http://www.latrobe.edu.au/jobs/working/benefits

Further information about:

La Trobe University - <http://www.latrobe.edu.au/about>

College of Arts, Social Sciences and Commerce – <http://www.latrobe.edu.au/assc>

For enquiries only contact:

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Position Description

Level B – Lecturer – (Teaching Focussed)

A Level B academic with a teaching focussed appointment will work without the need for close supervision and is expected to develop curriculum, coordinate subjects, teach and support students as they learn. They will also be expected to undertake scholarly work relevant to the development of their discipline or professional field. In addition, a teaching focussed academic will support the administrative functions of the discipline as well as undertake scholarly work relevant to the development of learning and teaching in their discipline or professional field.

A teaching focussed academic is expected to demonstrate teaching excellence in keeping with the La Trobe Teaching Excellence Principles and maintain a track record of excellence as evidenced by Student Feedback on Teaching (SFT) surveys, peer-feedback on teaching and through other evidence-based measures. Further, a level B teaching focussed academic will co-ordinate and/or lead the activities of other staff, as appropriate to learning and teaching in the discipline.

A teaching focussed academic is expected to participate regularly in gathering and monitoring of student feedback through Student Feedback on Teaching surveys and will normally receive high teaching results relative to their peers. At least once a year they will also undertake to have their teaching peer-reviewed as part of a commitment to scholarly teaching practice.

Position Context

Teaching focussed positions are critical to enhancing the student experience and the quality of learning and teaching at La Trobe. For staff, teaching focussed appointments provide the flexibility to focus on learning and teaching for a defined period or to prioritise learning and teaching and the Scholarship of Learning and Teaching (SOLT) over the more traditional teaching and discipline research track as a career path. Teaching focussed academics may contribute to teaching excellence and the student experience through a variety of teaching-related roles, including College or School leadership in learning and teaching; course leadership and curriculum development roles; and the management, development and mentoring of a teaching team.

The College of Arts, Social Sciences and Commerce is comprised of 4 Schools across La Trobe's multi-campus operations. The College offers a range of general and specialist undergraduate and postgraduate courses that are rigorous and attuned to meeting the needs of students in ensuring their readiness to work in changing environments. Our courses are appropriately linked to emerging trends and critical global issues. The College has an outstanding reputation for research excellence, for research translation and for building strong relationships with industry partners.

The School of Education has a long and distinctive history of progressive and socially engaged teaching and research in education. The School provides for the professional preparation of teachers and educators in early childhood, primary, secondary, community, vocational and higher education. The School of Education has entered into a period of renewal and has adopted an ambitious strategic plan that is intended to reinvigorate the School's research and coursework portfolio and connectivity with stakeholder groups and industry.

Our mission is to be an agile and vibrant School of Education that leads contemporary education debates and delivers leading research and evidence-based teaching responsive to professional educators. We are known for being current and flexible in a dynamic environment.

We deliver high quality programs designed around our Education Discipline Areas - Innovative Pedagogies; Learning Sciences; and Social Justice and Diversity. We lead problem-based research to enable change in education communities and we respond to regional, local and international communities. The School of Education drives the University strategy through direct links to our feeder schools and we are a source of leadership regarding the future of education. We are the core of La Trobe University's regional offering and northern corridor schools and early childhood partners. The School of Education plays a leading role in La Trobe University's engagement with government at both State and Federal levels via our role as thought leaders in education.

The position holder will be an Aboriginal and Torres Strait Islander person with experience and scholarship in Early Childhood Education and Indigenous Education. A strong understanding and demonstrated experience in developing curriculum and learning and teaching opportunities in Indigenous perspectives and Indigenous knowledges is essential. The position holder will have a track record of scholarship of teaching in Early Childhood Education and Indigenous Education. The position holder will have strong links with Indigenous communities and Early Childhood stakeholders to inform teaching and partnership collaborations.

The position holder will be required to undertake travel to other La Trobe University campuses.

For all duties and key selection criteria, candidates must demonstrate the necessary experience and capability, at the appropriate level, for the role as described in the position context.

Duties at this level may include:

- Design and develop high quality, innovative curriculum approaches, based on contemporary pedagogically-sound theory and current learning design practices, which embed Aboriginal and Torres Strait Islander knowledges and contexts.
- Provide specialist advice to academic staff to build their capability to deliver high-quality learning experiences to students that embed Aboriginal and Torres Strait Islander knowledges and contexts using a range of strategies and technologies.
- Demonstrate effectiveness by taking an evidence-based approach to evaluate learning and teaching initiatives.
- Demonstrate a scholarly approach to learning and teaching by contributing to La Trobe's SOLT including sharing of good practice.
- Coordinate and teach subjects providing a high-quality learning experience that engages students through the conduct of lectures, tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and/or other sessions in online, blended or face-to-face modes.
- Provide constructive, fair and timely feedback on learning to students.
- Initiate, and participate in innovative subject and course level curriculum design, development and review in areas such as, but not restricted to, online and blended delivery, taking an evidence-based approach to evaluate how these initiatives improve the student experience.
- Prioritise the embedding of employability capabilities in the curriculum.
- Participate in La Trobe Learning and Teaching conferences, colloquia or workshops.
- Lead and implement teaching improvement projects at subject, course or discipline level.
- Provide mentoring to other academics on good teaching practice.
- With mentoring support, as appropriate, obtain funding from internal or external sources for teaching improvement projects.
- Continue to develop professional practice skills, knowledge and expertise.
- Contribute to knowledge transfer and to building relationships at a local level.

- Perform allocated administrative functions effectively and efficiently.
- Serve on committees at the school or course level and contribute to committees at the Department, School or College level as required.
- Undertake other duties commensurate with the classification and scope of the position as required by the Head of Department or Head of School.

Key Selection Criteria

ESSENTIAL:

- Masters degree or PhD degree or equivalent accreditation and standing recognised by the University/profession as appropriate for the relevant discipline areas.
- Demonstrated familiarity, sensitivity and respect for the diverse needs, aspirations and cultures of Indigenous societies
- Demonstrated ability to maintain currency of knowledge in one or more areas of education specialisation, such as Aboriginal and Torres Strait Islander knowledges, curriculum design, assessment, technology-enhanced learning, and practically apply learning theory to academic support.
- Demonstrated effectiveness in teaching, curriculum development and subject coordination in face-to-face, blended and/or online modes, as evidenced by sustained high results on student feedback on teaching surveys, teaching excellence awards or through other forms of evidence.
- Strong understanding and demonstrated expertise in working with Aboriginal communities.
- Evidence of innovative initiatives undertaken in the last three years that have improved the student experience, and the evaluation of effectiveness of these initiatives.
- Demonstrated ability to influence the teaching practice of others.
- Demonstrated ability to engage with the Scholarship of Teaching and Learning.
- Demonstrated high level oral and written communication skills, including the ability to interact effectively, collaboratively and productively with staff and students from a diverse range of backgrounds.
- Demonstrated ability to produce outputs related to the Scholarship of Learning and Teaching

DESIRABLE:

- Ability to supervise, or co-supervise, honours and postgraduate students.
- Graduate Certificate in Higher Education or similar evidence of professional preparation for, and continuous professional development in, higher education teaching.

Other relevant information:

- The position description is indicative of the initial expectation of the role and subject to changes to University goals and priorities, activities or focus of the job.
- This position is open to Aboriginal and Torres Strait Islander applicants only, as La Trobe University considers that being Aboriginal or a Torres Strait Islander is a genuine occupational requirement for the position under the 'special measures' of section 12 of the Equal Opportunity Act 2010 (Vic).

Essential Compliance Requirements

To hold this La Trobe University position the occupant must:

- hold, or be willing to undertake and pass, a Victorian Working With Children Check; AND
- take personal accountability to comply with all University policies, procedures and legislative or regulatory obligations; including but not limited to TEQSA and the Higher Education Threshold Standards.

Position Flexibility

La Trobe University is committed to providing a diverse, inclusive and respectful working environment for all staff. We offer flexible work arrangements that can assist you in balancing your work and other responsibilities.

La Trobe Cultural Qualities

Our cultural qualities underpin everything we do. As we work towards realising the strategic goals of the University we strive to work in a way which is aligned to our four cultural qualities:

- *We are **Connected**:* We connect to the world outside — the students and communities we serve, both locally and globally.
- *We are **Innovative**:* We tackle the big issues of our time to transform the lives of our students and society.
- *We are **Accountable**:* We strive for excellence in everything we do. We hold each other and ourselves to account, and work to the highest standard.
- *We **Care**:* We care about what we do and why we do it. We believe in the power of education and research to transform lives and global society. We care about being the difference in the lives of our students and communities.

For Human Resource Use Only

Initials: Date: