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| **Position Description** |

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| **Lecturer Teaching Focussed - Paramedicine, Bendigo** |
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| **Position No:** | 50032921 |
| **Department:** | Community & Allied Health - Paramedicine  |
| **School:** | La Trobe Rural Health School |
| **Campus/Location:** | Bendigo |
| **Classification:** | Lecturer (Level B) |
| **Employment Type:** | Full-time Continuing |
| **Position Supervisor:** **Number:** | Byron Perrin50099824 |
| **Other Benefits:** | <http://www.latrobe.edu.au/jobs/working/benefits>  |

Further information about:

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

La Trobe Rural Health School – http://latrobe.edu.au/rural-health-school

**For enquiries only contact:**

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| **Position Description** |

**Lecturer Teaching Focussed - Paramedicine, Bendigo**

**Context** **Statement**

The College of Science, Health and Engineering is comprised of 9 Schools and sixteen Departments with 1,000 staff and 16,000 students, including 900 PhD students 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. The College has an outstanding reputation for research excellence, for research translation and for building strong relationships with industry partners.

The La Trobe Rural Health School is the largest rural health school in Australia. LRHS is based at all four regional campuses of the University: Bendigo, Mildura, Shepparton and Albury-Wodonga. The School has a wide range of health courses including dentistry, nursing, oral health, paramedicine, public health, physiotherapy, social work, speech pathology, exercise physiology, exercise science and occupational therapy.

The School’s Paramedicine program serves to prepare graduates for the roles that paramedics will be expected to engage in both now and in the future. The curriculum is focused on providing graduates with knowledge and skills that will enable them to work as primary health care providers in national and international settings. The course enables graduates to achieve competencies required for practice in emergency medical response by ambulance services and the broader delivery of community health care and health promotion.

The program is founded on principles of transformational learning, evidence-based practice methods and blended models of adult education. The curriculum is designed to enable individuals to receive a comprehensive and diverse education that supports both reflective and critical thinking; essential qualities of unscheduled health care clinicians and public health experts.

**Lecturer (Level B) – Teaching-focussed**

The La Trobe Rural Health School strongly encourages practising paramedics to apply. Candidates new to teaching will receive professional development and guidance to meet the teaching excellence criteria over an agreed time-frame. They will be supported to achieve this through the Teaching Focussed Academics Community of Practice.

The role of a Level B academic in a Teaching Focused appointment is ultimately to work without the need of close supervision and to develop curriculum, coordinate subjects, teach and support students as they learn. In addition, a Teaching Focused 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 Focused 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 other evidence-based measures. Further, a Level B Teaching Focused 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 be expected to 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.

**Duties at this level may include:**

* 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.
* Demonstrate effectiveness by taking an evidence-based approach to evaluate learning and teaching initiatives.
* Demonstrate a scholarly approach to learning and teaching.
* Provide constructive, fair and timely feedback on learning to students.
* Initiate, and participate in innovative subject and course level curriculum design, 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.
* Co-supervise or, where appropriate supervise Higher Degree by Research, honours and postgraduate students.
* 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:**

* Master degree or equivalent accreditation and standing recognised by the University/profession as appropriate for the relevant discipline areas.
* Possession of, or working toward, professional registration in Paramedicine, coupled with extensive relevant clinical experience.
* Demonstrated ability in teaching, curriculum development and coordination across different modes of teaching.
* Evidence of innovative initiatives undertaken that have improved the student experience.
* 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.

**DESIRABLE:**

* PhD qualification (or working towards) in relevant discipline area
* Graduate Certificate in Higher Education or similar evidence of professional preparation for, and continuous professional development in, higher education teaching.

**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.

**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: