

## Position Description

### Lecturer, Indigenous Education and Pedagogies (TF)

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<b>Position No:</b>	NEW
<b>Business Unit:</b>	Office of the Provost
<b>School:</b>	School of Education
<b>Classification Level:</b>	Level B Teaching Focused
<b>Employment Type:</b>	Full-time, Continuing
<b>Campus Location:</b>	Campus Independent
<b>Other Benefits:</b>	<a href="http://www.latrobe.edu.au/jobs/working/benefits">http://www.latrobe.edu.au/jobs/working/benefits</a>

Further information about:

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

School of Education - <https://www.latrobe.edu.au/school-education>

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## **Position Context/Purpose**

A Level B teaching focused academic is expected to develop curriculum, teach and undertake research or other scholarly work relevant to the development of their discipline or professional field.

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, outdoor and higher education.

The School of Education is a core priority for the University and it has adopted an ambitious strategic plan that is intended to reinvigorate the School's research and coursework portfolio and partnership collaborations with stakeholder groups and industry.

Our vision is to prepare high quality education professionals who want every learner to reach their full potential. Our success is directly linked to our outstanding partnerships with schools, early learning centres, outdoor education industries and other education providers. We offer programs in Early Childhood, Primary and Secondary teacher education, Outdoor Education and postgraduate course work and research pathways to enhance career and professional opportunities for educators in a range of sectors. Our programs – offered at La Trobe's Melbourne, Bendigo, Mildura, Shepperton and Albury-Wodonga campuses – provide future and current educators with evidence-based approaches that improve outcomes for all learners and their communities.

The position holder will be an identified Aboriginal and/or Torres Strait Islander who has a track-record in teacher education and Indigenous education. They will lead and give voice to Aboriginal and/or Torres Strait Islander people engaging in coursework and research in the field of Education. The position holder will demonstrate leadership and advise others on best practice in Indigenous pedagogy to design innovative approaches to curriculum design that highlight Indigenous perspectives and Indigenous knowledge across undergraduate and postgraduate subject and course offerings in education. Working with regional campuses, and the Indigenous practitioner in residence, they will ensure Indigenous students are well supported and connected with community. They will work with academic colleagues to build culturally appropriate and relevant Indigenous content into Initial Teacher Education curriculum.

The position holder will strengthen the existing capability of the School of Education academics in teacher education and further enhance its reputation as a leader in Indigenous teacher education for both research and curriculum innovation.

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. Flexible work arrangements (e.g. job share) may be considered for this position, in consultation with the selection committee.

### **Duties at this level will 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
- Develop a network of casual academic staff members who can contribute to relevant subjects and programs in the School. This could include liaising with Indigenous community organisations and services.

- Develop, coordinate and teach a high-quality learning experience that engages students through the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and/or studio sessions.
- Demonstrate a scholarly approach to learning and teaching and contribute to disciplinary teaching pedagogy.
- Demonstrate effectiveness by taking an evidence-based approach to evaluate learning and teaching initiatives.
- Keep abreast of innovations in teaching and learning in areas such as, but not restricted to, online and blended delivery and incorporate where appropriate.
- Participate in innovative course level curriculum design, development and review.
- Participate in course level curriculum design and development.
- Continue to develop professional practice skills/knowledge and expertise.
- Perform allocated administrative functions effectively and efficiently.
- Participate in continuing education for the profession or the teaching community.
- Contribute to building relationships at local and national level.
- Undertake other duties commensurate with the classification and scope of the position as required by the Associate Dean or Dean.

## **Essential Criteria**

### **Skills and knowledge required for the position**

- Demonstrated advanced understanding of Indigenous pedagogies and ways of knowing to inform teacher education policy reform and the development of innovative teacher education programs at undergraduate and postgraduate level.
- Demonstrated capability to provide leadership and engage with community and school leaders to design and conduct relevant, culturally appropriate research that embraces Indigenous research methodologies.
- 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, initial teacher education, curriculum design, assessment, technology-enhanced learning, and practically apply learning theory to academic support.
- Current understanding of research and evidence-based approaches to inform teaching, learning and curriculum development in face-to-face, blended and/or online modes.
- Demonstrated effectiveness, and ability to innovate, 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.
- Demonstrated capability to collaborate with stakeholder, industry and community partners to enhance teaching and research initiatives.
- High level organisational skills with the ability to set priorities, meet deadlines, initiate and follow-up actions, all with minimal or no supervision.
- Demonstrated ability to work collaboratively and productively with staff and students from diverse backgrounds.
- Evidence of the ability to work as a member of a team in a co-operative and collegial manner.

## **Desirable Criteria**

- Indigenous teacher educators working towards completion of a PhD degree or equivalent professional recognition and standing recognised by Indigenous communities, or profession as appropriate.
- Graduate Certificate in Higher Education or similar evidence of professional preparation for Higher Education teaching.

## **Capabilities required to be successful in the position**

- Ability to work collaboratively, recognise the value of diversity and model accountability, connectedness, innovation and care.
- Ability to think creatively, explore new ideas and respectfully challenge existing practices in order to improve current ways of working.
- Ability to enable a safe, inclusive, high-performing team culture, prioritising staff mental health and wellbeing.
- Ability to build a culture of continuous improvement, implementing ideas generated by team members.

## **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.

## **Other 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.

## **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.

## **Why La Trobe:**

- Develop your career at an innovative, global university where you'll collaborate with community and industry to create impact.
- Enjoy working on our inspiring and stunning campuses – the perfect hub for industry, students and academics.
- Help transform the lives of students, partners and communities now and in the future

This is more than just a job. Working at La Trobe offers opportunities to demonstrate excellence and transform lives.

Here, you'll join exceptional people, partners and communities, who power our operations with ambition and purpose.

We are forward-looking and culturally inclusive. We continuously review, improve and transform our processes to embrace new, flexible approaches. That means you'll always have the opportunity to succeed and make a difference.

**La Trobe's Cultural Qualities:**



**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 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 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*

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For Human Resource Use Only

Initials:

Date: