

One-Year Part-time Term Lecturer Position

The Faculty of Education at Simon Fraser University is seeking applications for a part-time (50%), temporary (1-year) term lecturer from September 1, 2023 to August 31, 2024. Reporting to the Directors of Preservice Professional Studies (PPS) and Undergraduate Programs (UGP), this position will teach in PPS and UGP in the Faculty of Education.

We seek a colleague who has applied knowledge in teacher education and has evidence of ability and commitment to teaching. This position is specifically designed for a candidate with lived experience in Indigenous communities, learning from Elders, and Indigenous practices. They will be working with the Indigenous Perspectives on Teacher Education Module (IPTeM), which explores Indigenous perspectives on teacher education, with a focus on Indigenizing curriculum through the inclusion of Indigenous worldviews, knowledges and perspectives. Please note that the lecturer will have the opportunity to work with Indigenous and non-Indigenous student teachers.

PPS is the teacher education component in the faculty. We offer five pathways toward teacher certification. The term lecturer will be asked to teach two sections of EDUC 400: Foundations of Education & Schooling for the teacher education program. This course starts the learning journey for student teachers by exploring the historical, philosophical, social, and cultural foundations of education and schooling. Each student teacher joins a Professional Learning Community (PLC) to focus on developing professional orientations and identities that recognize the expectations and responsibilities of practicing teachers. They also start their inquiry into First Nations Pedagogy and Issues and Special Needs Education as an essential basis for EDUC 401/402 and the remainder of the program.

EDUC 400 in the fall term requires the delivery of two integrative 3-hour seminars twice per week with a focus on developing reflective practice and professional identity by provoking and helping to integrate students' thinking about the course content and field experiences. The successful candidate will also be responsible for the final assessment.

UGP is designed to provide students with comprehensive instruction in the field of Education. Our programs emphasize practical experience and hands-on learning to help students develop the skills and knowledge they need to become successful educators. With a strong foundation in education theory, our program covers a range of subjects, including curriculum development, instructional strategies, and classroom management.

Our program is taught by experienced faculty dedicated to helping students succeed. Our extensive practicum program provides students with opportunities to work with real students in real classrooms. This hands-on experience allows students to apply what they've learned in the classroom to real-world situations, helping them become confident and competent educators.

The Faculty of Education acknowledges that we are privileged to live, work, and learn on the unceded territories of the Coast Salish peoples. Work in the Faculty is guided by the core values of equity, Indigeneity, and a culture of inquiry. Our mission is a commitment to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic structure. We are committed to ethical practice, equity, social justice, and diversity.

Position Description:

In the Fall, this term lecturer would receive a two-course assignment for teaching two sections of EDUC 400, one being an Indigenous-focused Professional Learning Community (PLC). There is an integrative 3-hour seminar twice a week. There is no responsibility for any content development. Instead, the focus will be on the delivery of the course and developing reflective practice and professional identity by provoking and helping to integrate students' thinking about the course content and field experiences. There is responsibility for the ongoing and final assessment of the EDUC 400 portfolio.

In the Spring, the term lecturer will teach EDUC 402 - Indigenous Perspectives on Teacher Education Module (IPTeM), which will involve exploring Indigenous perspectives on teacher education. This course would focus on Indigenizing curriculum through the inclusion of Indigenous worldviews, knowledge and perspectives and increased awareness of colonizing behaviours and patterns. It will consider the role that educators—both Indigenous and non-Indigenous—play in decolonizing education and improving cross-cultural understandings.

Additional assignments may include collaboration with Undergraduate Programs to teach a variety of undergraduate educational coursework on curriculum and instruction, reflective practices, and/or an analysis of historical and contemporary issues in education and is dependent on teaching needs and availability of funding.

Qualifications:

- PhD or EdD in a relevant field is preferred.
- Applied knowledge in teacher education and Indigenous Education.
- Knowledge of enacting, embodying, and exploring Indigenous Education practices grounded in Indigenous knowledges.
- Knowledge and experience in cultivating the capacities of undergraduate and teacher education candidates to make significant contributions to Indigenous educational practices, scholarship, programming, and activities that support ongoing Indigenous resurgence.
- Knowledge of enacting Indigenous educational practices in courses and programs (e.g., undergraduate, graduate, and teacher professional development) across the Faculty of Education.

Assets:

Lived experience (experience in Indigenous communities, learning from Elders, and Indigenous practices. The Indigenous Perspectives on Teacher Education Module (IPTeM) explores Indigenous perspectives on teacher education, with a focus on Indigenizing curriculum through the inclusion of Indigenous worldviews, knowledges and perspectives. There is a strong desire and need to provide instruction in this module from someone with Indigenous leadership and lived experience of Indigenous practices and understandings.

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Applicants are asked to email separate files (Word or PDF) to educ_appointments@sfu.ca:

- a) A signed application letter that includes a description of the applicant’s scholarly interests and achievements to date, teaching experience, and potential contributions to the faculty;
- b) A current curriculum vitae;
- c) The names of four referees (with contact information).

Deadline for applications is June 9, 2023.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority

Simon Fraser University is an institution whose strength is based on our shared commitments to diversity, equity, and inclusion. Diversity is an underlying principle of our Strategic Vision, which pledges SFU to “foster a culture of inclusion and mutual respect, celebrating the diversity reflected among its students, faculty, staff, and our community.” SFU is committed to ensuring that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications. Consistent with this principle, SFU will advance the interests of underrepresented members of the work force, including Indigenous peoples, persons with disabilities, racialized persons, and women; embrace gender and sexual diversity; ensure that equal opportunity is afforded to all who seek employment at the University; and treat all employees equitably. Candidates that belong to underrepresented groups are particularly encouraged to apply.

Under the authority of the University Act, personal information that is required by the University for academic appointment competitions will be collected. For further details, refer to the [Collection Notice](#).