

# FACULTY VACANCY

## **Tenure-Track (Probationary) Position Department of Curriculum and Pedagogy Faculty of Education**

The Department of Curriculum and Pedagogy invites applications for a tenure-track position in the area of Indigenous Education. The successful candidate will be responsible for teaching **02:381 Teaching Indigenous Studies** across programs (After Degree, Integrated Program, PENT Indigenous Teacher Education Program) and potentially other undergraduate/graduate courses in the Curriculum and Pedagogy Department pertaining to their expertise. A description of **02:381 Teaching Indigenous Studies** can be found in the General Calendar at <https://www.brandonu.ca/calendar/files/2024/03/Undergraduate-Calendar-2024-25.pdf> on page 293 and may include such topics as:

- Indigenous pedagogies that honour diverse ways of teaching and learning
- Integration of Indigenous perspectives in teaching practices
- Exploring identities, histories, ontologies, cultures and languages of First Nations, Metis and Inuit people in Manitoba, Turtle Island and beyond
- Understanding Ministry of Education priorities and curricular expectations regarding the inclusion of Indigenous perspectives in education
- Critically examining public and social policies affecting First Nations, Métis and Inuit peoples with a focus on their impact on education
- Cultivating respectful, honouring, collaborative relationships with elders and knowledge keepers within schools and communities
- Strategies for dismantling colonial frameworks and promoting Indigenous knowledge systems in teaching and learning
- Analyzing the Truth and Reconciliation Commission's calls to action for the field of education and their implications for curriculum and pedagogy

The Department of Curriculum and Pedagogy is oriented towards the Reconceptualist movement in curriculum theory including but not limited to critical, post-colonial, post-structural, culturally-responsive, intersectional, feminist, interpretive and interdisciplinary approaches. The Department of Curriculum and Pedagogy views teaching as inherently responsive, relational and focused on inquiry. This orientation requires both a continued deepening of understanding of an area of study and a self-reflexive approach to one's own teaching practices and identities. As a department, we aim to introduce this process in the undergraduate program. In the graduate program, the process is further developed as teaching experience and theoretical acuity increase.

The Brandon University Faculty of Education serves over 400 undergraduate students in its after degree and integrated education programs and over 300 graduate students in its master's programs. Through its undergraduate and graduate programs and community-engaged scholarship, the Faculty of Education at Brandon University strives to provide an inclusive, student-centered learning environment that empowers exceptional teachers, researchers and community leaders. Our focus is on personal, innovative and authentic

*Brandon University is committed to equity, welcomes diversity, and hires on the basis of merit. All qualified individuals who may contribute to the diversification of the University, especially women, persons with disabilities, Indigenous persons, racialized persons, and persons of all sexual orientations and genders are encouraged to apply. Canadian citizens and permanent residents are given priority. Evidence of citizenship must be provided.*

*We are committed to providing an inclusive and barrier-free work environment. This starts with the hiring process. If you require an accommodation during any phase of the evaluation process, contact HR at [hr@brandonu.ca](mailto:hr@brandonu.ca). All information received related to an accommodation is kept confidential. To ensure this employment opportunity is accessible to all interested individuals, this posting is available in an alternate format upon request.*

education in partnership with the communities we serve. The Faculty of Education attracts urban, rural, northern, Indigenous and international students, and is committed to the core values of equity, diversity and inclusion.

Brandon University is committed to decolonization fully acknowledging the harms of the past, and make amends working towards true Reconciliation, and to broadening of perspectives to incorporate Indigenous worldviews, Indigenous knowledge and Indigenous ways of teaching and learning as outlined in Mamaawii-atooshke aakihkiwiin, the Brandon University Strategic Plan 2022–2027.

Link to strategic plan:

<https://www.brandonu.ca/strategic-plan/files/Mamaawii-atooshke-aakihkiwiin-BU-Strategic-Plan-2022-27-web.pdf>

## Responsibilities

The successful candidate will be responsible for:

- Teaching multiple sections of **02:381 Teaching Indigenous Studies**, which will include both Indigenous and Non-Indigenous students across undergraduate programs (After Degree, Integrated Program, PENT Indigenous Teacher Education Program). Other courses based on the expertise of the applicant may also be taught in either undergraduate programs or graduate programs.
- Preparing future educators to feel competent and confident in teaching Indigenous content and supporting Indigenous learners with culturally relevant pedagogy
- Engaging in service within the faculty, university and community.
- Engaging in a research program aligned with the research interests of the applicant.

## Qualifications:

- A Doctorate or equivalent academic or professional credential, in the specialization area, is preferred. Indigenous applicants who seek to establish an experiential/traditional equivalency are invited to contact the Chair of the Selection Committee (use email below) for more information on how to establish equivalent academic or professional credentials. Section 15.2.2 of the current Collective Agreement between Brandon University and the Brandon University Faculty Association (available at <https://www.brandonu.ca/hr/files/BUFA-2023-27-Collective-Agreement.pdf>) also provides information about determining equivalencies for First Nations, Métis, Inuit, and Non-Status Indigenous applicants (see page 83).
- Experience working in K-12, post-secondary and/or community-based educational contexts is required.

## Assets:

- Strong understanding and advocacy for EDIDR (Equity, Diversity, Inclusion, Decolonization, and Reconciliation) policies and practices.
- Experience in developing courses and/or curricula that reflect Indigenous perspectives and promote critical thinking.
- Experience in Indigenous and/or community-based research that values and respects local knowledges and cultural contexts.
- Commitment to addressing contemporary issues in curriculum and pedagogy.
- Other experience related to Indigenous education.

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This position has been defined to have an Indigenous focus and preference will be given to appropriately qualified candidates of First Nations, Métis, Inuit, or Non-Status identity and/or citizenship. Qualified short-listed candidates will be required to engage in a process to substantiate their Indigenous identity and/or citizenship in a culturally appropriate, fair, equitable, and transparent manner. Additional information regarding this process will be provided by the Chair of the Selection Committee.

**Rank and Salary:** Commensurate with qualifications and experience

**Application deadline:** January 22, 2025, or until the position is filled

**Start Date:** On or before July 1, 2025

**To apply:**

Please submit the following in a **single PDF file**: a) Letter of application addressing your fit for the position and current and future research agenda; b) Curriculum Vitae; c) Transcripts (can be unofficial); d) Evidence of successful teaching and experience in the field; and e) Names and contact information for three referees to:

Dr. Alysha Farrell, Dean  
Faculty of Education,  
Deanofed@brandonu.ca

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