



POSITION DESCRIPTION

Position:	Subject Co-Coordinator – Engagements With Place (0.25 fraction, Semester 1 for 2021)
Department:	Bachelor of Arts (Extended), the BA (Ext)
Reporting to:	Maddee Clark & Emily Direen - BA (Ext) Program Coordinators
Directly Supervising:	Nil
Salary	\$84,935-\$90,646 plus 10% superannuation and 17.5% leave loading
Contact:	Emily Direen – 0403 415 893 & Maddee Clark – 0438 040 621
Date:	January 2021

BACKGROUND

“We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.” – Uluru Statement from the Heart

The BA (Ext) program is a university course open to Australian Indigenous students at the University of Melbourne. This course ‘extends’ an Arts degree. Students complete a sequence of subjects in the first year of their degree, which provides a strong academic foundation for their studies, grounded in Indigenous sovereignty. This course is designed to encourage students to perform at a high academic standard, while at the same time being part of a supportive learning environment in which students belong to a cohort of Indigenous students.

As a leading-edge program in Indigenous Higher Education, all BA (Ext) subjects take Indigenous sovereignty as the organising principle for their curriculum and approach to pedagogy. This strength-based framework is the basis for an educational practice which interrogates and reimagines the social, economic, political, and educational structures of Australia.

At the core of the BA (Ext) program is the question: *How do the structures of Indigenous sovereignty interact with settler education structures?* The subjects on offer in the BA Ext are sites where teaching staff and students do ‘education sovereignty work.’ This is, the practices within teaching and learning that support and develop structures of Indigenous sovereignty. To this end, curriculum design and pedagogy for the BA (Ext) is led by Indigenous teaching staff and based in Indigenous scholarship. All BA (Ext) subjects foreground the productive role Indigenous knowledge practices can play within contemporary academic learning and research.



To ensure that the teaching within the BA (Ext) is of the highest quality, the BA (Ext) draws teaching staff from various teaching backgrounds including the University of Melbourne, Trinity College Foundation Studies, and other suitably-qualified staff with tutoring experience within a University or college. Individual subjects also feature guest lectures by prominent and emerging Indigenous scholars.

SUBJECT

'Engagements With Place' (DEVT10002) is a subject within the BA Ext program that both Bachelor of Arts Extended and Bachelor of Science students complete within the first semester of the first year of their studies. The subject description is:

This subject begins by considering the role of stories and relationships as a cultural medium for storing and communicating the knowledge and values of a society. We will raise questions such as: What is a natural environment or 'nature'? How do humans relate to nature? How do we socially and ethically position animals, plants or landforms? In asking these questions, this subject draws on the legal concept of lawful relations to support each student to think through their relationship with place as a fundamental part of their student praxis. Students will have the opportunity, as either a guest on, or custodian of, the Kulin nations, to articulate the intellectual importance of these relationships to the places themselves and to the Victorian Aboriginal peoples, upon whose land the various campuses of the University of Melbourne are based. In doing so, students will engage with Elders and community members, consider the long and ongoing history of activism spearheaded by Victorian Aboriginal people in the fight for land rights and have the opportunity to visit various cultural institutions. In engaging with places and people beyond the university, students will be asked to complicate what knowledge is produced and valued within different contexts. Students will also consider what place means to contemporary Aboriginal people. Through this engagement and these questions, binaries such as 'remote'/'urban' will be challenged as one of the most populated Australian capital cities is inscribed as an Indigenous cultural hub and safe place for students as they complete their studies.

For more information about the subject, please contact the BA (Ext) Program Leaders, Emily Direen & Maddee Clark as per contact listed above or via email: edireen@trinity.unimelb.edu.au or maclark@trinity.unimelb.edu.au

POSITION SUMMARY

Subject Coordinators within the BA (Ext) program have primary responsibility for the delivery of their subject. This involves: the delivery of course content, involving the presentation of lectures, the facilitation of tutorials and/or workshops; the design and delivery of assessment, including the marking of essays, tutorial papers, and other student work; general student support, involving regular availability for student consultation; participation in subject-related administrative work, including



examiners' meetings, LMS workshops, and other meetings deemed necessary by the Program Coordinators.

As a leading program within the field of Indigenous education, the BA (Ext) program embodies an ethic of reflection upon teaching, with a focus on input from those involved with Indigenous education. Subject Coordinators are expected to participate in regular training, professional development, structured reflection upon their teaching practices, and relationship building with stakeholders. In terms of the culture of the program, Subject Coordinators are expected to participate actively in team meetings, build supportive relationships with colleagues, and to take leadership on projects that benefit the program. Where staff are interested in pursuing research and publication opportunities, they will be actively supported by program management to develop their ideas and pursue research and publication opportunities.

Note: Due to the continuing and rapidly evolving COVID-19 restrictions affecting teaching and learning across the University and colleges, it is possible we will be conducting this class in an online format in 2021.

SELECTION CRITERIA

1. Tertiary qualification/s or higher degree in the relevant disciplines
2. Demonstrated work experience in the relevant teaching at the Foundation Studies Level, VCE or University level
3. High level interpersonal and communication skills (written and oral) at all levels within a culturally diverse education community or similar environment
4. Background knowledge and/or experience relevant to working with Australian Indigenous students
5. A commitment to academic excellence and an understanding of Australian educational practices, including a creative and flexible approach to online teaching
6. Demonstrated experience maintaining confidential records and performing administrative tasks related to teaching
7. Well-developed computer literacy using Microsoft Office applications and the capacity to use online learning environments (the University of Melbourne uses a learning management system, 'LMS,' similar to TCOLE)
8. Ability to perform teaching duties in an online educational environment including scheduling lectures and tutorials via online platforms (e.g. Zoom), orchestrating 'break-out room' discussions, uploading lecture recordings, streaming live lectures, and providing student support in an online space

KEY RESPONSIBILITIES

1. Deliver the relevant subject content in the form of lectures, workshops and/or tutorials, and the relevant assessment for the subject, including through the marking of assignments, classroom assessment pieces, and exams.
2. Attend BA (Ext) Program meetings, Arts Faculty departmental meetings, training, professional development, student orientation, stakeholder engagement events, and other meetings as required



3. Take a leading role in the development of a supportive and cooperative BA Ext team, including providing academic guidance to tutoring staff and/or collaborating effectively with a co-coordinator in subject leadership and delivery.
4. Participate in training and professional development related to the area of Indigenous education.

WORKING RELATIONSHIPS

1. All Subject Coordinators are responsible to the BA (Ext) Program Coordinators who are their line manager.
2. Subject Coordinators are expected to participate in cooperative relationships with teaching staff within the wider BA Ext program, Trinity College, Australian Indigenous Studies, and other Indigenous stakeholders at the University of Melbourne, to assist in ongoing pedagogical development in relation to teaching Indigenous students.

Further Information:

- Applicants must be Australian Citizens, Permanent Residents or hold a valid work permit or visa. If called for interview evidence of status will be required
- Applicants will be required to bring originals or certified copies of academic and other qualifications if called for interview
- The successful applicant must secure, or be in the process of securing, a Working with Children approval or equivalent registration

CHILD SAFETY

Trinity College is committed to providing a safe, secure, disciplined and quality learning and residential environment in which all students can develop their individual talents, interests and abilities through a curriculum that fosters the intellectual, physical, social and moral development of the student. The College is committed to the safety of all children including those from culturally and/or linguistically diverse backgrounds.

OCCUPATIONAL HEALTH AND SAFETY (OHS)

All staff are responsible for safe work procedures and instructions as employees of Trinity College and of the University of Melbourne.

Employees must:

- Cooperate with the College and the University in relation to activities and training taken by the College and the University to comply with OHS legislation as well as the Trinity College and the University of Melbourne OHS Policy and Procedures.
- Comply with the OHS guidelines in the Staff Terms and Conditions in both institutions.
- Adopt work practices that support OHS.



- Take reasonable care for their own health and safety and the health and safety of other people who may be affected by their conduct in the workplace.
- Seek guidance for all new or modified work procedures for work safe practices.
- Ensure that any hazardous conditions, near misses and injuries are reported immediately to the supervisor.
- Participate in meetings, training and other environment, health and safety activities.
- Not wilfully place at risk the health or safety of any person in the work place.
- Not wilfully or recklessly interfere with or misuse anything provided in the interest of environment health and safety or welfare.

Supervisors are responsible for:

- Developing and recommending new safe work procedures and practice, as required, in conjunction with relevant persons and in compliance with legislative requirement and Trinity College OHS Policy.
- Providing all staff with relevant OHS information in an appropriate, timely manner.
- Providing personal protective equipment and clothing if hazards or risk cannot be fully eliminated.
- Providing adequate supervision through technical guidance and support.
- Identifying and controlling hazardous conditions and where possible reduce risks or eliminate.
- Providing appropriate facilities for safe storage, handling and transport of hazardous substances.
- Ensuring that all accidents and incidents are reported.

TRINITY COLLEGE

Founded in 1872 as the first college of the University of Melbourne, Trinity College is a unique tertiary institution that provides a diverse range of rigorous academic programs for more than 2,500 talented students from across Australia and around the world. These programs include:

- The residential College for undergraduate and postgraduate students of the University of Melbourne, both resident and non-resident.
- The Pathways School, including Trinity College Foundation Studies (TCFS), a one-year course which prepares able overseas students for undergraduate entry to the University of Melbourne and other leading Australian universities; a BA (Extended) pathway for Indigenous students in partnership with the University of Melbourne; Young Leaders Program for domestic and overseas secondary school students, various short courses and conferences.
- Trinity College Theological School (TCTS), which offers degree and other courses for training and forming Anglican clergy and others, on campus, online, and in parishes.

Trinity promotes academic excellence across a balanced, all-round education that includes both 'breadth' and 'depth' of content, together with the development of ethical values, personal integrity, leadership and social responsibility. A Trinity education is further characterised by a high level of international engagement and a strong commitment to equity and diversity.

These educational programs are supported by the College Library, Art Collection and Archives, Information Technology, the College Chapel and Chaplaincy, Music – including a world-class Choir – Communications, Human Resources, and Finance and Administration – including finance, accounts,



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property and operations, and conferences and hospitality. The Advancement Office and Trinity College Foundation undertake friend-raising and fund-raising activities that benefit the College as a whole.

An Anglican institution, Trinity welcomes people of all faiths and none. The College celebrates, and is enriched by, the diversity of backgrounds of its staff and students.

For a description of the University of Melbourne, see <http://about.unimelb.edu.au/>.

Trinity College: Excellence, Community, Diversity, Society