



## POSITION DESCRIPTION

<b>Position:</b>	Lecturer, History of Ideas
<b>Department:</b>	Pathways School
<b>Reporting to:</b>	Subject Leaders, History of Ideas
<b>Contact:</b>	Alicia Coram and Micaela Sahhar ( <a href="mailto:acoram@trinity.unimelb.edu.au">acoram@trinity.unimelb.edu.au</a> and <a href="mailto:msahhar@trinity.unimelb.edu.au">msahhar@trinity.unimelb.edu.au</a> )
<b>Date:</b>	March 2023

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## POSITION SUMMARY

The Trinity College Foundation Studies Program (TCFS) is a pre-university course that qualifies overseas students for entry to the University of Melbourne and other Australian universities. History of Ideas is an intensive subject that examines Western society and the ideas on which it is based, as well as considering critical responses to this tradition. It is a core subject undertaken by all TCFS students. The Standard, Comprehensive, and Fast-Track intakes foster the development of skills such as academic writing, research, academic integrity through the application of referencing conventions and ethical academic behaviour, argument evaluation, use of evidence and analysis of complex issues.

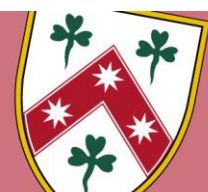
The position involves the delivery of the curriculum in the form of tutorials. Duties also include consultation with students, correction of assessment, report-writing, student mentoring, collaboration with colleagues and other duties relating to the subject and the broader program. A full-time teaching load is ten ninety-minute tutorials per week, Monday to Friday and associated duties outlined in the current workload model. Each tutorial class has approximately 15 students.

## SELECTION CRITERIA

### Essential:

1. A relevant tertiary qualification (for example in the Humanities, Social Sciences or Area Studies). A doctorate is preferred but not essential.
2. Experience in teaching students, preferably at a Foundation Studies or University Level.
3. Either four semesters teaching experience to cohorts that include international students, or a teaching qualification.
4. Capability in using technology to deliver curriculum (for example, familiarity with Teams, TCOLE, Moodle, and/or use of tablets in the classroom).
5. High level interpersonal and communication skills (written and oral) within a culturally diverse educational community or similar environment.
6. A commitment to academic excellence and expertise in Australian educational practices.
7. Proven experience maintaining confidential records and performing administrative tasks related to teaching.
8. Demonstrated experience of positively contributing to and working within a team and independently.
9. Computer literacy, using Microsoft Office applications.
10. An understanding of Equal Employment Opportunity, and commitment to equity and cultural diversity.
11. An understanding of and commitment to compliance of Occupational Health and Safety requirements.

## KEY RESPONSIBILITIES





**Lecturers are required to:**

1. Follow a curriculum which critically engages with the central ideas of Western intellectual culture, developing academic skills of research and critical analysis.
2. Prepare and deliver tutorials with a focus on student engagement and group work.
3. Lecturers may be tasked with lecturing responsibilities according to departmental needs.
3. Provide academic assistance for students outside class time.
4. Mark summative assessment, classroom participation activities and exams.
5. Write term reports.
6. Contribute to ongoing program development through discussions about curriculum, developing teaching materials, and developing assessment tasks.
7. Meet regularly and collaborate with colleagues.
8. Attend departmental and Trinity all staff meetings.
9. Contribute to the pastoral care of students to ensure ongoing assistance to students experiencing challenges that affect their wellbeing and learning needs, including participating in the College's Student Mentoring Program, and fulfilling reporting requirements to Student Wellbeing and Academic Administration.
12. Assist in student orientation activities and staff the study commons in accordance with the workload model and departmental guidelines (which may occasionally fall outside regular work timetables).
13. Undertake relief teaching for staff on leave in accordance with the workload model and departmental guidelines.

**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.

**CHILD SAFETY**

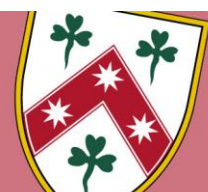
Trinity College is committed to providing a safe, secure, disciplined and quality learning and residential environment in which all students can develop their individual talents, interests and abilities through a curriculum that fosters the intellectual, physical, social and moral development of the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

**OCCUPATIONAL HEALTH AND SAFETY (OHS)**

All staff are responsible for safe work procedures and instructions.

All Employees must:

- Comply with the Trinity College OHS Policy.
- Cooperate with your employer about any action they take to comply with the OHS Act or Regulations.
- Comply with safe work practices, with the intent of avoiding injury to yourself, others and damage to plant and equipment.
- Comply with any direction given by management for the intent of health and safety.
- Report all accidents and incidents that occur in the workplace immediately
- Report all known or observed hazards to ensure corrective actions are implemented to avoid reoccurrence.
- Adopt work practices that support OHS in the workplace.
- Seek guidance for all new or modified work procedures implemented within the workplace.
- Participate in meetings, training and other environment, health and safety activities as required.





## 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 talented students from across Australia and around the world. These programs include:

- The Residential College for undergraduate students of the University of Melbourne, both resident and non-resident.
- The Pathways School, including Trinity College Foundation Studies (TCFS), a unique course which prepares high achieving international students for undergraduate entry to the University of Melbourne and other leading Australian universities.
- Trinity College Theological School (TCTS), which, through the [University of Divinity](#), offers high-quality, accredited degrees and diplomas, and also serves the wider community by offering professional development workshops, seminars and lectures in our [Continuing Education](#) program.

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 – Marketing, Communications and Events, Human Resources, Property and Facilities Services, and Finance and Administration. 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.

*Trinity College: Excellence, Community, Diversity, Society*

