POSITION DESCRIPTION

Position Title	Aboriginal and Torres Strait Islander Curriculum & Pedagogy Coordinator (Speech Pathology)		
Organisational Unit	Faculty of Health Sciences		
Functional Unit	School of Allied Health		
Nominated Supervisor	Deputy Head, School of Allied Health QLD		
Career Pathway	Teaching Focussed		
Classification	Academic Level C		
CDF Level	CDF1	**Position Number**	10610439
Attendance Type	Part Time	**Date reviewed**	01-MAR-2024

ACU considers that being Aboriginal or a Torres Strait Islander is a genuine occupational requirement of this position under s 42 of the Discrimination Act 1991 (ACT)/ s 14 of the Anti-Discrimination Act 1977 (NSW), s 25 of the Anti-Discrimination Act 1991 (Qld)/ sub-s 56(2) of the Equal Opportunity Act 1984 (SA)/ sub-s 26(3) or s 28 of the Equal Opportunity Act 2010 (Vic). The position is therefore only open to people who identify as Aboriginal and Torres Strait Islander.

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability to grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

Each portfolio consists of several Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission of the University. In addition, Campus Deans focus on the University's local presence and

development of the University at the local 'campus' level. For further information about the University please refer to the Organisation Chart.

All our staff contribute to the achievement of our goals set out in the Strategic Plan 2020-2023 and aim to provide high quality services with a strong focus on service excellence. Several frameworks and standards also express the University's expectations of conduct, capability, participation and contribution of staff.

ABOUT THE FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences comprises three schools:
- Allied Health
- Behavioural and Health Sciences
- Nursing, Midwifery and Paramedicine

There are currently approximately 14,000 students (EFTSL) and 530 (FTE) staff in the faculty under the disciplines: occupational therapy, speech pathology, social work, exercise science, exercise physiology, nutrition science, biomedical science, nursing, midwifery, paramedicine, physiotherapy, psychology and public health. The Faculty is represented across seven ACU campuses.

The Faculty's current research priorities focus on Cardiovascular Disease and Metabolism, Health Services Research, Nutrition, Sports Performance and Rehabilitation, Psychology and Mental Health.

An expanding portfolio of postgraduate courses is also available in coursework and research. Many postgraduate courses within the Faculty have been developed in conjunction with industries in order to meet specific needs of the professions and industry. Some postgraduate units are offered in flexible learning mode by online study. All students have professional and clinical experience that is supervised by specially qualified practitioners. Catholic hospitals and other public, private and specialty organisations, as well as schools and the health and sports industry, are involved with preparing for promoting and offering this valued and essential experience.

The goals of the Faculty are closely linked to and emanate from the Mission of the University. The areas of achievement by the Faculty include the key areas of teaching and learning, research and scholarship, community engagement in addition to specific objectives regarding internationalisation, quality and resource management. It has well-established procedures for evaluating performance and ensuring quality which involve students and representatives of the various statutory registration authorities and professional organisations, as well as recent graduates and employers.

Further information about the Faculty can be found at:
https://www.acu.edu.au/about-acu/faculties-directorates-and-staff/faculty-of-health-sciences

ABOUT THE NATIONAL SCHOOL OF ALLIED HEALTH

The National School of Allied Health is located on six of the University's campuses: Brisbane, Strathfield, North Sydney, Canberra, Melbourne and Ballarat and is responsible for delivery of programs in four professional disciplines:

- Occupational Therapy
- Speech Pathology
- Physiotherapy

- Social Work / Human Services

Further information about the School can be found at:
https://www.acu.edu.au/about-acu/faculties-directorates-and-staff/faculty-of-health-sciences/school-of-allied-health

ABOUT SPEECH PATHOLOGY

The Bachelor of Speech Pathology Program at ACU is offered on three campuses: Melbourne, North Sydney and Brisbane. The program aims to prepare students to assess and diagnose difficulties with communication and swallowing, and enables them to provide intervention and support that is person-centred, culturally-sensitive and evidence-based. Consistent with the mission of ACU, the program is underpinned by values including a respect for the dignity of the human person, commitment to social justice, equity, advocacy, and a responsibility to the common good. The program comprises speech pathology theoretical units, inter-professional units, and professional practice units. Meritorious students may be eligible to undertake an embedded Honours program in third and fourth year. The full course details can be found at: https://courses.acu.edu.au/undergraduate/bachelor_of_speech_pathology

The program utilises engaging and innovative learning and teaching activities, which are planned and delivered by a national team. Staff have a strong commitment to research and/or the scholarship of learning and teaching, and regard a commitment to these activities as essential to the successful delivery of the program. The Bachelor of Speech Pathology has been fully accredited across all campuses by Speech Pathology Australia.

POSITION PURPOSE

A Senior Lecturer is expected to make significant contributions to the leadership, development and implementation of the Bachelor of Speech Pathology at Australian Catholic University. The Senior Lecturer (Aboriginal and Torres Strait Islander Curriculum and Pedagogy Coordinator) in Speech Pathology will provide discipline-specific cultural and academic expertise and leadership regarding the embedding of Aboriginal and Torres Strait Islander ways of Knowing, Doing and Being into the Bachelor of Speech Pathology curriculum. The coordinator will work with the speech pathology team to build the capability and cultural responsiveness of staff to engage in these areas of teaching and learning. The coordinator will work with the School of Allied Health First Nations Strategy Advisory Committee and with Aboriginal and Torres Strait Islander Community Elders and mentors as well as external stakeholders including Indigenous Allied Health Australia, in order to advance the relationships with Indigenous health sectors and the School.

They will consult with the Head of School and Assistant Deputy/Deputy Head of School of Allied Health, Head of Discipline, the Course Coordinators of Speech Pathology and other staff as required, ensuring that the delivery of the Speech Pathology curriculum is comprehensively managed.

There is an imperative at each discipline level and at the university level to graduate students who are culturally capable and responsive. The curricula in social work, physiotherapy, occupational therapy and speech pathology are guided by national professional accreditation standards that require students to graduate with the capacity to be culturally capable and responsive. The Aboriginal and Torres Strait Islander Health Curriculum Framework (2015) provides clear guidance on ways to develop and implement culturally appropriate curricula in line with discipline-specific accreditation standards and recommends the appointment of an Aboriginal and Torres Strait Islander Curriculum and Pedagogy Coordinator to provide governance and expertise in this process.

KEY RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2020-2023
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.
- ACU Staff Reconciliation Action Plan

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The Academic Performance Matrices and Evidence Framework which describes the performance standards in areas of academic activity.
- The Capability Development Framework which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching
- Curriculum Development and Scholarship of Teaching
- Research
- Academic Leadership/Service

Responsibility	**Broad Area of Academic Activity**
Contribute to the creation/enhancement of supportive, engaging and culturally safe learning environments	Teaching/curriculum development/scholarship of teaching
Work in collaboration with SoAH First Nations Strategy Advisory Committee and speech pathology academic staff to develop high quality curriculum, teaching, resources and assessments that support the integration of Aboriginal and Torres Strait Islander Knowing, Being and Doing in theoretical and professional practice units	Teaching/curriculum development/scholarship of teaching

Responsibility	Broad Area of Academic Activity
for speech pathology, particularly in areas relevant to cultural awareness, cultural competency, cultural responsiveness and Indigenous health and wellbeing.	
Build partnerships with community organisations that would embed Indigenous perspectives in professional practice experiences in the speech pathology program.	Teaching/curriculum development/scholarship of teaching
Contribute to activities aimed at building capability in academics to teach Aboriginal and Torres Strait Islander content in a culturally safe manner.	Teaching/curriculum development/scholarship of teaching
Maintain professional competency and eligibility for membership of Speech Pathology Australia.	Teaching/curriculum development/scholarship of teaching
Mentor Allied Health Aboriginal and Torres Strait Islander students enrolled in Speech Pathology programs within the School of Allied Health	Academic Leadership and Service
Build relationships with ACU Indigenous Higher Education Units and IAHA (Indigenous Allied Health Australia).	Academic Leadership and Service
Initiate and/or actively maintain productive relationships with Elders and Community to advance the relationships with Indigenous health and welfare sectors and the speech pathology program.	Academic Leadership and Service
Participate in School, Faculty and University committees and related activities as appropriate.	Academic Leadership and Service

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	• Qualification - Identification as an Australian Aboriginal and/or Torres Strait Islander. ACU considers that being Aboriginal and/or Torres Strait Islander is a requirement as identified in the University's Aboriginal and Torres Strait Islander Peoples Employment Strategy. • Qualification - A degree in Speech Pathology (Bachelor or Masters) and eligibility for membership of Speech Pathology Australia. • Qualification - Advanced knowledge and/or practice demonstrated by experience in developing and/or delivering culturally responsive curriculum, health services, and/or a related degree (e.g. Masters or PhD or equivalent). • Experience - Evidence of teaching experience at University undergraduate level. • Experience - Experience and confidence with Indigenous Allied Health Policy development at local or national level. • Skill - Demonstrated capacity to provide leadership in areas of teaching or professional practice. • Skill - Demonstrated ability to initiate and actively maintain productive relationships with Elders and Community.

Core Competencies:	• Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. • Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. • Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. • Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.
Essential Attributes:	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
Working with children and vulnerable adults check	Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure

