

## POSITION DESCRIPTION

<b>Position Title</b>	Lecturer in Indigenous Education		
<b>Organisational Unit</b>	Faculty of Education and Arts		
<b>Functional Unit</b>	Institute for Positive Psychology & Education		
<b>Nominated Supervisor</b>	Professor/Director, Institute for Positive Psychology & Education		
<b>Career Pathway</b>	Teaching and Research		
<b>Classification</b>	Academic Level B		
<b>CDF Level</b>	CDF1	<b>Position Number</b>	10602700
<b>Attendance Type</b>	Full Time	<b>Date reviewed</b>	30-MAY-2024

*ACU considers that being Aboriginal or a Torres Strait Islander is a genuine occupational requirement for 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 ACU's [Vision 2033](#) 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 EDUCATION AND ARTS**

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The Faculty of Education and Arts encompasses two schools - the National School of Education and the National School of Arts and Humanities, and four institutes - the Institute for Positive Psychology and Education; the Institute for Learning Sciences and Teacher Education; the Institute of Child Protection Studies; the Institute for Humanities and Social Sciences, as well as the Australian Centre for the Advancement of Literacy, the Clinic for the Advancement of Literacy, the Ancient Israel Program and the Western Civilisation Program. The faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

## **ABOUT INSTITUTE FOR POSITIVE PSYCHOLOGY & EDUCATION**

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The Institute for Positive Psychology and Education (IPPE) is led by its Director Professor Rhonda Craven. IPPE conducts multi-disciplinary research to address educational and psychosocial issues, translate theory and research into effective policy and practice, and demonstrate how individuals, communities and organisations cannot just succeed but flourish and thrive. The Institute conducts research in three program areas: Educational and Developmental Psychology; Human Motivation and Behaviour, and Indigenous Game Changers.

IPPE is internationally recognised for theoretical, measurement and applied research; a strong track record of external grants and awards; publications in high quality journals; collaborative links with leading international researchers; established relations with community organisations, including high-profile Australian industry partners as well as international partners; and a PhD program encompassing Education, Educational Psychology, Indigenous Education, Positive Psychology, and Sport and Health Psychology research.

## **POSITION PURPOSE**

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The position contributes to and enhances the profile in Indigenous research and teaching of the Australian Catholic University. The position is designed to support the research of IPPE's Indigenous Game Changers Program and teaching of undergraduate and postgraduate Indigenous units and programs within the Faculty of Education and Arts.

## **KEY RESPONSIBILITIES**

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### **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's Vision 2033
- Catholic Identity and Mission
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Staff Enterprise Agreement
- 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

<b>Responsibility</b>	<b>Broad Area of Academic Activity</b>
Undertake research projects to increase ACU's Indigenous research profile.	Research
Undertake teaching and development of Indigenous units and programs at both the undergraduate and postgraduate level within the Faculty of Education and Arts.	Teaching/curriculum development/scholarship of teaching
Contribute to funding applications in areas of research (including, where appropriate, with ACU academic staff) including ARC Grants, Fellowship or equivalent scheme. Fellows are required to actively seek external research funding to support their research programs.	Research
Provide support to IPPE and Faculty Indigenous Programs to attract undergraduate and postgraduate Indigenous students.	Teaching/curriculum development/scholarship of teaching
Undertake qualitative data analysis and preparation of reports and publications of analysis.	Research
Supervision of research higher degree candidates and Honours students.	Teaching/curriculum development/scholarship of teaching

## SELECTION CRITERIA

<b>Qualifications, skills, knowledge and experience:</b>	<ul style="list-style-type: none"> <li>• Qualification - To perform this role, it is essential the person who holds the position be an Aboriginal or Torres Strait Islander person. Applicants are required to provide a written response to the criteria and provide a Confirmation of Aboriginality or Torres Strait Islander Descent Form as part of the application process. ACU considers that being Aboriginal and/or Torres Strait Islander is a genuine occupational requirement as identified in the University's Aboriginal and Torres Strait Islander Peoples Employment Plan.</li> <li>• Qualification - Relevant postgraduate qualifications in education or equivalent.</li> <li>• Experience - Experience in teaching Indigenous courses and teaching Indigenous students in an educational setting.</li> <li>• Experience - Ability to lead and co-author research reports and publications.</li> <li>• Skill - Demonstrated capacity to attract research grant income, relative to level, to support research programs.</li> <li>• Knowledge - Relevant demonstrated qualitative and quantitative research skills.</li> <li>• Skill - Demonstrated ability to plan work effectively and simultaneously meet tight timeframes in order to manage a number of complex and competing matters.</li> <li>• Experience - Experience with undertaking research with Indigenous communities and Indigenous leaders.</li> <li>• Knowledge - Knowledge of Indigenous Education research and relevant policies.</li> </ul>
<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence.</li> <li>• 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.</li> <li>• Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.</li> <li>• Make informed, evidence-based decisions by sourcing and interpreting University and business information.</li> </ul>
<b>Essential Attributes:</b>	<p>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.</p>
<b>Working with children and vulnerable adults check</b>	<p>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.</p>

## REPORTING RELATIONSHIPS

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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>

