

## POSITION DESCRIPTION

<b>Position Title</b>	Research Indigenous Liaison Officer		
<b>Organisational Unit</b>	Faculty of Health Sciences		
<b>Functional Unit</b>	Institute of Positive Psychology and Education		
<b>Nominated Supervisor</b>	Professor		
<b>Higher Education Worker (HEW) Level</b>	HEW 7	<b>Campus/Location</b>	Strathfield moving to North Sydney late 2017
<b>CDF Achievement Level</b>	1 All Staff	<b>Work Area Position Code</b>	13916
<b>Employment Type</b>	Full-time, Fixed Term (2.5 years)	<b>Date reviewed</b>	April 2017

*This is an identified position and Aboriginal and or Torres Strait Islander applicants must demonstrate Aboriginality and or Torres Strait Islander in addition to addressing the selection criteria. Aboriginality/Torres Strait Islander is a genuine occupational qualification and is authorised under section 14(d) of the Anti Discrimination Act 1977*

## 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.*

Australian Catholic University (ACU) is both a Catholic University and a public institution within the Australian higher education sector. ACU is an inclusive community which welcomes students and staff of all beliefs. The University is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition. As valued members of our community, all staff members are expected to have an understanding of ACU's [Mission](#) and values and to demonstrate an active contribution to them.

The University shares with universities worldwide a commitment to quality in teaching, research and service. It aspires to be a community characterised by free enquiry and academic integrity.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a University that is Catholic, public and national. The focus areas are Theology and Philosophy, Health, Education, and the Common Good and Social Justice.

ACU has over 2,500 staff supporting more than 34,000 students across seven campuses – Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

The structure to support this complex and national University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Directorate of Identity and Mission drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

The University pursues performance excellence and offers an environment where staff are valued and rewarded. Staff are expected to demonstrate a commitment to continuous improvement and to participate fully in resolving issues to

achieve and maintain quality standards relevant to role. Further information about a career with ACU is available at [www.acu.edu.au](http://www.acu.edu.au).

## **ABOUT THE INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION**

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The Institute for Positive Psychology and Education (IPPE) has produced award-winning research that has been recognised with national and international prestigious awards. The IPPE is supported by world-class research resources and infrastructure specialised research administration skills, post doctorate research fellows and PhD students; all of whom facilitate large-scale research studies. Its outstanding research environment also includes world-class research facilities, infrastructure support, intellectual capital (critical mass of world-class researchers, post doctorate research fellows, international visiting scholars and collaborators, and external linkages) and research mentoring and PhD supervision.

The IPPE is internationally recognised for theoretical, measurement and applied research; a strong track record of prestigious external grants and awards; publications in international journals of high repute; collaborative links with leading international researchers; established relations with industry and community organisations; and a world-class PhD program encompassing Positive Psychology, Sport and Health Psychology, Education, Educational Psychology, and Indigenous Education research.

The IPPE also leads the international SELF Research Centre, founded in 2000 by Professors Marsh and Craven (750 members from 45 countries; Satellite Centre's at leading universities around the world). The IPPE also has a track record of successful ongoing collaboration with high-profile Australian industry partners (e.g. NSW Department of Education & Communities, Catholic Educational Office, NSW Police, Peer Support Foundation, Learning Links, NSW Aboriginal Education Consultative Group, and the Black Dog Institute) as well as international partners (Hong Kong Institute of Educational Research, German Max Planck Institute, German Institute for International Educational Research, UK Higher Education Academy, UK Centre for Multilevel Modelling, OECD PISA, Pearson Research & Assessment, Durham Curriculum, Evaluation & Management Centre, and the National Institute of Education Singapore).

## **ABOUT THE AUSTRALIAN CENTRE FOR INDIGENOUS THRIVING (ACIT)**

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The Australian Catholic University (ACU) has recently committed \$2.6 Million to set up a national Research Centre spearheaded by the ACU's Institute for Positive Psychology and Education. This funding will be directed towards undertaking 3 pilot research projects: 1, Educational Thriving: Best Start: Enhancing Young Indigenous Children's Literacy, Oral Communication Skills; and Reading Self-Concept; 2, Psychological Thriving: Nature and Drivers of Indigenous Wellbeing; and 3, Family and Community Thriving: The Impact of Triple PPP to strengthen an ACU-led Centre of Excellence (CoE) bid in 2018 and leverage partnerships and ongoing funding from corporate, government, and philanthropic organisations. More projects will be added as more funding is attracted and the Centre grows.

ACIT brings together a partnership of leading Australian and international Indigenous and non-Indigenous researchers, next generation researchers, government, industry partners, and Indigenous communities with a shared commitment to addressing Indigenous disadvantage as a critical issue of our time. The establishment of ACIT will significantly advance the vital interplay of theory, research, and practice to yield translational outcomes and innovative solutions that will enable Indigenous Australian children and youth to thrive in their home, community, and school environments.

Our people are the key to making this happen.

## **POSITION PURPOSE**

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The Indigenous Community Liaison Officer plays a vital role to the Indigenous methodology of yarning to facilitate data gathering and information exchange. The position sits across the three pilots and future projects and establishes community connections and facilitates collaboration to enable reciprocal access between Indigenous communities and research teams. The role will also coordinate the development and maintenance of Indigenous community researchers and an emerging network of undergraduate scholars, trialing their role as both key participants in and

reviewers of the proposed research activity, and provide vital input and support to the CoE bid from mid-2018 onwards.

NB: Some local travel and country trips will be required from time to time.

## POSITION 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 2015-2020
- Catholic Identity and Mission
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Service Principles
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence

The [Capability Development Framework](#) in particular is important in understanding the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

### Key responsibilities

Key responsibilities specific to this position	Relevant Core Competences ( <a href="#">Capability Development Framework</a> )	Scope of contribution to the University			
		Within the work unit or team	School or Campus	Faculty or Directorate	Across the University
Provide a high level of internal and external culturally appropriate consultancy, through connecting within Indigenous communities to facilitate a two way understanding of the need to balance Indigenous cultural and research, and by acting as a liaison between Indigenous Communities and the research teams. Ensure that the reciprocal benefits of the research are clear.	<ul style="list-style-type: none"> <li>• Deliver Stakeholder Centric Service</li> <li>• Communicate with Impact</li> <li>• Make Informed Decisions</li> </ul>	✓	✓		
Facilitate the provision of appropriate consultation, research programs and events to improve Indigenous Australians community engagement. This involves: <ul style="list-style-type: none"> <li>• taking an advocacy role with Indigenous people;</li> <li>• liaison with relevant community groups (which will involve some travel);</li> <li>• establish relationships with Indigenous organisations and agencies;</li> <li>• provide training to members of research and project teams; and</li> <li>• develop resources to support the appropriate communication of research/project staff with members of the Indigenous Australian community.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate Effectively</li> <li>• Communicate with Impact</li> <li>• Make Informed Decisions</li> </ul>	✓	✓		

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<p>Develop and oversee ACIT's Aboriginal and Torres Strait Islander Action Plan to improve the overall cultural competence of the researchers in relation to engaging and meeting the needs of Aboriginal and Torres Strait Islander communities which includes:</p> <ul style="list-style-type: none"> <li>reviewing, developing, implementing and coordinating activities, tasks, projects and actions; of pilot projects;</li> <li>providing regular written reports on progress to research teams; and</li> <li>making recommendations for continuous improvement of the Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver Stakeholder Centric Service</li> <li>Communicate with Impact</li> <li>Be Responsible and Accountable for Achieving Excellence</li> </ul>	✓	✓		
<p>Coordinate the development and maintenance of Indigenous community researchers in Indigenous communities, which IPPE researchers are involved in and help academics develop an emerging network of undergraduate students' in ACU trialing their role as both key participants in, and reviewers of, the proposed research activities.</p>	<ul style="list-style-type: none"> <li>Coach and Develop</li> <li>Communicate with Impact</li> </ul>	✓	✓		
<p>Provide input and support to the CoE bid to be submitted mid-2018 with regard to Community liaison activities and strategies; insight into Indigenous community values and identity; and advice regarding potential barriers and risks.</p>	<ul style="list-style-type: none"> <li>Be Responsible and Accountable</li> <li>Communicate with Impact</li> <li>Make Informed Decisions</li> </ul>	✓	✓		
<p>Build and maintain a high level of trust and rapport with Indigenous communities; and Indigenous and non-Indigenous researchers. This may include:</p> <ul style="list-style-type: none"> <li>face-to-face interviews, and interacting with young children off site in a school environment; and</li> <li>conducting qualitative and quantitative data collection support and preliminary data analysis involving children, young people or adult participants.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver Stakeholder Centric Service</li> <li>Communicate with Impact</li> <li>Collaborate Effectively</li> </ul>	✓	✓		

## HOW THE ROLE OPERATES

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### Key Challenges and Problem Solving

- Manage sensitive matters between external Indigenous community agendas and internal research team agendas to ensure appropriate cultural protocols and respect is maintained in all research activities.
- Reconcile internal ACU research management policies and external ARC funding rules with external Indigenous community needs.
- Maintain effective service provision (consultancy and advice) to internal and external stakeholders in a challenging external environment (political, social, socio-economic, physical health and mental health, language, and cultural identity issues in Indigenous communities).

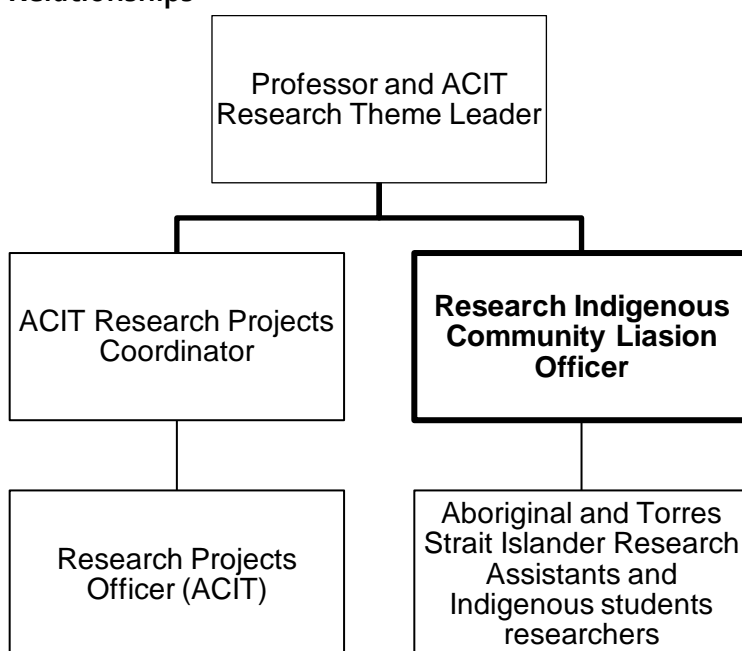
### Decision Making / Authority to Act

- The position holder has substantial autonomy in the day-to-day management of support and administrative services and makes all decisions on administrative aspects of the project.
- The position holder is expected to provide advice and consultancy services primarily within the boundaries of existing policies and operating procedures and apply principles gained through specialist knowledge and experience, largely without reference to manager or supervisor.

### Communication / Working Relationships

- The position holder liaises with internal and external stakeholders including to arrange meetings and to give and receive information for the Theme Leader. The position holder also manages phone enquiries from other organisations, students and members of the Indigenous Australian Community to communicate the activities and goals of the ACIT.
- The position holder organises, facilitates, and may be expected to present information at events, forums and yarning circles in Indigenous communities. Such forums would typically include a diverse range of community members from infants to Elders, and audiences of between 6 and 50 people. Knowledge and sensitivity to Indigenous cultural norms and values will be essential.

### Reporting Relationships



For further information about structure of the University refer to the [organisation chart](#).

## SELECTION CRITERIA

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### Qualifications, skills, knowledge and experience

1.	This is an Aboriginal and or Torres Strait Islander designated position. Confirmation of Aboriginality is a requirement.  Filling of the position is intended to constitute a <i>Special Measure</i> under section 8(1) of the <a href="#">Racial Discrimination Act 1975 and the Anti-Discrimination Act 1977 (NSW)</a>
2.	Completion of a degree with subsequent relevant experience; or an equivalent combination of relevant experience and/or education/training.
3.	Demonstrated knowledge, experience and understanding of the challenges affecting relationships for Indigenous peoples and community and interpreting this effectively to communicate and engage with organisational stakeholders.
4.	Excellent communication and interpersonal skills, written and verbal, including the ability to canvas opinions and gather information to inform policy and practice, preferably in a research setting.
5.	Current driver's license.

### Core Competencies (as per the [Capability Development Framework](#))

6.	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.
7.	An ability to take personal accountability for achieving high quality outcomes, keeping stakeholder interests at the core of business decisions in order to achieve organisational objectives and service excellence. See the <a href="#">ACU Service Principles</a> .
8.	Demonstrated ability to work collaboratively with stakeholders internal and external to the organisation to capitalise on all available expertise to achieve organisational objectives.
9.	Demonstrated ability to make informed evidence-based decisions by effectively sourcing and interpreting information to achieve high quality outcomes for the organisation.

### Other attributes

10.	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.
11.	Evidence of ability to work with children, and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.