

Terms of Reference

Aboriginal and Torres Strait
Islander Education and Support
Committee



Institute of Health and
Nursing Australia

Legal entity: Health Careers
International Pty Ltd
ABN: 59 106 800 944
ACN: 106 800 944
CRICOS Code: 03386G
RTO ID: 21985

www.ihna.edu.au



Title of Document

1. Terms of Reference of the Aboriginal and Torres Strait Islanders Education and Support Committee.

Establishment

2. The Aboriginal and Torres Strait Islanders Education and Support Committee is established as a standing committee of the Academic Board established under the Academic Board Terms of Reference.

Rationale

3. Institute of Health and Nursing Australia (IHNA) is committed to self-determination by empowering, supporting, and creating partnerships with Aboriginal and/or Torres Strait Islander students, staff, and their communities. That ensures a culturally rich, relevant, and engaging learning experience that embeds Aboriginal and/or Torres Strait Islander Peoples heritage and culture.
4. The Committee has been formed to institutionalise the practice through a formal committee set up where the Aboriginal and/or Torres Strait Islander education and support system will remain integral in IHNA's core business on education and training.

Objectives

5. The main objectives of the Aboriginal and Torres Strait Islander Education and Support Committee are as follows:
 - a) Provide recommendations to the Academic Board on the Aboriginal and Torres Strait Islanders education and support policy, strategies, initiatives, and innovation that promote activities and education that foster cultural awareness, sensitivity, and safety¹ in IHNA.

¹ ***Cultural safety** is a concept that emerged in the late 1980s as a framework for the delivery of more appropriate health services for the Māori people in New Zealand. More recently, evidence it has become recognised that the concept is useful in all health care settings - not just those involving Māori, Aboriginal and Torres Strait Islander peoples. [Guidelines for Cultural Safety, the Treaty of Waitangi and Māori Health in Nursing Education and Practice](#)" (PDF). *Nursing Council of New Zealand*. Retrieved 17 February 2020

- b) Oversee and monitor specific Aboriginal and Torres Strait Islanders education, training, professional development, and employment programs.
- c) Support the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.
- d) Develop opportunities within IHNA to improve socio-economic outcomes for Aboriginal and Torres Strait Islander peoples and communities.

Chair and Deputy Chair

6. The Chair of the Committee will be a representative of Aboriginal and Torres Strait Islander Peoples. The Chair may elect a member as the Deputy Chair.

Membership

7. The Committee shall comprise:
 - a) Academic Director
 - b) Research and Innovation Coordinator
 - c) Aboriginal and Torres Strait Islander representatives from VIC, WA, and NSW
 - d) Secretary (in attendance)
8. Guests, with permission from the Chair, may attend meetings of the Committee, and, with the permission from the Chair, they may address the Committee on issues being considered before the Committee.

Roles and Responsibilities

9. The Committee is responsible for the following roles and functions:
 - a) Develop, implement, monitor, and review plans and policies to support and guide IHNA's Aboriginal and Torres Strait Islander strategies in academics, education, scholarship, and services and their effectiveness.
 - b) Ensure that affirmative action strategies are adopted to support the enrolment of Aboriginal and Torres Strait Islander students as needed.
 - c) Provide reports, as required, to the Academic Board on the implementation of IHNA's Aboriginal and Torres Strait Islander education, scholarship, services, and support strategies.
 - d) Establish, build, and strengthen relationships with Aboriginal and Torres Strait Islander peoples and services and connect to Aboriginal and Torres Strait Islander communities.
 - e) Oversee the provision, in partnership with Aboriginal and Torres Strait Islander peoples and communities, of education, scholarship, and training, ensuring quality, engaging,

and culturally appropriate, sensitive, and safe teaching that is relevant and evidence based.

- f) Promote education and training as a lifelong pursuit.
- g) Ensure Aboriginal and Torres Strait Islander peoples are better equipped to secure meaningful and rewarding employment and to lead healthy, fulfilling, and successful lives with support and self-determination.
- h) Oversee IHNA educators are committed to educating students and staff with the opportunity to understand the history of Aboriginal and/or Torres Strait Islander Australians.
- i) Oversee IHNA's commitment to improving the quality of services provided to Aboriginal and/or Torres Strait Islander Australians by embedding a Culturally appropriate Aboriginal graduate attribute and/or Aboriginal and/or Torres Strait Islander course intended learning outcome into every IHNA course.
- j) Ensure that all IHNA graduates have a professional capacity to work with and for Aboriginal and Torres Strait Islander Australians.
- k) Promote representation from Aboriginal and/or Torres Strait Islander backgrounds in all IHNA's Committee, Student Council, course delivery, and administration areas.
- l) Ensure that staff are provided with ongoing opportunities to access Aboriginal and Torres Strait Islander cultural education through professional learning and career development opportunities and engagement.
- m) Oversee the process of students developing deeper understandings of Aboriginal and Torres Strait Islander histories, cultures, languages and their lived experiences and perspectives.

Legislation and Standards

- 10. The Committee is responsible for meeting compliance requirements of the following legislative and regulatory instruments:
 - a. National Vocational Education and Training Regulator Act 2011
 - b. Aboriginal and Torres Strait Islander Act 2005
 - c. Standards for Registered Training Organisations (RTOs) 2015
 - d. Enrolled Nurse Accreditation Standards 2017.

Working Groups

- 11. The Committee may form a working group(s) as and when required.

Meetings

12. The Committee meets three (3) times per year as scheduled. Additional meetings may be scheduled on an as-needed basis to enable the Committee to discharge its duties. Committee meetings are held face-to-face or online.
13. Members of the Committee can propose agenda items with approval from the Chair.
14. Agendas, minutes, and supporting documents shall be distributed to members of the Committee at least five (5) working days before the upcoming meeting.
15. Except for the express permission of the Chair, late papers and agenda topics will not be accepted and included in the upcoming meeting. All papers and topics must be submitted to the Committee seven (7) working days before the forthcoming meeting.
16. Minutes will be taken at each meeting and confirmed at the following meeting. All corrections to minutes will be tabled at the relevant meeting, and minutes shall be submitted for consideration by the Academic Board.
17. Agendas, minutes, and associated meeting papers may be distributed electronically via email or uploaded to the intranet. Some decisions and projects may need additional communication due to their scope. The communication will be determined on a case-by-case basis.
18. The Deputy Chair shall chair a meeting in the Chair's absence.
19. A quorum of the Committee shall be 50 per cent plus one of the memberships.
20. If a conflict of interest occurs, it is to be declared at the beginning of the meeting. The Chairperson, in consultation with the Committee, rules on the decision.
21. The Committee may establish Working Parties to assist its work, functions and to consider important issues/projects.

Minutes

22. All meetings are to be minuted. The draft of minutes of meetings must be distributed to all Committee members and observers for review and feedback.

23. The minutes must record the following:
 - a) Date and location of the meeting
 - b) Attendees, apologies, and absentees
 - c) Agenda items discussed
 - d) Action items (including responsibility and timeframe)
 - e) Decisions made (including the rationale for decisions).
24. Minutes of meetings of the Committee must be kept by the secretary and be presented at the next Board meeting after approval by the Committee Chair.
25. All minutes of the Committee must be entered into a digital minute book maintained for that purpose and will always be open for inspection by any member.

Reporting

26. This Committee reports to the Academic Board.

Review

27. The Terms of Reference and the functions of the Committee will be subject to a periodic review by the Academic Board to ensure that it is operating effectively and fulfilling its functions and to guarantee continuing relevance.
28. At the end of the 12-month period, the Committee will undertake a self-evaluation of performance. Any areas that require further attention in the following year will be addressed.

References

29. The references are as follows:
 - a) The University of Technology, Sydney <https://gsu.uts.edu.au/policies/indigenous-policy.html>
 - b) New South Wales Department of Education, Aboriginal Education Strategy and Policy <https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems>

Document Approval

Document ID	Terms of Reference of the Aboriginal and Torres Strait Islanders Education and Support Committee		
Owner(s)	Academic Board		
Approved by	Board of Directors	Date Approved	12/03/2021

Document History

Commencing Date	Version No	Summary of Changes	Next Review Date
18/12/2020	1.0	Initial development; aligning with IHNA's strategic direction	30/12/2021
12/03/2021	1.1	Change in Committee membership, the inclusion of Academic Director instead of Director of Studies	31/12/2024
30/09/2021	1.2	Membership updated	31/12/2024
20/10/2021	1.3	Minor editorial	31/12/2024