



IHNA[®]
Institute of Health and Nursing Australia

Terms of Reference
Aboriginal and Torres Strait Islander
Education and Support Committee



1. Title of Document

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

2. Establishment

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.

3. Rationale

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 ensure a culturally rich, relevant and engaged learning experience which embeds Aboriginal and/or Torres Strait Islander Peoples heritage and culture. 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.

4. Objectives

- 4.1 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;
- 4.2 Oversee and monitor specific Aboriginal and Torres Strait Islanders education, training, professional development and employment programs;
- 4.3 Support the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups;
- 4.4 Develop opportunities within IHNA to improve socio-economic outcomes for Aboriginal and Torres Strait Islander peoples and communities

5. Chair and Deputy Chair

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

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 Maori people in New Zealand. More recently it has become recognised that the concept is useful in all health care settings - not just those involving Maori, 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



6. Membership

6.1 The Committee shall comprise:

- Director of Studies
- Academic Director
- Aboriginal and Torres Strait Islander Peoples' representatives from VIC, WA and NSW
- Secretary (in attendance)

6.2 Invited 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.

7. Roles and Responsibilities

The Committee is responsible for the following roles and functions:

- 7.1 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;
- 7.2 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;
- 7.3 Establish, build and strengthen relationships with Aboriginal and Torres Strait Islander peoples and services as well as connecting to Aboriginal and Torres Strait Islander communities;
- 7.4 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;
- 7.5 Promote education and training as a lifelong pursuit;
- 7.6 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;
- 7.7 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;
- 7.8 Oversee IHNA's commitment to improving the quality of services provided to Aboriginal and/or Torres Strait Islander Australians by embedding an Culturally appropriate Aboriginal graduate attribute and/or Aboriginal and/or Torres Strait Islander course intended learning outcome into every IHNA course;
- 7.9 Ensure that all IHNA graduates have a professional capacity to work with and for Aboriginal and



Torres Strait Islander Australians;

- 7.10 Promote representation from Aboriginal and/or Torres Strait Islander background in all IHNA's Committee, Student Council, course delivery and administration area;
- 7.11 Ensure that staff are provided with on-going opportunities to access Aboriginal and Torres Strait Islander cultural education through professional learning and career development opportunities and engagement;
- 7.12 Oversee the process of students' developing deeper understandings of Aboriginal and Torres Strait Islander histories, cultures, languages and their lived experiences and perspectives.

8. Legislation and Standards

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations (RTOs) 2015
- Enrolled Nurse Accreditation Standards 2017
- Aboriginal and Torres Strait Islander Act 2005

9. Working Groups

The Committee can form working group(s) as and when required.

10. Meetings

- 10.1 The Committee meets three (3) times per year as scheduled.
- 10.2 Additional meetings may be scheduled on a needs basis to enable the Committee to discharge its duties.
- 10.3 Committee meetings are undertaken face-to-face or online.
- 10.4 Members of the Committee can propose agenda items with approval from the Chair.
- 10.5 Agendas, minutes and supporting documents shall be distributed to members of the Committee at least five (5) working days prior to the upcoming meeting.
- 10.6 Except with 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 prior to the upcoming meeting.
- 10.7 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 for the Academic Board.
- 10.8 Agendas, minutes and associated meeting papers may be distributed electronically via email,



or by uploading to intranet. Some decisions and projects may need additional communication due to their scope. These communications will be determined on a case-by-case basis.

10.9 The Deputy Chair shall chair a meeting in the Chair's absence.

10.10 A quorum of the Committee shall be 50 percent plus one of the memberships.

10.11 If a conflict of interest occurs, the conflict of interest is to be declared at the beginning of the meeting. The Chairperson, in consultation with the Committee, rules on the conflict.

10.12 The Committee may establish Working Parties to assist its work, functions and to consider special issues/projects.

11. Minutes

11.1 All meetings are to be minuted.

11.2 The draft minutes of meetings must be distributed to all Committee members and observers for review and feedback.

11.3 The minutes must record the following:

11.4 Date and location of meeting

11.5 Attendees, apologies and absentees

11.6 Agenda items discussed

11.7 Action items (including responsibility and timeframe)

11.8 Decisions made (including rationale for decisions).

11.9 Minutes of meetings of the Committee must be kept by the secretary and, after approval by the Committee Chair, be presented at the next Board meeting.

11.10 All minutes of the Committee must be entered into a minute book maintained for that purpose and will be open at all times for inspection by any member.

12. Reporting

This Committee reports to the Academic Board.

13. Review

13.1 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.



13.2 At the end of the 12-month period the Committee will undertake a self-evaluation of performance. Any areas requiring further attention in the following year will be addressed.

14. References

University of Technology, Sydney <https://gsu.uts.edu.au/policies/indigenous-policy.html>

14.2 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>

15. 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	30/12/2020

16. 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



Appendix

1. Related Policies and Procedures

1.1 Aboriginal and Torres Strait Islander Education and Support Policy