



Indigenous Advancement Strategy (IAS) Indigenous Tutorial Assistance Scheme (ITAS)



Prospective ITAS Tutor Pack

Thank you for your interest in the IAS-ITAS program. Please find enclosed information about the IAS-ITAS program and how to apply to be a tutor.



IAS-ITAS Information Booklet

Curtin University

Curtin University is proudly Western Australia's largest university and most culturally diverse university with Australia's third largest international student population. Around 60,000 students from more than 130 countries study a Curtin degree, at locations including Perth, Margaret River, Kalgoorlie, Sydney, Malaysia and Singapore. Our cultural diversity adds a rich and valuable dimension to the campus atmosphere, preparing all graduates to live and work effectively in an increasingly global environment.

We offer a range of industry-aligned undergraduate and postgraduate courses in business, humanities, health, engineering and related sciences. We also have a long-standing focus on Aboriginal and Torres Strait Islander education and culture, supported by our Centre for Aboriginal Studies.

Curtin is widely recognised for its practical research that is focused on solving timely, real-world problems. In recent years our research activity has grown significantly, driving [our rapid rise up the international university rankings](#).

As a university that never settles, we will continue to develop existing partnerships and establish new ones in areas relevant to our research and teaching.

Vision, Mission, Values and Culture

Mission

To change minds, lives and the world through leadership, innovation and excellence in teaching and research.

Vision

A recognised international leader in research and education.

Curtin will be a beacon for positive change, embracing the challenges and opportunities of our times to advance understanding and change lives for the better.

We will provide richly interactive and personalised learning experiences for our students, equipping them with leadership skills for the future and valuing them as partners in education and research – and as long-term influencers of change within society.

Through high-impact research in areas of strategic importance, we will deliver outcomes of significant value to our communities locally, nationally and globally.

Values

We actively embrace, and model, a set of values that has emerged from Curtin's student and staff community. The values guide the way we conduct ourselves, interact with our stakeholders, and operate as individuals and teams. Creating and maintaining a values based organisation is important as we seek to achieve our strategic goals and to meet the needs of our communities.

They are:

- Integrity – to act ethically, honestly and with fairness



- Respect – to listen, value and acknowledge
- Courage – to lead, take responsibility and question
- Excellence – to strive for excellence and distinction
- Impact – to empower, enable and inspire.

Our core values have been defined to help improve our lived experience¹ at Curtin, and as a result:

- employers will actively seek our students, because as future leaders they model values based behaviours;
- people will seek us out and choose to stay with Curtin because we are an employer of choice;
- industry partners and stakeholders will be proud to engage with a values based organisation.

By building on a foundation of integrity and respect, and through courage, we will achieve excellence and have an impact on the communities we serve.

[Learn more about our values](#)

Culture

Our values help to create a culture where our students and staff feel supported, valued, respected and inspired to be successful for themselves, for each other and for Curtin. This is essential if we are to fulfil our strategic ambitions and if the University community is to provide an environment that enables students and staff to succeed.

In realising our vision, the People and Culture dimension of the [Strategic Plan](#) will ensure that we:

- evolve as an agile, responsive and versatile organisation, committed to leadership, innovation and excellence
- excel through dynamic staff, shared values and a common purpose
- engage students and staff as partners in a flexible, inspiring and technologically advanced environment.

¹ Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. (Reference: [Oxford Reference, Oxford Dictionary of Media and Communication](#))

<http://about.curtin.edu.au/our-profile/vision-mission-and-values/>



Centre for Aboriginal Studies (CAS)

The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research. The Centre for Aboriginal Studies is a place that instills a sense of belonging, autonomy and strength. Aboriginal and Torres Strait Islander students have a base on campus that encourages them to be in control of their own learning, that provides support services structured in a way to empower them.



One of the main reasons for the success of the Centre for Aboriginal Studies is that Aboriginal people have a place on campus which holds for them a sense of belonging, autonomy and strength. Aboriginal students have a base on campus that encourages them to be in control of their own learning, that provides support services structured in a way to empower them. In this sense, the design of the Centre and its operations function as a model of Aboriginal self-determination.

The Centre is an attractive place with a feeling of open space and light; where wood and stone and ochre tones are combined within the circular central area in a building based on curved lines distinctly different from most of the other buildings on the campus. The design complements the friendly and informal atmosphere created by the staff to create a space where Aboriginal people can feel a sense of belonging.

Most of the materials used in this building come from natural resources. The clay-tile roof of most of the building contrasts with a steeply pitched metal roof in the central foyer. The foyer features timber building materials throughout.

The circular shape of the building reinforces the meaning and function of the Centre. It is also reflected in the Centre's logo - a lizard curled around in a circular shape.

Midgegoroo meeting place

The main lobby at the Centre is dedicated to the memory of the Nyungar elder, Midgegoroo. Together with his son Yagan and other Aboriginal warriors, he fought and died resisting the invasion of Nyungar territory by British colonists, and was executed by firing squad at Perth, WA in 1833.

Midgegoroo's struggle symbolises the fierce spirit of resistance to oppression. Throughout the ages this spirit has motivated people to fight for their rights. The fight for freedom and equality embodied in the life and death of Aboriginal resistance leaders like Midgegoroo and Yagan epitomises the struggles of all oppressed cultures across time and inspires us to work towards a vision of a world where all people are free and equal on their own terms.

Since the lobby is the main circulation space and also the heart of the Centre, it is used to hold exhibitions, functions and special ceremonies. It also plays a vital role in protecting the ethos of the Centre.

The Centre for Aboriginal Studies (CAS) Mosaic was created by Artist, the late Joan Martin.





It was developed from a painting which was the winning design in the CAS Art Work Commission. The painted image is translated into the mosaic floor piece found in the Midgegoroo Meeting Place, which is the foyer of the main CAS Building.

Joan Martin was from the Murchison area and sadly she passed away in 2008.

The mosaic depicts the coming together of the many different Aboriginal tribal groups. The eight circles of concentric rings represent the camps of the different tribes gathered around the central meeting place represented by the central circle.

These groups have travelled from many parts of the country to be together in celebration.

The elongated figures represent all the spirits and ancestors accompanying the tribes on their journey to the great meeting place, the Centre for Aboriginal Studies (CAS). It is believed that these spirits always travel beside or behind Aboriginal people.

The goanna logo

The goanna – known as "Gunada", "Kakaji", "Barney", "Karda" and "Bungarra" is significant to dreamtime.

It embodies strength, wisdom and endurance. It lies in a circle, which symbolises both the cycles and continuity of life as well as unity and equality.



The goanna and the circle represent our aspirations.

CAS Courses

The Indigenous Tertiary Enabling Course (ITEC) is designed to help students get the best start to university education.

ITEC is for Aboriginal and Torres Strait Islander student who want to go to uni but didn't finish high school. ITEC runs for 6 months full time and can be completed fully online or on campus.

The Centre offers Block Release courses in:

- Bachelor of Applied Science (Indigenous Community Health)
- Bachelor of Applied Science (Indigenous Community Management & Development)
- Bachelor of Applied Science (Indigenous Clinical Mental Health Practitioner)

The Centre also offers course in honours, graduate and research degrees.

For more information about the Centre for Aboriginal Studies please go to: <http://karda.curtin.edu.au/index.cfm>.

IAS-ITAS Introduction

IAS-ITAS is the 'Indigenous Advancement Strategy - Indigenous Tutorial Assistance Scheme' which was established in 2014, as the way in which the Australian Government funds and delivers a range of programs targeting Aboriginal and Torres Strait Islander peoples. The scheme allows all Aboriginal and Torres Strait Islander students to receive private tutorial assistance.



ITAS is a student-driven program that provides supplementary tutorial support for Indigenous students. Eligible recipients must be of Aboriginal and/or Torres Strait Islander descent and currently enrolled at Curtin University. Tutors are generally expected to hold a degree in the appropriate field of study, if not prove their industry experience is sufficient. There is no requirement for tutors to be of Indigenous origin although it is desirable.

Goals of ITAS

ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream. ITAS aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.

ITAS Code of Conduct and Duty of Care

ITAS tutors are to behave in a manner that is appropriate, courteous and respectful to all students at all times, and in accordance with all Curtin University policies relating to professional conduct, including but not limited to being respectful of the diverse and special needs of students.

Purpose of an ITAS Tutor

Tutors are to provide Indigenous student's with culturally and academically appropriate tutorial assistance across a range of study areas.

Tutor Expectations

ITAS tutors are expected to assist and support the self-directed learning of Curtin Indigenous student's under the Indigenous Tutorial Assistance Scheme.

ITAS tutors are expected to:

- Be culturally sensitive to Indigenous students.
- Work in a way that is consistent with the philosophy and objectives of the Centre for Aboriginal Studies, including a commitment to Indigenous self-determination and Indigenous Terms of Reference.
- Comply with Curtin University policies and procedures.
- Comply with all ITAS guidelines and procedures.
- Be familiar with each student's learning needs and plan tuition sessions accordingly.
- Liaise with academic staff when necessary with regard to student work and relevant unit outlines and course material.
- Maintain regular contact with students to which ITAS Student/Tutor Agreement's may apply.
- Maintain a professional relationship with students including maintaining confidentiality.

Conflict of Interest

Tutors are expected to abide by the University's Conflict of Interest Policy (<http://complaints.curtin.edu.au/staff/conflicts-of-interest.cfm>) and to avoid situations where personal or financial interests might conflict with the terms of engagement as an ITAS tutor, or delimit or impede the course of self-empowerment of indigenous students.

Conflict of interest may include:

- Being an immediate, extended or de-facto member of family of a student;



- Friendships, or close relationships where the provision of professional assistance could be compromised or undermined by the nature of the relationship;
- A student's regular lecturer/course coordinator/tutorial lecturer, including a relative of a lecturer or course advisor where conflict may arise because of structural dynamics;
- A relative or close friend of a classmate, where conflict may arise because of structural dynamics;
- Tutor is a current student in receipt of ITAS;
- Were a student and tutor may have a business interest.

Tutors Must Possess

A demonstrated knowledge and understanding of Indigenous societies and cultures and an understanding of the issues affecting Indigenous people in contemporary Australian society and the diversity of circumstances of Indigenous people.

Tutors must be able demonstrate the ability to communicate sensitively and effectively, including the requirement for proper negotiation and consultation, with Indigenous people on matters relevant to the delivery of education services to Indigenous people.

Qualifications

Tutors must have formal education qualifications or relevant industry experience to be eligible to deliver tuition under the ITAS program. Prospective tutors are required to produce a certified copy of your qualifications and/or written references about industry experience (if not formally qualified), which is to be submitted with your application.

Tertiary Students as Tutors

Tertiary students can be a tutor under the ITAS program, however they must:

- Be more than two academic years ahead of the student, first and second year students cannot be approved as ITAS tutors.
- Can provide evidence of sound academic progress
- Have studied in the student's relevant course.
- Not be currently receiving ITAS themselves.
- Not be a conflict of interest.

Are You Eligible?

- Are you qualified through formal education or relevant industry experience?
- Are NOT a close relative of the student. The term "family" can be identified as follows;
 - A relative of blood or marriage or;
 - Has a strong affinity with the individual and family
- Are NOT directly involved in the assessment of the course in which the student is enrolled.
- Tertiary students must be a minimum of two academic years ahead of the student.

Checklist to apply

If you wish to apply to be a tutor under the ITAS program please submit the following:

- i. A statement addressing the four key competencies
 1. A demonstrated knowledge and understanding of Indigenous societies and cultures, including an understanding of the issues affecting Indigenous people and an ability to communicate sensitively and effectively to Indigenous people.



2. Completion of a degree in a relevant academic field and/ or sufficient industry experience.
 3. Experience teaching or providing tutorial support and mentoring.
 4. Ability to apply relevant policies, procedures and legislation in the delivery of ITAS tuition support, such as administration requirements set by the ITAS Officer and relevant academic staff.
- ii. Curriculum Vitae/Resume
- iii. Certified copy of qualification/s OR a certified copy of your Academic Transcript/s

Please note that failure to include all requested documentation will result in a delay in assessing and processing your application.

Please forward applications and enquiries to:

**ITAS Officer
Centre for Aboriginal Studies**

**Curtin University
GPO Box U1987
PERTH WA 6845
(08) 9266 2893
(08) 9266 7091**

Email: CAS-ITASAdmin@curtin.edu.au