

## **POSITION DESCRIPTION**

### **Curriculum Development Specialist, Aboriginal and Torres Strait Islander Programs**

<b>Role</b>	Curriculum Development Specialist, Aboriginal and Torres Strait Islander Programs
<b>Reporting to</b>	Executive Director, Aboriginal and Torres Strait Islander Programs
<b>Direct Reports</b>	Nil
<b>Employment Fraction (FTE)</b>	Full-time, ongoing
<b>SCHADS Award Classification Level</b>	Level 6
<b>Location</b>	Working from home, or at Mental Health First Aid Australia Head Office, Melbourne (if Melbourne based).

## **1. Our organisation**

Mental Health First Aid International (t/a MHFA Australia) is a global health promotion charity dedicated to the provision of evidence-based education programs that increase mental health literacy, reduce stigma, and help people develop the skills they need to encourage people to seek professional help.

MHFA courses teach members of the public how to provide initial help to a person who is developing a mental health problem, experiencing a worsening of an existing mental health problem or in a mental health crisis. The first aid is given until appropriate professional help is received, or the crisis resolves.

We support a global movement across 30 countries of organisations dedicated to prevention and early intervention to reduce the impact of psychological distress and mental health problems in families, communities, educational settings, and workplaces.

We are purpose driven and focussed on impact.

We are committed to health equity and to supporting priority need populations.

We exist to change and save lives every day.

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## **2. Function and Team Overview**

### **2.1 Function overview**

The Aboriginal & Torres Strait Islander Programs Team are responsible for developing, maintaining, and supporting quality standards for all Aboriginal and Torres Strait Islander programs in line with Mental Health First Aid Australia® quality and delivery standards.

Our key areas include:

- Instructor Training
- Instructor mentoring and Support
- Instructor Quality and Programs
- Program Development, Implementation, Review and Maintenance
- Stakeholder Engagement
- Curriculum
- Organisational Cultural Capability

Across all areas, we initiate and oversee the ongoing development and maintenance of Aboriginal and Torres Strait Islander and Mental Health First Aid Australia® quality standards, ensuring improvements are based around learning and development best practice delivery.

The team adheres to our Guiding Principles, which inform our strategic direction around planning, development, delivery, and evaluation for all Mental Health First Aid Australia® Programs.

### **2.2 Team Overview**

The Aboriginal & Torres Strait Islander Programs are Culturally led and informed, recognising the need for Culturally responsive Mental Health First Aid training to empower individuals and communities.

All courses have been purposely designed to support Licensed Aboriginal and Torres Strait Islander Mental Health First Aid Australia® Instructors, as they draw upon their own and instrumental local Cultural knowledge, enriching the content and enabling a Culturally informed and safe delivery. Our courses ensure that participants are grounded in social and emotional well-being from an Aboriginal & Torres Strait Islander perspective and are strengths based, which aim to reduce stigma and shame to support confidence to talk about mental health.

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The team supports Licensed Aboriginal and Torres Strait Islander Mental Health First Aid Australia® Instructors to improve their practice to deliver high-quality Mental Health First Aid courses. The team responds to enquiries and proactively contacts Instructors at key milestones and through the Mental Health First Aid Australia quality assurance process.

We examine and analyse data to gain insights into Instructor activity and identify opportunities to improve the instructor experience.

The team also provides consultation, subject matter expertise and guidance to internal stakeholders within Mental Health First Aid Australia®. The team also represents the organisation at public events and speaking engagements.

The principal duties of roles within this team involves development and/or delivery of policies, programs or services that impact Aboriginal and/or Torres Strait Islander peoples and requires interaction with First Nations peoples. Such positions require lived experience with specific knowledge and understanding of Aboriginal and Torres Strait Islander cultures and issues, and the ability to communicate effectively with First Nations communities. Mental Health First Aid International is committed to reconciliation, improved health outcomes, self-determination, employment, and career pathways for Aboriginal and Torres Strait Islander peoples.

The team lives and breathes our values to ensure Mental Health First Aid® is for anyone, for everyone. We accept and welcome the opportunity to make a difference in our community.

### **3. Position Overview**

Under the direction of the Executive Director, Aboriginal and Torres Strait Islander Programs, the Curriculum Development Specialist will be responsible for a range of training programs. This will include the review, maintenance, development and producing creative and effective learning content using contemporary learning and development practices.

The Curriculum Development Specialist will write and produce learning content in various formats including digital and print while establishing and maintaining quality standards for the design and implementation of Mental Health First Aid Australia's instructor, Trainer and staff programs. They will ensure training programs, resources and learning outcomes are Culturally informed and capable.

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These resources will serve the important function of broadening and enriching Mental Health First Aid International's understanding of Aboriginal and Torres Strait Islander Peoples histories, worldviews and cultures. This includes supporting learning through staff professional development and Instructor courses.

The Curriculum Development Specialist will form close working relationships across the Aboriginal and Torres Strait Islander Programs team and the International Programs, Quality and Research Team to inform and consult on curriculum and design requirements of the Instructor Training program. Additionally, they will provide curriculum update communication and conduct training support activities to MHFA Trainers, staff and stakeholders. This role will also assist the Aboriginal and Torres Strait Islander Programs Team on general projects and courseware updates where required.

Under the direction of the Executive Director, the Curriculum Development Specialist will use project management methodologies to lead, scope and manage projects within the Aboriginal and Torres Strait Islander programs portfolio. This role is pivotal to ensure Mental Health First Aid Australia learning products deliver excellence in design, delivery, and innovation.

The role requires close cross-functional collaboration and covers a number of areas, including but not limited to:

#### **Learning Design**

- Effectively translate research and evaluation curriculum information and design and build Mental Health First Aid training courses for a wide range of audiences and learning needs.
- Design and write digital and print learning content using various styles - appropriate for a range of audiences.
- Lead content design workshops with key stakeholders.
- Work with Subject Matter Experts (SMEs) internally and externally to the organisation to develop learning activities including eLearning, workbooks, instructor resources, learner assessments, scripted drama scripts and eLearning activities.
- Design and support the build phase of eLearning course solutions in line with curriculum materials by collaborating with educational technologists or vendors.
- Conduct peer reviews of eLearning modules, digital artifacts and course print materials to ensure quality of deliverables.
- Create a training needs analysis for internal and external partners and stakeholders.

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- Embed relevant internal and external industry quality standards into course design.
- Develop new curriculum to support the learning of general soft skills required for course facilitation, participant experience management and assessment or competency quality.
- Design and facilitate Train the Trainer workshops and small group coaching on program enhancements and delivery techniques to support the program learning objectives.
- Support other program courses in creating educational resources that increase Cultural capability.

#### **Projects and Stakeholders**

- Using project management methodologies to lead, scope and manage project deliverables for 'in market' and 'new to market' courses to meet required standards within set timeframes.
- Lead project deliverables and supporting activities with internal and external stakeholders.
- Develop and maintain relationships with external vendors, partners and consultants involved in the development of educational programs.
- Support and collaborate with key stakeholders developing program material.
- Using project management methodologies to scope the review process of existing and new courseware products ensuring quality, and course learning outcomes met within set timeframes.
- Engage Aboriginal and Torres Strait Islander Elders, Knowledge Holders, Community, Organisations, Instructors and Trainers to inform content and training as appropriate.
- Manage time and competing priorities to ensure deadlines are strictly adhered to and that program delivery is consistent.

#### **Quality and Assessment**

- Complete research and reports to advance the organisations efforts to strengthen Aboriginal and Torres Strait Islander knowledge, histories and decolonising traditional Western histories and pedagogies and methodologies in the curriculum.
- Review and produce innovative learning content to support the quality uplift of Mental Health First Aid's core and specialised programs ensuring the application of contemporary learning and development practices.
- Develop new resources and materials to support the learning of general soft skills required for mental health first aiders and the Mental Health First Aid Instructor community

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- Co-design with the Aboriginal and Torres Strait Islander Programs team new Instructor workshops upskills and small group coaching on program enhancements and delivery techniques to support the program learning objectives.
- Apply knowledge of, and experience with, Aboriginal and Torres Strait Islander pedagogies and decolonization to ensure that First Nation engagement and education work undertaken is demonstrably meets its objectives.
- Review and maintain course materials including curriculum mapping and constructive alignment to learning objectives using authentic assessment, experiential & peer to peer learning techniques across all Mental Health First Aid courses.
- Review, redesign and maintain best practice curriculum for Instructor Courses, Master Classes and Instructor Training Courses.
- Assess the quality of all learning content developed by ensuring that the learning needs have been met and appropriate design principles have been used.

#### **Workflow**

- Collaborate and consult with key stakeholders across the business where required.
- Collaborate with identified course product SME's and identified stakeholders to inform new approaches to learning and experience design and development in advance of piloting.
- Contribute to educational research and evaluation activities where required.
- Participate/contribute to piloting activities and refine product designs in consultation with SME's and stakeholders based on pilot activity feedback.
- Catalogue courseware and maintain content storage administration in document repository platforms
- Where directed support Aboriginal & Torres Strait Islander Program exhibits and attend community engagement opportunities to promote the Aboriginal and Torres Strait Islander Programs and suite of products.
- Prepare business proposals and presentations for workplace and community engagement prospects and groups.

Other duties as directed by the Executive Director, Aboriginal & Torres Strait Islander Programs.

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How the role is performed is just as important as what is included in the role. The role is guided by our values and behaviours and adheres to our Guiding Principles.

#### **Values and Behaviours**

We live, demonstrate and ensure consistency with our values of accountability, collaboration, creativity, empathy, inclusivity and integrity.

#### **Health and Safety**

Actively contribute to health and safety at Mental Health First Aid Australia by being aware of health and safety policies and procedures and consciously applying these every day to ensure the health and safety of our workplace.

#### **Our Guiding Principles**

- We are informed by the lived experience of people with mental health problems and those who care for them.
- We are evidence-based and use rigorous scientific research methods to create and evaluate our work.
- We are dedicated to achieving excellence in our work and are committed to continuous improvement.
- We respect and embrace the diversity of all people.
- We make mental health education accessible for all.
- We care for and support our communities in all that we do.

## **4. Key Selection Criteria**

### **Qualifications**

1. To perform this role, it is essential the incumbent be an Aboriginal and Torres Strait Islander person. MHFAI considers that being Aboriginal and 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)*/ sub-35(1)(b)(ii) of the *Anti-Discrimination Act 1996 (NT)*, s 25 of the *Anti-Discrimination Act 1991 (QLD)*/ sub-s 56(2) of the *Equal Opportunity Act (SA)*/s 41 of the *Anti-Discrimination Act 1998 (Tas)*/ sub-s 26(3) or s 28 of the *Equal Opportunity Act 2010 (Vic)*/s 50 of the *Equal Opportunity Act 1984 (WA)*.
2. Tertiary Qualifications (minimum Bachelor degree) in adult learning, instructional design or other relevant disciplines.

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#### **Essential Skills and Knowledge**

1. Cultural knowledge and experience required to embed across the role:
  - a. Demonstrates high level of knowledge and understanding of Aboriginal and Torres Strait Islander societies and cultures.
  - b. Comprehensive understanding of the issues impacting Aboriginal & Torres Islander People.
  - c. Experience working with and demonstrated ability to communicate sensitively and effectively with Aboriginal and Torres Strait Islander People.
2. Minimum 5+ years' experience in the development and delivery of Aboriginal and Torres Strait Islander adult and youth education curriculum.
3. Demonstrated experience in learner-centred design, authentic curriculum and assessment.
4. Experience in producing learning content for face to face, blended and fully online modes for both synchronous and asynchronous learning.
5. Experience with the production of digital learning resources that include but are not limited to the use of video and multimedia production techniques e.g., script writing, storyboarding, talent selection.
6. Self-motivated, including the ability to motivate others and to work autonomously, show initiative, set priorities and monitor workflows.
7. Demonstrated excellent communication skills to forge and lead collaborative relationships across organisational boundaries including key stakeholders from internal and external academic, industry, and diverse cultural groups.
8. Excellent proofreading skills and an eye for detail particularly when working with and providing feedback on research and academic curriculum material.
9. Demonstrated knowledge and application of learning theories and andragogy, instructional design and contemporary learning and development practices.
10. Demonstrated understanding and knowledge of mental illnesses and mental health services, in MHFA's core program areas – adolescents, adults.
11. Experience in projects managing curriculum and learning educational projects, including writing project proposals, scope, timelines, dependencies, risks, and progress reporting.
12. A commitment to evidence-based practice in mental health and research informed learning design.
13. Demonstrated skills using applications including Excel, Word, PowerPoint, Adobe Acrobat Pro and Project Management Software i.e., Monday.com or similar.



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#### **Desirable Skills and Knowledge**

1. Current License as a Mental Health First Aid Instructor.
2. Current Accreditation in the completion of either Standard, Youth, Aboriginal and Torres Strait Islander MHFA course.
3. Experience in collaborating on research teams on projects in mental health literacy.
4. Knowledge of educational regulatory frameworks, including the AQF and TEQSA threshold standards.

#### **5. Employment Conditions**

The below are conditions of employment for all roles.

- Demonstration of a non-stigmatising attitude towards mental illness.
- An understanding of, and an interest in, mental health issues. Familiarity with mental health terminology, and a willingness to complete a Mental Health First Aid course.
- A full unrestricted Australian work permit or visa.
- A National Police Check is required to be obtained upon appointment to the role and every three years thereafter.
- Working with Children's Check required for identified roles.

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#### **ACKNOWLEDGEMENT OF POSITION DESCRIPTION**

This position description may be subject to change as the organisational policies, procedures and plans are reviewed and updated over time.

As the incumbent for this position, I have received a copy of the Position Description and have read and understood its contents and agree to work in accordance with the requirements of the position.

I understand and accept that I must also comply with the policies, procedures, guidelines, and systems of Mental Health First Aid Australia.

**Employee Name:**

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**Employee Signature:**

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**Manager's Name:**

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**Manager's Signature:**

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**Date:**

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It is not the intention of the Position Description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned in this document may be altered in accordance with the changing requirements of the role.