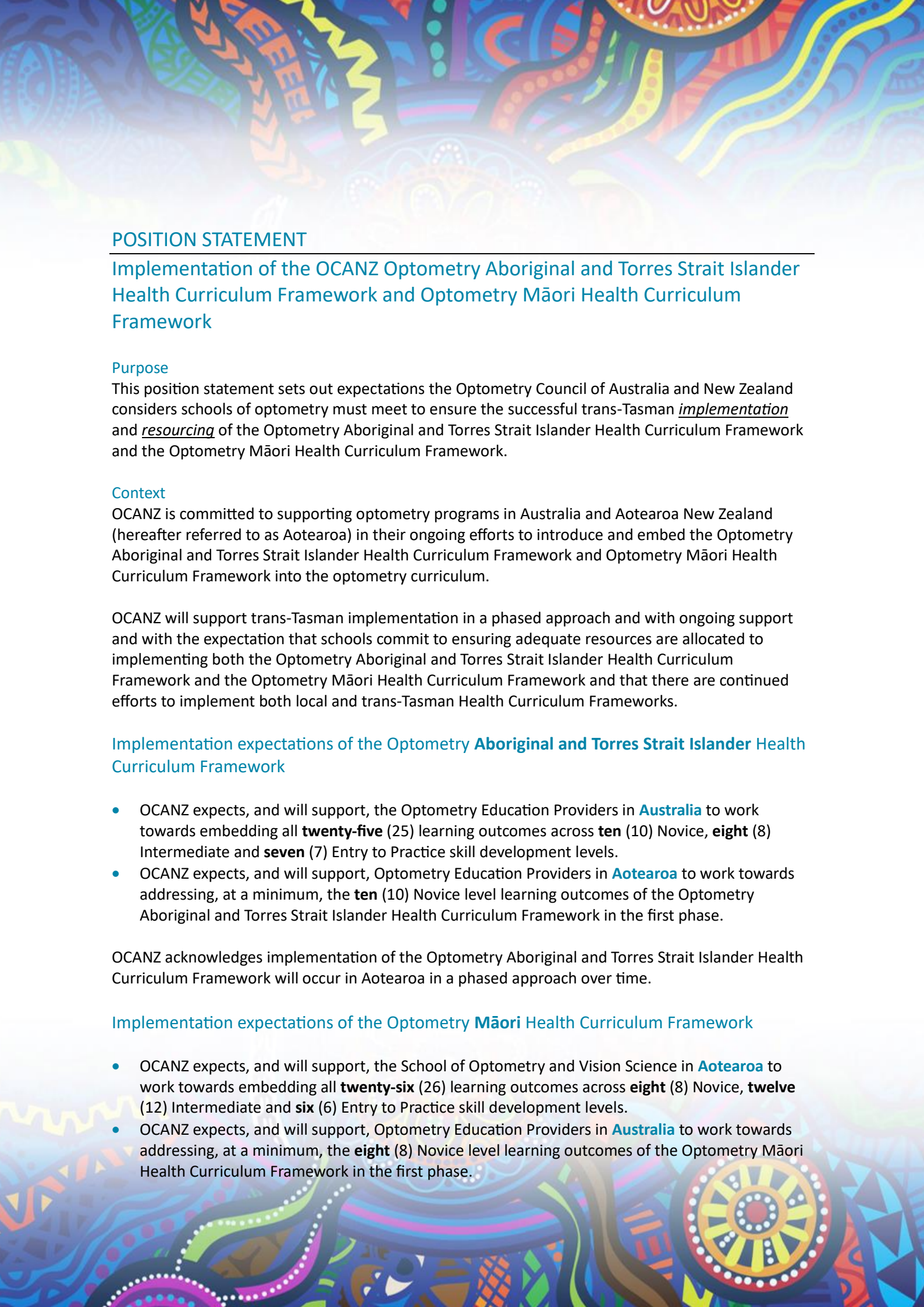




POSITION STATEMENT

Implementation of the OCANZ Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and Optometry Māori Health Curriculum Framework

Purpose

This position statement sets out expectations the Optometry Council of Australia and New Zealand considers schools of optometry must meet to ensure the successful trans-Tasman implementation and resourcing of the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and the Optometry Māori Health Curriculum Framework.

Context

OCANZ is committed to supporting optometry programs in Australia and Aotearoa New Zealand (hereafter referred to as Aotearoa) in their ongoing efforts to introduce and embed the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and Optometry Māori Health Curriculum Framework into the optometry curriculum.

OCANZ will support trans-Tasman implementation in a phased approach and with ongoing support and with the expectation that schools commit to ensuring adequate resources are allocated to implementing both the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and the Optometry Māori Health Curriculum Framework and that there are continued efforts to implement both local and trans-Tasman Health Curriculum Frameworks.

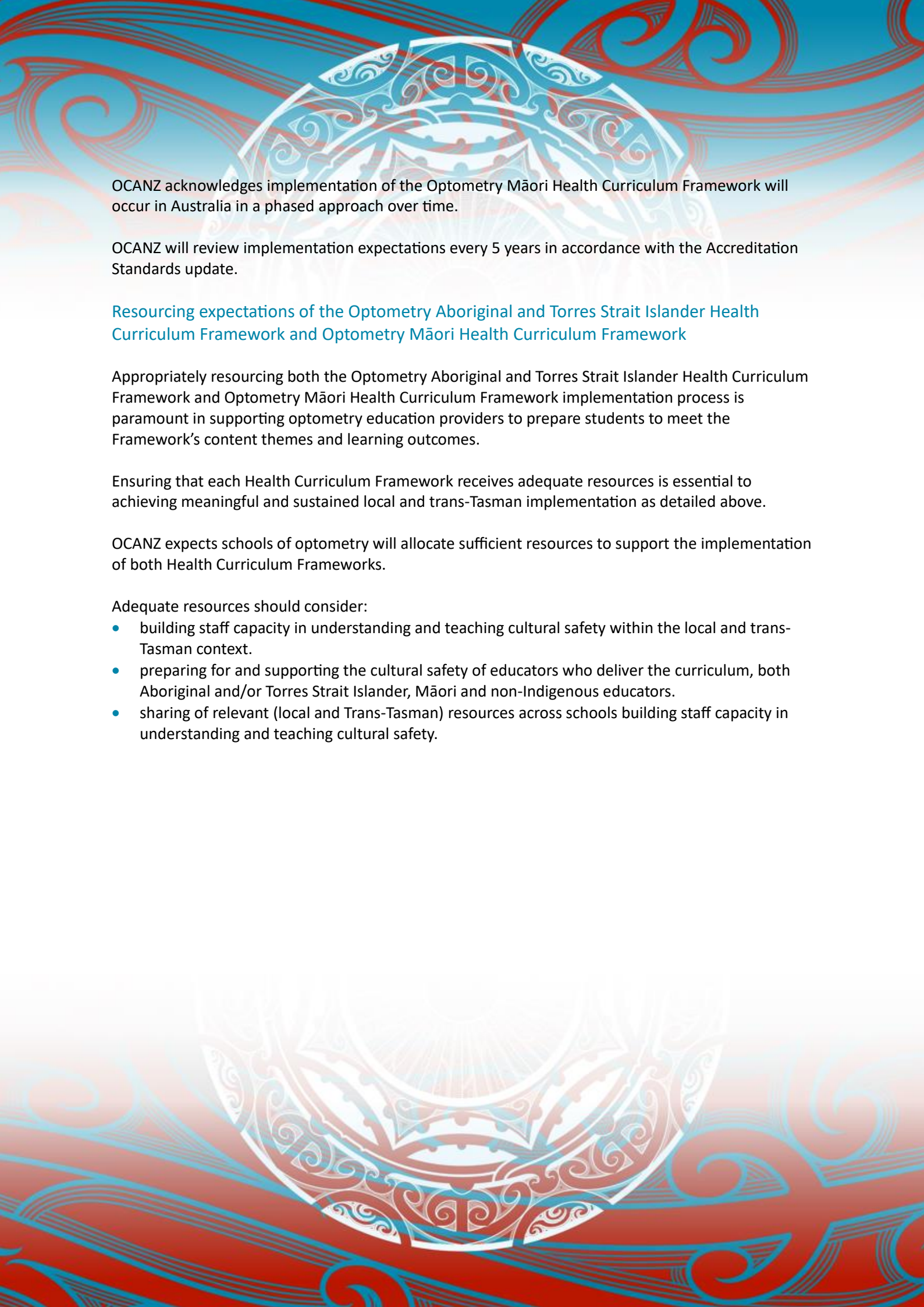
Implementation expectations of the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework

- OCANZ expects, and will support, the Optometry Education Providers in **Australia** to work towards embedding all **twenty-five** (25) learning outcomes across **ten** (10) Novice, **eight** (8) Intermediate and **seven** (7) Entry to Practice skill development levels.
- OCANZ expects, and will support, Optometry Education Providers in **Aotearoa** to work towards addressing, at a minimum, the **ten** (10) Novice level learning outcomes of the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework in the first phase.

OCANZ acknowledges implementation of the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework will occur in Aotearoa in a phased approach over time.

Implementation expectations of the Optometry Māori Health Curriculum Framework

- OCANZ expects, and will support, the School of Optometry and Vision Science in **Aotearoa** to work towards embedding all **twenty-six** (26) learning outcomes across **eight** (8) Novice, **twelve** (12) Intermediate and **six** (6) Entry to Practice skill development levels.
- OCANZ expects, and will support, Optometry Education Providers in **Australia** to work towards addressing, at a minimum, the **eight** (8) Novice level learning outcomes of the Optometry Māori Health Curriculum Framework in the first phase.



OCANZ acknowledges implementation of the Optometry Māori Health Curriculum Framework will occur in Australia in a phased approach over time.

OCANZ will review implementation expectations every 5 years in accordance with the Accreditation Standards update.

Resourcing expectations of the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and Optometry Māori Health Curriculum Framework

Appropriately resourcing both the Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework and Optometry Māori Health Curriculum Framework implementation process is paramount in supporting optometry education providers to prepare students to meet the Framework's content themes and learning outcomes.

Ensuring that each Health Curriculum Framework receives adequate resources is essential to achieving meaningful and sustained local and trans-Tasman implementation as detailed above.

OCANZ expects schools of optometry will allocate sufficient resources to support the implementation of both Health Curriculum Frameworks.

Adequate resources should consider:

- building staff capacity in understanding and teaching cultural safety within the local and trans-Tasman context.
- preparing for and supporting the cultural safety of educators who deliver the curriculum, both Aboriginal and/or Torres Strait Islander, Māori and non-Indigenous educators.
- sharing of relevant (local and Trans-Tasman) resources across schools building staff capacity in understanding and teaching cultural safety.