

## Academic Pathways Values Statements

| Value               | Descriptor                                                                                                                                                                                                                           | Team Values Statement                                                                                                                                                                                                                                                                                                                     | What will we hear each other say, and see each other do, as we live this value?                                                                                                                                                                                                                                           | What will our stakeholders hear us say and see us do?                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Authenticity</b> | Working in, with and for the communities in which we are based, we are responsive to their needs and champions for transformative education and research. In doing so we act ethically, transparently and with generosity of spirit. | In Pathways we are responsive to the educational needs of the communities we live and work in. We strive to break down barriers to educational participation and provide genuine opportunities for all students. Our diverse team values respect, fun, and bringing our 'real' selves to the workplace and the classroom.                 | All staff and students add value to the Pathways community. Our teaching, content development, and engagement with students is based on principles of inclusion and access. We prioritize social justice, representation, and the integration of Indigenous knowledges and ways of knowing into curriculum.               | We advocate for equitable access to higher education and widening participation. We normalise help-seeking behaviours to enhance and develop students' autonomy and self-efficacy. Pathways programs work to develop students' skills and learner identity. |
| <b>Excellence</b>   | Our global reputation for cutting-edge research and education is built in equal parts on our responsiveness to the unique characters of the places in which we work and our commitment to excel in everything we do.                 | To ensure high quality delivery Pathways programs engage in extensive benchmarking, and regular, ongoing consultation with students, the academy, and community and institutional stakeholders. We seek and act on feedback and employ research-informed, data driven approaches to teaching, learning and student support.               | Know your learners. We understand that students talents and abilities can be developed through effort, good teaching and persistence. We actively challenge a static mindset that views intelligence as a fixed trait. Our curricula are adaptive, innovative, technology enabled, and evidence based.                    | We adopt and disseminate a discourse of high expectations. All students can succeed and success can take a variety of different forms. Our high standards are evidenced in students improved preparedness for degree study.                                 |
| <b>Integrity</b>    | We hold ourselves to the highest standards of professional and scientific conduct. We are proactive in identifying and acting on barriers to inclusiveness and diversity in all aspects of university life.                          | Education is a human right and access should not be limited by cultural capital, location, or socio-economic status. Our teaching/curriculum accounts for the diversity of students' prior academic achievements and builds cultural capital by developing students' knowledge of university through authentic and scaffolded experiences | Teachers are leaders in their classrooms. Students are professionals in training. We expect students to develop into critical, independent, evidence-based thinkers with the ability to self organise, plan, and seek help as needed.                                                                                     | We work to support students to achieve success but will never compromise the integrity of the courses and subjects we teach. We trust our students and take an educative approach to academic integrity.                                                    |
| <b>Respect</b>      | JCU fosters a respectful environment for robust debate and a diversity of ideas, engaging our staff and students in a supportive, culturally respectful and connected community of higher learning.                                  | All members of the pathways community contribute towards a positive positioning of both the course and student body by challenging unhelpful defamatory, derogatory, or deficit discourses and encouraging equity, inclusivity, and empowerment.                                                                                          | We value the diversity of students and colleagues and welcome and differences in spirituality, ethnicity, gender, age, sexuality, neuro-diversity, or physical difference. Respectful and non-judgmental staff-student relationships allow students to develop confidence in their ability to engage in higher education. | We foster open, inclusive learning environments where discrimination in any form is unacceptable. We treat disclosures by students with sensitivity and compassion, we maintain privacy and facilitate access to supports as required.                      |