

INDIGENOUS EDUCATION POLICY

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Related Documents	GCA Refund Policy GCA Student Welfare Policy GCA Transfer between Registered Providers Policy UBSS Academic Appeals Policy UBSS Assessment Moderation Policy UBSS Course Admission Policy UBSS Academic Progression, Monitoring and Intervention policy UBSS Course Discontinuation Policy UBSS Equity and Diversity Policy UBSS Grievance and Appeals Policy (Academic) UBSS Grievance Policy (Non-Academic)
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1 Context

The rationale for this policy is both historical and grounded in contemporary evidence. Indigenous Australians are statistically amongst the most disadvantaged groups in Australia. The statistics relating to health, housing, income, imprisonment and ultimately life expectancy, combine to severely impact upon the ability of Indigenous people to successfully participate in the education system.

UBSS is also committed to the increased employment and professional development of Indigenous Australians. This commitment is set out in the Indigenous Employment Policy.

2 Scope

2.1 Rationale

Implementation of this policy is a responsibility shared across all sections and employees of UBSS.

2.2 Legislative Context

- The Higher Education Support Act 2003 (Cth) (HESA)
- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth);
- Higher Education Standards Framework (Threshold Standards) 2015;
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code
- Education Services for Overseas Students Regulations 2001;
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007;
- The United Nations Economic and Social Council, Commission on Human Rights definition of "Indigenous Peoples". U.N., UNESCO, ref: E/Cn.4./Sub.2/L.566, 1982.
- National Aboriginal and Torres Strait Islander Education Policy 1989
- National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996–2002
- Australian Directions in Indigenous Education 2005–2008,
- Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.
- Indigenous Higher Educations Advisory Council (IHEAC) Strategic Plan for 2006-2008: Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education

3 Definitions

Item	Definition
<i>Aboriginal and/or Torres Strait Islander</i>	Any person who: <ol style="list-style-type: none"> 1. Is of Aboriginal and/or Torres Strait Islander descent; 2. identifies as an Aboriginal and/or Torres Strait Islander, and Is recognised by the Indigenous community in which they live as an Aboriginal and/or Torres Strait Islander.
<i>Indigenous education</i>	The creation of equitable opportunities and outcomes for Indigenous Australians, and the opportunity and therefore process by which all Australians can gain knowledge about Indigenous Australia.
<i>Indigenous People</i>	"...Populations composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them and, by conquest, settlement or other means, reduced them to a non-dominant or colonial situation..." (United Nations Economic and Social Council, Commission on Human Rights, ref E/Cn.4./Sub.2/L.566, 1982).
<i>Indigenous Australians</i>	Specifically refers to the Indigenous people of Australia who are otherwise known as "Aboriginal and/or Torres Strait Islanders"

4 Policy Statement

4.1 Vision

UBSS's vision is to contribute to the national process of Reconciliation between Indigenous and non-Indigenous Australians by establishing UBSS as an organisation of exemplary practice in Indigenous Education.

This policy provides guidance for the development and management of indigenous education at UBSS. It does this by setting out objectives, principles and protocols. In doing so the UBSS Indigenous Education Policy aims to align UBSS's educational activities with national Indigenous education policy and guidelines as well as existing School documentation relating to Indigenous education.

4.2 Objectives

In line with these policies, priorities and principles, the objectives of UBSS are to:

1. Increase indigenous undergraduate enrolment rates to levels commensurate with those of other Australians.
2. Improve indigenous undergraduate progression, success and completion rates to levels commensurate with those of other Australians.
3. Increase indigenous postgraduate enrolments rates to levels commensurate with those of other Australians.
4. Improve indigenous postgraduate progression and completion rates to levels commensurate with those of other Australians.
5. Ensure the inclusion of appropriate Indigenous content in curriculum across UBSS.
6. Raise the prominence of Indigenous culture across UBSS.
7. Increase indigenous community engagement and outreach.
8. Increase indigenous participation in governance and decision making.
9. Foster international Indigenous awareness and collaborative projects.

4.3 Principles

UBSS acknowledges indigenous Australians as the original Australians and ongoing custodians of "Country" who occupy a unique place within Australian society and subsequently within UBSS. Therefore, UBSS seeks to develop a unique and inclusive Australian institutional identity, one which takes pride in and actively seeks to identify with Indigenous Australia.

UBSS acknowledges that indigenous education is a priority area of operation and as such occupies a status similar to learning and teaching, research, engagement and internationalisation.

UBSS acknowledges that due to past educational practices many non-Indigenous Australians know very little about Indigenous Australia. In recognition of this and in seeking to encourage an inclusive Australian identity as well as raise the standard of professional service delivery to Indigenous Australians,

UBSS is committed to the achievement of educational outcomes for Indigenous Australians, comparable to those of other Australian students.

UBSS endorses the principle of equity for indigenous peoples. Consequently, UBSS believes that in developing and delivering appropriate and effective educational services for Indigenous students, preparedness by staff to be flexible and innovative in terms of educational and service delivery are essential.

In support of indigenous education and in recognition of the need for the development and maintenance of innovative and flexible practices, UBSS is committed to the provision of exceptional resources to support Indigenous education.

UBSS endorses indigenous consultation in planning and implementation of activities initiated in support of UBSS Indigenous Education Policy.

As part of its commitment to indigenous inclusion and consultation, UBSS will, where appropriate and practical, endeavour to have indigenous membership on all major and strategically significant committees, advisory groups and working parties. This includes committees, advisory groups and working parties which are not specifically Indigenous. In addition, UBSS will endeavour to ensure that indigenous education issues are specifically included in all major strategies and plans.

UBSS acknowledges that accountability to the indigenous community regarding its plans, activities and achievements is essential.

UBSS is committed to an environment which is non-discriminatory and free of harassment for Indigenous people.

4.4 Protocols

UBSS, as appropriate, will either seek a "Welcome to Country" or give an "Acknowledgment of the Traditional Owners" at all significant School events. These may include but are not limited to graduation ceremonies, conferences, seminars, workshops, presentations, open days, public events etc.

5 Document Change Control

Version	Change Description	Date	Author
v1	New Policy	03.04.18	Prof Ian Bofinger
v1.1	Context revised Updated the related documents section (removed retired policies)	August 2018	Jotsana Roopram