

INDIGENOUS EDUCATION POLICY

Document ID	Indigenous Education Policy
Related Documents	<p>Admission Policy</p> <p>Assessment Policy</p> <p>Academic Progress Policy</p> <p>Appeals Policy</p> <p>Equity and Diversity Policy</p> <p>Attendance Policy</p> <p>Indigenous Employment Policy</p>
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References and Legislation	<ol style="list-style-type: none"> 1. 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. 2. National Aboriginal and Torres Strait Islander Education Policy 1989 3. National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996–2002 4. Australian Directions in Indigenous Education 2005–2008, 5. Aboriginal and Torres Strait Islander Education Action Plan 2010–2014. 6. Indigenous Higher Educations Advisory Council (IHEAC) Strategic Plan for 2006-2008: Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education

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1. Purpose

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.

While very few non-Indigenous Australians have historically had the opportunity to interact with Indigenous Australians, and until recently little if anything of substance was taught in schools about Indigenous Australia. Consequently, many non-Indigenous Australians know very little about this part of their national heritage.

These realities provide APIC with an opportunity to make an impact on Indigenous disadvantage, and to develop an identity which is uniquely Australian. In this regard APIC believes that knowledge of Indigenous Australia should not only be an attribute shared by its graduates, but a fundamental part of the Australian identity.

APIC 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

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

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 3. 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).

Item	Definition
<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

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

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

4.2 Objectives

In line with these policies, priorities and principles, the objectives of APIC 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 APIC.
6. Raise the prominence of Indigenous culture across APIC.
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

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

APIC 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.

APIC 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,

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

APIC endorses the principle of equity for indigenous peoples. Consequently, APIC 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, APIC is committed to the provision of exceptional resources to support Indigenous education.

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

As part of its commitment to indigenous inclusion and consultation, APIC 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, APIC will endeavour to ensure that indigenous education issues are specifically included in all major strategies and plans.

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

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

4.4 Protocols

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

5. Document Change Control

<i>Version</i>	<i>Change Description</i>	<i>Date</i>	<i>Author</i>
1.0	New policy development	9 January 2017	Corinne Green