

CHS Indigenous Education Policy

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1. Purpose

CHS is committed to offering opportunities to Indigenous Australians and ensuring they achieve success in CHS courses. The purpose of this policy is to outline how CHS will honour its commitment to Indigenous education at CHS.

2. Scope

Implementation of this policy is a responsibility shared across all sections, staff and executives of CHS. The policy also provides a framework for practical support of Indigenous students once enrolled in a course at CHS.

3. Definitions

Term	Definition
Aboriginal and/or Torres Strait Islander	Any person who: 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.
Indigenous Australians	Specifically refers to the Indigenous people of Australia who are otherwise known as "Aboriginal and/or Torres Strait Islanders"
Indigenous education	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.
Indigenous People	"...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).

4. Policy Statements

4.1 Vision

CHS is committed to making a contribution through its educational programs to 'Closing the Gap' by reducing disadvantage among Aboriginal and Torres Strait Islander people with respect to life expectancy, child mortality, access to early childhood education, educational achievement, and employment outcomes. To achieve this commitment, CHS will align its activities to the five dimensions of reconciliation developed by

Reconciliation Australia regarding: race relations, equality and equity, unity, institutional integrity, and historical acceptance.

4.2 Objectives

In line with these policies, priorities and principles, the objectives of CHS are to offer educational programs and make these accessible to the Australian Indigenous community in order to contribute to:

1. Improving Australian Indigenous postgraduate progression and completion rates to levels commensurate with those of other Australians.
2. Increase Indigenous participation in the life of the College.
3. Provide opportunities for successful transition into CHS Courses regardless of their background, entry pathway, mode or place of study.
4. Collaborate with Indigenous peoples to ensure the inclusion of appropriate Indigenous content in curriculum across CHS where relevant.
5. Acknowledge Indigenous culture across CHS operations where appropriate.
6. Foster Indigenous awareness and encourage student projects on Indigenous health to promote Indigenous health and welfare.

4.3 Cultural Safety

CHS will:

1. Provide culturally safe governance, administration, learning, teaching and assessment environments for all staff and students, on campus and online. Foster the development of health care leaders who are committed to ensuring culturally safe care for Indigenous patients they encounter in order to achieve optimum care outcomes
2. Ensure that the Ethical Guidelines for Research Involving Aboriginal and Torres Strait Islander Peoples are met where CHS staff and students conduct research involving Australian First Nation's Peoples as informants; or where research is conducted 'on Country'.
3. Ensure Indigenous perspectives are included where appropriate in curriculum and assessment.
4. Provide Continuing Professional Development for all CHS staff.
5. Ensure CHS graduates are capable of providing culturally safe and responsive health care.
6. CHS acknowledges Indigenous Australians as the original Australians and ongoing custodians of "Country" who occupy a unique place within Australian society.
7. CHS acknowledges that Indigenous education is an important area of focus for CHS. The College will endeavour to develop specific programs and projects that promote participation of Indigenous Australian in its courses and programs.

4.4 Responsibility

The responsibility for the implementation of this policy rests with the Senior Executive Team at CHS headed by the Principal. In order to ensure practical measures are followed to promote Indigenous education at CHS the Principal shall direct the Dean to set up a special scholarship scheme for admission of Indigenous students to CHS courses. In addition, the Dean shall allocate dedicated mentors from the academic staff of the College to guide and support the Indigenous students once enrolled at CHS. The Student Engagement and Welfare officer shall be trained with regard to the social and cultural needs of Indigenous students.

The Principal shall ensure that there is sufficient pastoral care and support across the entire CHS to Indigenous students to maximise the chances of success for the Indigenous students.

4.5 Protocols

CHS will:

- Include an Acknowledgement of Country in all College websites as appropriate.
- Also include an Acknowledgement of Country in all on-campus events as appropriate.

The Acknowledgment of Country on campus can be as follows:

General: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today. I would also like to pay my respects to Elders past and present.

Specific: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today, the (people) of the (nation) and pay my respects to Elders past and present.

The College shall include a "Welcome to Country" by a local Indigenous Elder 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 and major public events as appropriate.

5 Related Documents

- CHS Admission Policy
- CHS Student Engagement and Retention Policy
- CHS Assessment Policy
- CHS Course Progress Policy
- CHS Appeals Policy
- CHS Equity and Diversity Policy
- CHS Attendance Policy

6 Related legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2015
- Education Services for Overseas Students (ESOS) Act 2000
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF).
- 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