Aboriginal and Torres Strait Islander Participation and Success Policy and Procedures

Purpose

The purpose of this policy is to ensure the participation, engagement, and success of Aboriginal and Torres Strait Islander peoples at the Central Institute of Technology and Innovation (the Institute). This policy acknowledges the diverse histories, perspectives, ways of being, and contributions of Aboriginal and Torres Strait Islander peoples.

Scope

This policy applies to all aspects of the Institute's operations, including educational courses, research activities, community engagement, and organisational practices. It is relevant to all staff, students, and stakeholders.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Compliance and Quality Assurance Plan
- Governance Charter
- Student Support Policy and Procedures
- Learning and Teaching Plan
- Student Transition Engagement Equity Retention Support (STEERS) Strategy

All documents referenced in this policy can be accessed via the CITI website.

Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Aboriginal and Torres Strait Islander Peoples	Aboriginal and Torres Strait Islander Peoples means the First Nations peoples of Australia, with distinct histories, cultures, and identities.
Participation	Participation means involvement of Aboriginal and Torres Strait Islander peoples in the Institute's activities and decision-making processes.
Success	Success means achieving positive outcomes in education, employment, and personal development for Aboriginal and Torres Strait Islander peoples.

Policy Principles

The Institute deeply values the rich contributions and history of Aboriginal and Torres Strait Islander peoples, recognising their unique knowledge systems as foundational to Australia's intellectual, social, and cultural capital. The following principles are designed to support the participation and success of Aboriginal and Torres Strait Islander peoples, fostering an inclusive and respectful environment for all.

1. **Respect and Recognition:** Acknowledge and respect the diverse histories, cultures, and contributions of Aboriginal and Torres Strait Islander peoples. This aligns with the Higher Education Standards Framework (Threshold Standards) 2021, specifically Standard 2.2 which ensures respect for the dignity of all persons.

2. **Inclusivity:** Ensure that the Institute's environment is welcoming, inclusive, and supportive for Aboriginal and Torres Strait Islander peoples. This supports Standard 2.2, which emphasises the importance of inclusive learning environments.

3. **Engagement:** Foster meaningful engagement and partnerships with Aboriginal and Torres Strait Islander communities. This aligns with Standard 6.1, promoting constructive partnerships and connections.

4. **Cultural Competency:** Promote understanding and respect for Aboriginal and Torres Strait Islander cultures among all staff and students. This is consistent with Standard 3.2, which supports academic and staff development.

5. **Equity:** Strive for equity in educational and employment opportunities for Aboriginal and Torres Strait Islander peoples. This aligns with Standard 2.2, promoting equitable access and opportunities for all.

6. **Commitment to Advancement:** The Institute is committed to advancing Aboriginal and Torres Strait Islander peoples and cultures in and through higher education.

7. **Collaboration and Empowerment:** Respect, collaborate with, and empower Aboriginal and Torres Strait Islander peoples, acknowledging their sovereignty as First Peoples.

8. **Zero Tolerance of Racism:** The Institute maintains zero-tolerance towards racism.

9. **Truth-Telling:** Truth-telling about our shared history is essential to addressing racism and improving the safety and prosperity of Aboriginal and Torres Strait Islander peoples.

10. **Cultural Safety:** The Institute is committed to ensuring cultural safety for Indigenous students, staff, and all Indigenous people.

11. **Respect for Knowledge Systems:** Respect for Aboriginal and Torres Strait Islander peoples' unique knowledge and knowledge systems is foundational to Australia's intellectual, social, and cultural capital.

12. **Accountability:** The Institute holds itself accountable to Aboriginal and Torres Strait Islander peoples for the use of Indigenous knowledge and cultures in higher education and research.

13. **True Partnership:** True partnership between the Institute and Aboriginal and Torres Strait Islander communities, both within and outside the Institute, is essential to delivering the best outcomes. These partnerships should give voice to Indigenous people in decision-making that affects them.

14. **Equality of Opportunity:** Equality of opportunity and outcome is a central objective of policy and practice.

15. **Wholistic Approach:** To further these aims, the Institute and its staff and students should: Be open to and capable of challenging preconceived ideas about Aboriginal and Torres Strait Islander peoples, communities, and histories. Recognise and have empathy for the historic discrimination endured by Indigenous people and be sensitive to the traumatic histories of Aboriginal and Torres Strait Islander peoples and communities. Understand the ongoing impact of colonialism and the dominant culture on Aboriginal and Torres Strait Islander peoples.

Policy Statement

1. Creating and Promoting Participation and Success

The Central Institute of Technology and Innovation is committed to enhancing the participation and success of Aboriginal and Torres Strait Islander peoples. The Institute will

1.1 **Promote Cultural Awareness**: Integrate Aboriginal and Torres Strait Islander perspectives and ways of being into the curriculum and organisational practices.

1.2 **Support Educational Pathways:** Provide targeted support and pathways to encourage the enrolment, retention, and success of Aboriginal and Torres Strait Islander students.

1.3 **Facilitate Research**: Encourage and support research that respects and reflects Aboriginal and Torres Strait Islander knowledge systems and priorities.

1.4 E**ngage with Communities**: Build and maintain strong relationships with Aboriginal and Torres Strait Islander communities and organisations.

1.5 **Develop Staff Competency**: Offer professional development opportunities to enhance the cultural competency of staff.

1.6 **Monitor and Report**: Regularly monitor and report on the progress and outcomes of initiatives aimed at improving Aboriginal and Torres Strait Islander participation and success.

Procedures

1. Cultural Awareness and Competency

1.1 **Cultural Awareness Training: The** Institute will provide ongoing, culturally appropriate training for all staff and students to build understanding, respect, and capability in engaging with Aboriginal and Torres Strait Islander peoples, cultures, histories, and contemporary experiences.

1.2 **Curriculum Integration:** Where relevant, the Institute will meaningfully embed Aboriginal and Torres Strait Islander knowledges, perspectives, and ways of being, knowing, and doing across curricula, ensuring content is authentic, respectful, and aligned with disciplinary contexts.

1.3 **Cultural Recognition and Events:** The Institute will recognise and support significant Aboriginal and Torres Strait Islander cultural events and dates, including but not limited to NAIDOC Week and National Reconciliation Week, as a means of promoting awareness, reflection, and shared understanding across the Institute community.

2. Student Support

2.1 **Admissions and Access:** The Institute will implement targeted and equitable admissions pathways designed to increase participation and enrolment of Aboriginal and Torres Strait Islander students, while maintaining academic standards and supporting successful transition into higher education.

2.2 **Scholarships and Financial Assistance:** The Institute will offer full and partial scholarships and other forms of financial assistance specifically designed to

support Aboriginal and Torres Strait Islander students in accessing, participating in, and completing their studies.

2.3 **Mentoring and Community Connection:** The Institute will establish culturally appropriate mentoring programmes that connect Aboriginal and Torres Strait Islander students with mentors, role models, and leaders, supporting academic success, personal development, and strong connections to community.

2.4 **Dedicated Support Services:** The Institute will provide tailored support services that recognise and respond to the academic, cultural, wellbeing, and personal needs of Aboriginal and Torres Strait Islander students, ensuring a safe, inclusive, and supportive learning environment.

3. Scholarship and Research and Engagement

3.1 **Scholarship and Research Support**: The Institute will support and facilitate ethical, culturally respectful scholarship and research that is led by, or undertaken in genuine partnership with, Aboriginal and Torres Strait Islander peoples and communities, ensuring mutual benefit and informed consent where relevant and in alignment with the Institute's scholarship and research priories.

3.2 **Community Partnerships and Collaboration**: The Institute will actively engage with Aboriginal and Torres Strait Islander communities, organisations, and representatives to develop enduring partnerships that recognise community priorities, support self-determination, and contribute to shared educational, social, and economic outcomes where relevant and in alignment with the Institute's scholarship and research priories.

3.3 **Knowledge Sharing and Dissemination**: Where appropriate, the Institute will create and support platforms and opportunities for the respectful sharing of Aboriginal and Torres Strait Islander knowledges, perspectives, and voices within the Institute and with the broader community, in ways that acknowledge cultural authority and intellectual property.

4. Staff Support

4.1 **Professional Development:** The Institute will provide ongoing, targeted professional development to equip staff with the knowledge, skills, and cultural competency required to engage respectfully and effectively with Aboriginal and Torres Strait Islander students, colleagues, and communities.

4.2 **Recruitment and Retention:** The Institute will implement strategies to attract, recruit, and retain Aboriginal and Torres Strait Islander staff, recognising the importance of diverse representation and the contribution of staff to culturally inclusive teaching, research, and workplace practices.

5. Monitoring and Reporting

5.1 **Data Collection and Analysis**: The Institute will systematically collect, monitor, and analyse data on the participation, engagement, and success of Aboriginal and Torres Strait Islander students and staff, ensuring evidence-based decision-making.

5.2 **Reporting and Accountability**: The Institute will provide regular reporting to senior management, the Board, and other stakeholders on the implementation, progress, and outcomes of this policy, promoting transparency and accountability.

5.3 **Policy Review:** The Institute will periodically review this policy to ensure it remains current, effective, and aligned with best practice, legislative requirements, and the needs of Aboriginal and Torres Strait Islander communities.

Related Legislation

This policy should be read in conjunction with the following related documents:

- Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students Act 2000
- Australian Qualifications Framework

- [National Aboriginal and Torres Strait Islander Education Policy 1989](#)
- [National Aboriginal and Torres Strait Islander Education Strategy 2015](#)
- [Universities Australia Indigenous Strategy 2022 - 2025](#)

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