

STRENGTH-BASED PRACTICE: Self-Assessment

	SET 1 Frontline Workers: How do I work with children and young people?	SET 2 Frontline Workers: How do I work with young adults?	SET 3 Frontline Workers: How do I work with families and parents?	SET 4 Frontline Workers: How do I work with kinship, foster and respite carers?	SET 5 Frontline Workers: How do I work with Elders and community members?	SET 6 Human Services Staff: How do I work with my colleagues?	SET 7 Managers and Executives: How do I work with my staff?	SET 8 Service Networks: How do I work with other network members?
CRITERIA	When working with children and young people, do I:	When working with young adults, do I:	When working with families and parents, do I:	When working with foster, kinship and respite carers, do I:	When working with Elders and community members, do I:	When working with colleagues in the human services, do I:	As a manager, do I:	As a network member, do I:
PERSON-CENTRED	<ol style="list-style-type: none"> 1. show them I care about them 2. take their feelings and worries into account 	<ol style="list-style-type: none"> 1. understand their situation and who they are 2. take their feelings and worries into account 	<ol style="list-style-type: none"> 1. understand their situation and their goals 2. acknowledge their perspectives and beliefs 	<ol style="list-style-type: none"> 1. understand their situation and their goals 2. acknowledge their perspectives and beliefs 	<ol style="list-style-type: none"> 1. value their time and contribution 	<ol style="list-style-type: none"> 1. understand and acknowledge different perspectives and beliefs 2. bring the voices of children, young people, parents, carers and families into decision making 	<ol style="list-style-type: none"> 1. show staff how their work contributes to the organisation's goals 2. promote and model respectful communication with clients, families and stakeholders 	<ol style="list-style-type: none"> 1. show respect for children and families by involving them and understanding their perspectives and goals 2. show respect for staff and other stakeholders
LISTENING AND RESPECT	<ol style="list-style-type: none"> 3. listen to their ideas 4. include them in discussions 	<ol style="list-style-type: none"> 3. listen to what they need 4. include them in discussions 	<ol style="list-style-type: none"> 3. acknowledge and value their expertise 4. include them in discussions 	<ol style="list-style-type: none"> 3. acknowledge and value their expertise 4. include them in discussions 	<ol style="list-style-type: none"> 2. acknowledge and value their expertise 3. include them in discussions that affect their community 	<ol style="list-style-type: none"> 3. acknowledge and value expertise across roles, disciplines and organisations 	<ol style="list-style-type: none"> 3. listen to and monitor staff concerns about emerging risks for children and young people 	<ol style="list-style-type: none"> 3. acknowledge and value different perspectives and use them to find new solutions 4. communicate widely, listen, and engage
STRENGTH-BASED	<ol style="list-style-type: none"> 5. support them to make decisions that work for them 	<ol style="list-style-type: none"> 5. support them to make decisions that work for them 6. help them find what they are good at and encourage them to use their skills 	<ol style="list-style-type: none"> 5. support them to succeed 6. help them find what they are good at and support them to use their skills 	<ol style="list-style-type: none"> 5. support them to succeed 	<ol style="list-style-type: none"> 4. support them to assist families 	<ol style="list-style-type: none"> 4. support colleagues to succeed 	<ol style="list-style-type: none"> 4. foster and acknowledge the skills, knowledge and efforts of my staff 5. acknowledge and champion positive change 	<ol style="list-style-type: none"> 5. recognise and promote good practice 6. support communities to plan and create the change they want
WORKS TOGETHER	<ol style="list-style-type: none"> 6. help them to make the changes they would like 	<ol style="list-style-type: none"> 7. build up their trust in themselves and others 8. help them make the changes they would like 9. guide them in making big decisions 	<ol style="list-style-type: none"> 7. listen to their concerns and discuss ways to address them 8. work with them to resolve longstanding issues 	<ol style="list-style-type: none"> 6. listen to their concerns and discuss ways to address them 7. work with them to resolve longstanding issues 	<ol style="list-style-type: none"> 5. listen to their concerns and discuss ways to address them 6. work with them to resolve longstanding issues 	<ol style="list-style-type: none"> 5. share my concerns and discuss ways to address them 6. work with colleagues to resolve longstanding issues 	<ol style="list-style-type: none"> 6. encourage and support others to test solutions for complex challenges 	<ol style="list-style-type: none"> 7. share my concerns and discuss ways to address them
RISK TAKING	<ol style="list-style-type: none"> 7. encourage and support them when things go wrong 	<ol style="list-style-type: none"> 10. encourage and support them when things go wrong 	<ol style="list-style-type: none"> 9. support them when they make tough decisions 	<ol style="list-style-type: none"> 8. support them when they make tough decisions 	<ol style="list-style-type: none"> 7. support them and the community when things go wrong 	<ol style="list-style-type: none"> 7. make well-informed decisions taking multiple perspectives into account 8. support colleagues when things go wrong 	<ol style="list-style-type: none"> 7. take calculated risks to improve long term outcomes for children and young people 8. support staff when things go wrong 	<ol style="list-style-type: none"> 8. support network members to use their professional judgement 9. support network members when things go wrong
LEARNING	<ol style="list-style-type: none"> 8. respond to their suggestions to improve the way things are done 	<ol style="list-style-type: none"> 11. respond to their suggestions to improve the way things are done 	<ol style="list-style-type: none"> 10. respond to their suggestions to improve the way things are done 	<ol style="list-style-type: none"> 9. respond to their suggestions to improve the way things are done 	<ol style="list-style-type: none"> 8. respond to their suggestions to improve the way things are done 	<ol style="list-style-type: none"> 9. respond to colleagues' suggestions to improve my practice 	<ol style="list-style-type: none"> 9. engage with staff in constructive reflection and problem solving 	<ol style="list-style-type: none"> 10. engage with network members in constructive reflection and problem solving

STRENGTH-BASED PRACTICE: Feedback

	SET 1 Frontline Workers: Feedback from children and young people	SET 2 Frontline Workers: Feedback from young adults	SET 3 Frontline Workers: Feedback from families and parents	SET 4 Frontline Workers: Feedback from kinship, foster and respite carers	SET 5 Frontline Workers: Feedback from Elders and community members	SET 6 Human Services Staff: Feedback from your colleagues	SET 7 Managers and Executives: Feedback from your staff	SET 8 Service Networks: Feedback from other network members
CRITERIA	Do the adults who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Does your colleague:	Does your manager:	Does your colleague:
PERSON-CENTRED	1. care about you 2. take your feelings and worries into account	1. understand your situation and who you are 2. take your feelings and worries into account	1. understand your situation and your goals 2. acknowledge your perspectives and beliefs	1. understand your situation and your goals 2. acknowledge your perspectives and beliefs	1. value your time and contribution	1. understand and acknowledge different perspectives and beliefs 2. bring the voices of children, young people, parents, carers and families into decision making	1. show you how your work contributes to the organisation's goals 2. promote and model respectful communication with clients, families and stakeholders	1. show respect for children and families by involving them and understanding their perspectives and goals 2. show respect for staff and other stakeholders
LISTENING AND RESPECT	3. listen to your ideas 4. include you in discussions	3. listen to what you need 4. include you in discussions	3. acknowledge and value your expertise 4. include you in discussions	3. acknowledge and value your expertise 4. include you in discussions	2. acknowledge and value your expertise 3. include you in discussions that affect your community	3. acknowledge and value expertise across roles, disciplines and organisations	3. listen to and monitor your concerns about emerging risks for children and young people	3. acknowledge and value different perspectives and use them to find new solutions 4. communicate widely, listen, and engage
STRENGTH-BASED	5. support you to make decisions that work for you	5. support you to make decisions that work for you 6. help you find what you are good at and encourage you to use these skills	5. support you to succeed 6. help you find what you are good at and support you to use these skills	5. support you to succeed	4. support you to assist families	4. support you to succeed	4. foster and acknowledge your skills, knowledge and efforts 5. acknowledge and champion positive change	5. recognise good practice 6. support communities to plan and create the change they want
WORKS TOGETHER	6. help you make the changes you would like	7. build up your trust in yourself and others 8. help you make the changes you would like 9. guide you in making big decisions	7. listen to your concerns and discuss ways to address them 8. work with you to resolve longstanding issues	6. listen to your concerns and discuss ways to address them 7. work with you to resolve longstanding issues	5. listen to your concerns and discuss ways to address them 6. work with you to resolve longstanding issues	5. share their concerns and discuss ways to address them 6. work with you to resolve longstanding issues	6. encourage and support you to test solutions for complex challenges	7. share their concerns and discuss ways to address them
RISK TAKING	7. encourage and support you when things go wrong	10. encourage and support you when things go wrong	9. support you when you make tough decisions	8. support you when you make tough decisions	7. support you and the community when things go wrong	7. make well-informed decisions taking multiple perspectives into account 8. support you when things go wrong	7. support you to take calculated risks to improve long term outcomes for children and young people 8. support you when things go wrong	8. support you to use your professional judgement 9. support you when things go wrong
LEARNING	8. respond to your suggestions to improve the way things are done	11. respond to your suggestions to improve the way things are done	10. respond to your suggestions to improve the way things are done	9. respond to your suggestions to improve the way things are done	8. respond to your suggestions to improve the way things are done	9. respond to your suggestions to improve their practice	9. engage with you in constructive reflection and problem solving	10. engage with you in a constructive reflection and problem solving

LEADERSHIP: Self-Assessment

	SET 1 Frontline Workers: How do I work with children and young people?	SET 2 Frontline Workers: How do I work with young adults?	SET 3 Frontline Workers: How do I work with families and parents?	SET 4 Frontline Workers: How do I work with kinship, foster and respite carers?	SET 5 Frontline Workers: How do I work with Elders and community members?	SET 6 Human Services Staff: How do I work with my colleagues?	SET 7 Managers and Executives: How do I work with my staff?	SET 8 Service Networks: How do I work with other network members?
CRITERIA	When working with children and young people, do I:	When working with young adults, do I:	When working with families and parents, do I:	When working with foster, kinship and respite carers, do I:	When working with Elders and community members, do I:	When working with colleagues in the human services, do I:	As a manager, do I:	As a network member, do I:
LEADS CHANGE	1. help them plan ahead so they know what to expect	1. help them plan ahead so they know what to expect	1. focus on getting the best outcomes for their children	1. focus on getting the best outcomes for children and young people in their care	1. focus on getting the best outcomes for children and young people in their community	1. focus on achieving better outcomes for children and young people	1. inspire others to work towards the organisation's goals	1. inspire others to set goals and work towards them 2. keep clients at the centre of my considerations
COMMUNICATES GOALS	2. help them reach their short and long term goals 3. explain how their goals will help them in the future	2. help them reach their short and long term goals 3. explain how their goals will help them in the future	2. help them reach their short and long term goals as parents 3. explain how their goals will help them in the future	2. help them reach the short and long term goals for the children and young people they care for	2. discuss short and long term goals for children and families in their community 3. support them in achieving goals for children and families in their community	2. discuss the short and long term goals of my work unit and organisation 3. support my colleagues to achieve their goals	2. inform staff of progress towards goals, changes of direction and new ideas	3. discuss the short and long term goals of my organisation 4. support other network members to achieve their goals
SUPPORTS PEOPLE TO TAKE RESPONSIBILITY	4. encourage them to take responsibility 5. help them find what they are good at and encourage them to use it	4. encourage them to take responsibility 5. help them find what they are good at and encourage them to use it	4. help them find ways to improve things that aren't working	3. support them to speak up for the children and young people in their care	4. support them when they speak up to improve outcomes for children and families in their community	4. take responsibility when things aren't working	3. support staff who take responsibility when things aren't working	5. take responsibility when things aren't working
MODELS AND PROMOTES A POSITIVE CULTURE	6. pay attention to what they say	6. pay attention to what they say	5. acknowledge their achievements	4. acknowledge their achievements, commitment and the critical role they play	5. acknowledge their commitment and the critical role they play in their community	5. use positive stories of change to motivate and model	4. drive towards a positive culture with a focus on learning	6. contribute to a positive culture with a focus on learning
CHALLENGES AND MOVES ROADBLOCKS, PAYS ATTENTION TO FEEDBACK	7. act swiftly to fix things that aren't working	7. act swiftly to fix things that aren't working	6. act swiftly to fix things that aren't working	5. act swiftly to fix things that aren't working	6. act swiftly to fix things that aren't working	6. identify and address unproductive behaviours 7. tackle problems constructively and cooperatively	5. support staff to challenge policies and practices that are ineffective or inefficient 6. tackle problems constructively and cooperatively 7. get others to the table to resolve barriers	7. tackle problems constructively and cooperatively 8. get others to the table to resolve barriers 9. actively identify and respond to gaps in service delivery
TRANSPARENCY AND INTEGRITY	8. make sure they know what is happening 9. explain why decisions are made	8. make sure they know what is happening 9. explain why decisions are made	7. make sure they know what is happening 8. explain why decisions are made	6. make sure they know what is happening 7. explain why decisions are made	7. make sure they know what is happening 8. explain why decisions are made	8. keep colleagues informed of my unit's plans and progress	8. provide regular updates to my staff 9. explain why decisions are made	10. provide regular updates 11. explain why decisions are made
LEADS AND TRUSTS OTHERS TO LEAD	10. give them opportunities to be a leader	10. give them opportunities to be a leader	9. give them opportunities to take responsibility	8. trust them to provide high quality care for children and young people	9. trust them to provide high quality advice	9. trust colleagues to deliver high quality services	10. give staff opportunities and support them to lead	12. give other network members opportunities and support to lead

LEADERSHIP: Feedback

	SET 1 Frontline Workers: Feedback from children and young people	SET 2 Frontline Workers: Feedback from young adults	SET 3 Frontline Workers: Feedback from families and parents	SET 4 Frontline Workers: Feedback from kinship, foster and respite carers	SET 5 Frontline Workers: Feedback from Elders and community members	SET 6 Human Services Staff: Feedback from your colleagues	SET 7 Managers and Executives: Feedback from your staff	SET 8 Service Networks: Feedback from other network members
CRITERIA	Do the adults who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Does your colleague:	Does your manager:	Does your colleague:
LEADS CHANGE	1. help you plan ahead so you know what to expect	1. help you plan ahead so you know what to expect	1. focus on getting the best outcomes for your children	1. focus on getting the best outcomes for children and young people in your care	1. focus on getting the best outcomes for children and young people in your community	1. focus on achieving better outcomes for children and young people	1. inspire you to work towards the organisation's goals	1. inspire you to set goals and work towards them 2. keep clients at the centre of their considerations
COMMUNICATES GOALS	2. help you reach your short and long term goals 3. explain how your goals will help you in the future	2. help you reach your short and long term goals 3. explain how your goals will help you in the future	2. help you reach your short and long term goals as parents 3. explain how your goals will help you in the future	2. help you reach the short and long term goals for the children and young people you care for	2. discuss short and long term goals for children and families in your community 3. support you in achieving goals for children and families in your community	2. discuss the short and long term goals of their work unit and organisation 3. support you to achieve your goals	2. inform you of progress towards goals, changes of direction and new ideas	3. discuss the short and long term goals of their organisation 4. support you to achieve your goals
SUPPORTS PEOPLE TO TAKE RESPONSIBILITY	4. encourage you to take responsibility 5. help you find what you are good at	4. encourage you to take responsibility 5. help you find what you are good at	4. help you find ways to improve things that aren't working	3. support you when you speak up for the children and young people in your care	4. support you when you speak up to improve outcomes for children and families in your community	4. take responsibility when things aren't working	3. support you to take responsibility when things aren't working	5. take responsibility when things aren't working
MODELS AND PROMOTES A POSITIVE CULTURE	6. pay attention to what you say	6. pay attention to what you say	5. acknowledge your achievements	4. acknowledge your achievements, commitment and the critical role you play	5. acknowledge your commitment and the critical role you play in your community	5. use positive stories of change to motivate and model	4. drive towards a positive culture with a focus on learning	6. contribute to a positive culture with a focus on learning
CHALLENGES AND MOVES ROADBLOCKS, PAYS ATTENTION TO FEEDBACK	7. act swiftly to fix things that aren't working	7. act swiftly to fix things that aren't working	6. act swiftly to fix things that aren't working	5. act swiftly to fix things that aren't working	6. act swiftly to fix things that aren't working	6. identify and address unproductive behaviours 7. tackle problems constructively and cooperatively	5. support you to challenge policies and practices that are ineffective or inefficient 6. help you tackle problems constructively and cooperatively 7. help you get others to the table to resolve barriers	7. tackle problems constructively and cooperatively 8. get others to the table to resolve barriers 9. actively identify and respond to gaps in service delivery
TRANSPARENCY AND INTEGRITY	8. make sure you know what is happening 9. explain why decisions are made	8. make sure you know what is happening 9. explain why decisions are made	7. make sure you know what is happening 8. explain why decisions are made	6. make sure you know what is happening 7. explain why decisions are made	7. make sure you know what is happening 8. explain why decisions are made	8. keep you informed of their unit's plans and progress	8. provide you with regular updates 9. explain why decisions are made	10. provide regular updates 11. explain why decisions are made
LEADS AND TRUSTS OTHERS TO LEAD	10. give you opportunities to be a leader	10. give you opportunities to be a leader	9. give you opportunities to take responsibility	8. trust you to provide high quality care for children and young people	9. trust you to provide high quality advice	9. trust you to deliver high quality services	10. give you opportunities and support to lead	12. give you opportunities and support to lead

COLLABORATION: Self-Assessment

	SET 1 Frontline Workers: How do I work with children and young people?	SET 2 Frontline Workers: How do I work with young adults?	SET 3 Frontline Workers: How do I work with families and parents?	SET 4 Frontline Workers: How do I work with kinship, foster and respite carers?	SET 5 Frontline Workers: How do I work with Elders and community members?	SET 6 Human Services Staff: How do I work with my colleagues?	SET 7 Managers and Executives: How do I work with my staff?	SET 8 Service Networks: How do I work with other network members?
CRITERIA	When working with children and young people, do I:	When working with young adults, do I:	When working with families and parents, do I:	When working with foster, kinship and respite carers, do I:	When working with Elders and community members, do I:	When working with colleagues in the human services, do I:	As a manager, do I:	As a network member, do I:
MUTUAL TRUST	1. follow through on my commitments	1. follow through on my commitments	1. follow through on my commitments	1. follow through on my commitments	1. follow through on my commitments	1. follow through on my commitments	1. follow through on my commitments	1. identify common values and build trust
OPEN RESPECTFUL COMMUNICATION	2. share information openly with them 3. connect them with people who will support them	2. share information openly with them 3. connect them with people who will support them	2. share information readily with them 3. connect them with people who will support them	2. share information readily with them 3. connect them with people who will support them	2. share information readily with them 3. connect them with people who will support them	2. share information proactively with my colleagues	2. share information proactively with staff 3. communicate with partners openly	2. share relevant information to optimise outcomes for clients 3. act respectfully in dealings with other network members 4. communicate openly and honestly to support joint working
SHARED AIMS	4. do my best to make things work out for them	4. do my best to make things work out for them	4. accept them as part of the team	4. accept them as part of the team	3. work cooperatively, understanding their roles, responsibilities and cultural obligations 4. work with them to set family or community goals together	3. work cooperatively, recognising my colleagues' roles and responsibilities	4. assist staff to meet the team's objectives 5. commit resources and staff time to cross-agency strategies to achieve shared goals	5. share responsibility for the overall outcomes for clients and the community 6. actively support the network through regular engagement and active contributions
OPENNESS TO OTHERS' VIEWS	5. understand what is most important to them	5. understand what is most important to them	5. keep an open mind 6. take their ideas, views and goals into account	5. keep an open mind 6. take their ideas, views and goals into account	5. support them to be actively involved in the work you're doing in their community 6. take into account their unique knowledge of their community and families	4. keep an open mind 5. incorporate colleagues' ideas, views and goals	6. keep an open mind 7. incorporate staff members' ideas, views and goals	7. listen to stakeholder insights to understand important issues
SHARED DECISION MAKING	6. help them work out their options	6. helps them work out their options	7. draw on their knowledge and experience to make informed decisions	7. draw on their knowledge and experience to make informed decisions	7. involve them in discussions and decision making	6. draw on colleagues' knowledge and experience to make informed decisions	8. provide the space and time for collaboration to occur	8. draw on the knowledge and experience of the network to make informed decisions
ABLE TO NEGOTIATE AND COMPROMISE	7. connect with other adults who work with them 8. speak up for them and put their case forward	7. connect with other adults who work with them 8. speak up for them and put their case forward	8. negotiate solutions sensibly and fairly	8. negotiate solutions sensibly and fairly	8. develop plans together and negotiate option with them	7. build strong relationships across agencies, disciplines, roles and sectors 8. develop plans and negotiate options with colleagues	9. build strong relationships across agencies, disciplines, roles and sectors 10. engage with partners to solve problems	9. openly work through differences to get the best outcomes for children 10. challenge myself and others to address difficult issues

COLLABORATION: Feedback

	SET 1 Frontline Workers: Feedback from children and young people	SET 2 Frontline Workers: Feedback from young adults	SET 3 Frontline Workers: Feedback from families and parents	SET 4 Frontline Workers: Feedback from kinship, foster and respite carers	SET 5 Frontline Workers: Feedback from Elders and community members	SET 6 Human Services Staff: Feedback from your colleagues	SET 7 Managers and Executives: Feedback from your staff	SET 8 Service Networks: Feedback from other network members
CRITERIA	Do the adults who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Does your colleague:	Does your manager:	Does your colleague:
MUTUAL TRUST	1. do what they say they will do	1. do what they say they will do	1. do what they say they will do	1. do what they say they will do	1. do what they say they will do	1. follow through on their commitments	1. follow through on their commitments	1. identify common values and build trust
OPEN RESPECTFUL COMMUNICATION	2. share information openly with you 3. connect you with people who will support you	2. share information openly with you 3. connect you with people who will support you	2. share information readily with you 3. connect you with people who will support you	2. share information readily with you 3. connect you with people who will support you	2. share information readily with you 3. connect you with people who will support you	2. share information proactively with you	2. share information proactively with you 3. communicate with partners openly	2. share relevant information to optimise outcomes for clients 3. act respectfully in dealings with you 4. communicate openly and honestly to support joint working
SHARED AIMS	4. do their best to make things work out for you	4. do their best to make things work out for you	4. accept you as part of the team	4. accept you as part of the team	3. work cooperatively, understanding your role, responsibility and cultural obligations 4. work with you to set family or community goals together	3. work cooperatively, recognising your role and responsibilities	4. assist you to meet your team's objectives 5. commit resources and staff time to cross-agency strategies to achieve shared goals	5. share responsibility for the overall outcomes for clients and the community 6. actively support the network through regular engagement and active contributions
OPENNESS TO OTHERS' VIEWS	5. understand what is most important to you	5. understand what is most important to you	5. keep an open mind 6. take your ideas, views and goals into account	5. keep an open mind 6. take your ideas, views and goals into account	5. support you to be actively involved in the work they are doing in your community 6. take into account your unique knowledge of your community and the families you know	4. keep an open mind 5. incorporate your ideas, views and goals	6. keep an open mind 7. incorporate your ideas, views and goals	7. listen to stakeholder insights to understand important issues
SHARED DECISION MAKING	6. help you work out your options	6. help you work out your options	7. draw on your knowledge and experience to make informed decisions	7. draw on your knowledge and experience to make informed decisions	7. involve you in discussions and decision making	6. draw on your knowledge and experience to make informed decisions	8. provide the space and time for collaboration to occur	8. draw on the knowledge and experience of the network to make informed decisions
ABLE TO NEGOTIATE AND COMPROMISE	7. connect with other adults who work with you 8. speak up for you and put your case forward	7. connect with other adults who work with you 8. speak up for you and put your case forward	8. negotiate solutions sensibly and fairly	8. negotiate solutions sensibly and fairly	8. develop plans together and negotiate options with you	7. build strong relationships across agencies, disciplines, roles and sectors 8. develop plans and negotiate options with you	9. build strong relationships across agencies, disciplines, roles and sectors 10. engage with partners to solve problems	9. openly work through differences to get the best outcomes for children 10. challenge themselves and others to address difficult issues

CROSS-CULTURAL PRACTICE: Self-Assessment

	SET 1 Frontline Workers: How do I work with children and young people?	SET 2 Frontline Workers: How do I work with young adults?	SET 3 Frontline Workers: How do I work with families and parents?	SET 4 Frontline Workers: How do I work with kinship, foster and respite carers?	SET 5 Frontline Workers: How do I work with Elders and community members?	SET 6 Human Services Staff: How do I work with my colleagues?	SET 7 Managers and Executives: How do I work with my staff?	SET 8 Service Networks: How do I work with other network members?
CRITERIA	When working with children and young people, do I:	When working with young adults, do I:	When working with families and parents, do I:	When working with foster, kinship and respite carers, do I:	When working with Elders and community members, do I:	When working with colleagues in the human services, do I:	As a manager, do I:	As a network member, do I:
RESPECT, VALUE, ACKNOWLEDGE	1. find out about their customs and understand what they mean to them	1. find out about their customs and understand what they mean to them	1. find out about their customs and protocols and understand how I should acknowledge them	1. find out about their customs and protocols and understand how I should acknowledge them	1. find out about their customs and protocols and understand how I should acknowledge them	1. find out about local customs and protocols and understand how I should acknowledge them	1. work closely with local Elders and community leaders	1. advocate for the fair treatment of children and families from all cultures in line with International Human Rights conventions
GROWS KNOWLEDGE, UNDERSTANDS IMPACTS OF HISTORY	2. learn more about their culture and the history of their community	2. learn more about their culture and the history of their community	2. learn more about their culture and the history of their community	2. learn more about their culture and the history of their community	2. learn more about their culture and the history of their community	2. learn about the culture of clients and colleagues and the impact of community history	2. draw on perspectives from other cultures to check that work is culturally informed	2. address gaps in knowledge and understanding that is a barrier to effective service delivery
ENCOURAGES EXPRESSION OF CULTURE	3. show an interest in the way they express their culture	3. show an interest in the way they express their culture	3. include them in services, activities and community events involving others from their culture	3. include them in services, activities and community events involving others from their culture	3. support community cultural events and activities	3. participate in cultural events and activities	3. support staff to attend cultural events and activities	3. support cultural events and activities
SUPPORTS CONNECTION TO CULTURE	4. help keep them connected to their culture	4. help keep them connected to their culture	4. help them keep their children connected to their culture	4. help them keep children and young people in their care connected to their culture	4. link them up with children, young people and families from their community	4. learn from colleagues with different cultures and support them to express their culture	4. support staff from different cultures to work with their own communities	4. share cultural tools and knowledge to improve services and outcomes
ADAPTS SERVICES	5. change the way I work to adapt to their culture	5. change the way I work to adapt to their culture	5. work with them to apply cultural practices to their parenting responsibilities	5. help them apply cultural practices to meet the needs of children and young people in their care	5. adapt the way I work to reflect their cultural advice	5. adapt the way I work to reflect cultural protocols and preferences	5. encourage staff to engage with family and community networks	5. identify, share and adopt models that are working for a particular community
VALUES CULTURAL WISDOM TO INFORM DECISIONS	6. talk to members of their family and community before I make decisions	6. talk to members of their family and community before I make decisions	6. get cultural advice and direction from them and the community members they suggest	6. get cultural advice and direction from them and the community members they suggest	6. include them in discussions and decisions about improving the wellbeing of their community	6. make sure that decisions are informed by relevant cultural knowledge and protocols	6. encourage staff to gather cultural advice to inform their work	6. include Elders and community members in discussions and decision making
ACKNOWLEDGES OWN CULTURE AND REFLECTS	7. have insight into my own cultural background and how this impacts the way I work with clients from other cultures	7. have insight into my own cultural background and how this impacts the way I work with clients from other cultures	7. have insight into my own cultural background and how this impacts the way I work with clients from other cultures	7. have insight into my own cultural background and how this impacts the way I work with clients from other cultures	7. have insight into my own cultural background and how this impacts the way I work with clients from other cultures	7. have insight into my cultural background and reflect on how I work with colleagues from other cultures	7. discuss cultural awareness, differences and prejudice with staff and how to develop their cultural competence	7. have insight into my cultural background and reflect on how I work with colleagues from other cultures
MONITORS EMBEDDING OF CROSS-CULTURAL PRACTICE	8. check with them to make sure the services I provide are culturally suitable	8. check with them to make sure the services I provide are culturally suitable	8. check with them to make sure the services I provide are culturally suitable	8. check with them to make sure the services I provide are culturally suitable	8. check with them to make sure the services I provide are culturally suitable	8. use cultural guidelines and checklists to guide my work	8. monitor and support the cultural competence of staff and the organisation's cultural proficiency	8. seek feedback from Elders and community members about the cultural suitability of services in the network

CROSS-CULTURAL PRACTICE: Feedback

	SET 1 Frontline Workers: Feedback from children and young people	SET 2 Frontline Workers: Feedback from young adults	SET 3 Frontline Workers: Feedback from families and parents	SET 4 Frontline Workers: Feedback from kinship, foster and respite carers	SET 5 Frontline Workers: Feedback from Elders and community members	SET 6 Human Services Staff: Feedback from your colleagues	SET 7 Managers and Executives: Feedback from your staff	SET 8 Service Networks: Feedback from other network members
CRITERIA	Do the adults who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Do the people who work with you:	Does your colleague:	Does your manager:	Does your colleague:
RESPECT, VALUE, ACKNOWLEDGE	1. find out about your customs and what they mean to you	1. find out about your customs and what they mean to you	1. find out about your customs and protocols and understand how you follow them	1. find out about your customs and protocols and understand how you follow and acknowledge them	1. find out about your customs and protocols and understand how you follow them	1. find out about local customs and protocols and understand they should acknowledge them	1. encourage you to work closely with local Elders and community leaders	1. advocate fair treatment of children and families from all cultures in line with International Human Rights conventions
GROWS KNOWLEDGE, UNDERSTANDS IMPACTS OF HISTORY	2. learn more about your culture and the history of your community	2. learn more about your culture and the history of your community	2. learn more about your culture and the history of your community	2. learn more about your culture and the history of your community	2. learn more about your culture and the history of your community	2. learn about the culture of clients and colleagues and the history of their communities	2. draw on perspectives from other cultures to check that work is culturally informed	2. address gaps in knowledge and understanding that is a barrier to effective service delivery
ENCOURAGES EXPRESSION OF CULTURE	3. show interest in cultural things you do	3. show interest in cultural things you do	3. include you in services, activities and community events involving others from your culture	3. include you in services, activities and community events involving others from your culture	3. support community cultural events and activities	3. participate in cultural events and activities	3. support you to attend cultural events and activities	3. support cultural events and activities
SUPPORTS CONNECTION TO CULTURE	4. help keep you connected to your culture	4. help keep you connected to your culture	4. help keep your children connected to your culture	4. help you keep children and young people in your care connected to their culture	4. link up children, young people and families with Elders and community leaders	4. learn from and support colleagues with different cultural backgrounds	4. support staff from different cultures to work with their own communities	4. share cultural tools and knowledge to improve services and outcomes
ADAPTS SERVICES	5. change the way they work to fit into your culture	5. change the way they work to fit into your culture	5. work with you to apply your cultural practices to your parenting responsibilities	5. help you apply cultural practices to meet the needs of children and young people in your care	5. adapt the way they work to reflect cultural advice	5. adapt the way they work to reflect cultural protocols and preferences	5. encourage you to engage with family and community networks	5. identify, share and adopt models that are working for a particular community
VALUES CULTURAL WISDOM TO INFORM DECISIONS	6. talk to members of your family and community before they decide what to do	6. talk to members of your family and community before they decide what to do	6. get cultural advice and direction from you and the community members you suggest	6. get cultural advice and direction from you and the community members you suggest	6. include you in discussions and decisions about improving the wellbeing of their community	6. make sure their decisions are informed by relevant cultural knowledge and protocols	6. encourage you to gather cultural advice to inform your work	6. include Elders and community members in discussions and decision making
ACKNOWLEDGES OWN CULTURE AND REFLECTS	7. understand the differences between their culture and yours	7. understand the differences between their culture and yours	7. understand the differences between their culture and yours and how this impacts on their thinking	7. understand the differences between their culture and yours and how this impacts on their thinking	7. understand the differences between their culture and yours and how this impacts on their thinking	7. have insight into their cultural background and how this impacts the way they work with clients and colleagues from other cultures	7. discuss cultural awareness, differences and prejudice with you and how to develop your cultural competence	7. have insight into their cultural background and how this impacts the way they work with clients and colleagues from other cultures
MONITORS EMBEDDING OF CROSS-CULTURAL PRACTICE	8. check with you to make sure their services are culturally suitable	8. check with you to make sure their services are culturally suitable	8. check with you to make sure their services are culturally suitable	8. check with you to make sure their services are culturally suitable	8. check with you to make sure their services are culturally suitable	8. use cultural guidelines and checklists to guide their work	8. monitor and support the cultural competence of staff and the organisation's cultural proficiency	8. seek feedback from Elders and community members about the cultural suitability of services in the network