Culturally Safe Places Through Innovative Workforce Development

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ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.
Acknowledge Significant Achievements

- Action Plan for vulnerable Aboriginal and Torres Strait Islander children and families
- Reviewing the Safe House Model, assessing the adequacy of existing universal, early intervention and family support services, and developing strategies and service delivery models to support Aboriginal and Torres Strait Islander families.
- Reviews of current arrangements for the enforcement of domestic violence orders in discrete communities
- Trials of an Aboriginal and Torres Strait Islander Family-Led Decision-Making Model
- Trial of the Winangay kinship care assessment tools
- Recruitment of 10 Aboriginal and Torres Strait Islander practice leaders to drive culturally responsive practice.
Domain 5

Indigenous children and young people are safe and supported in their communities as part of a culturally responsive and \textit{culturally} capable system

Domain 6

Delivering quality services to Queensland children and families through a \textit{culturally} capable, motivated workforce and client focused organisations
The focus on Aboriginal and Torres Strait Islander children and families will be maintained by:

- Celebrating the strength and resilience of the Aboriginal and Torres Strait Islander workforce, children, families and communities
- Investing in **cultural** capability building activities and developing creative career pathways for Aboriginal and Torres Strait Islander workers
- Ensuring the broader child protection workforce receives high quality and ongoing cultural sensitivity capability training
Background

- Aboriginal and Torres Strait Islander children are over-represented across all stages of the child protection system [DCCSDS, 2016).
- 5 times more likely to be subject to a notification
- 8 times more likely to be subject to ongoing intervention
- 8 times more likely to be in out-of-home care [AIFS, 2016).
Why are culturally safe places important?

- Aboriginal and Torres Strait Islander leaders, peaks and researchers have established that culturally safe places are important for Aboriginal and Torres Strait Islander children, young people and their families through the development of the *Aboriginal and Torres Strait Islander Child Placement Principle* developed 30 years ago (AIFS, 2015).

- Culturally safe practice is any “action which recognises, respects and nurtures the unique identity of any individual and safely meets their needs, expectations and rights” (Nursing Council of New Zealand, 2005).
Why are culturally safe places important?

- Culturally unsafe places for Aboriginal and Torres Strait Islander children and families is any “action which diminishes, demeans, or disempowers the cultural identity and wellbeing of an individual (Nursing Council of New Zealand, 2005).

  - Continued severe over representation of Aboriginal and Torres Strait Islander Children and families in the Child Safety system…
    - 5 times more likely to be subject to a notification
    - 8 times more likely to be subject to ongoing intervention
    - 8 times more likely to be in out-of-home care
Strategies for building culturally safe places

- The Department is implementing a number of strategies to improve culturally safety:-
  - Aboriginal and Torres Strait Islander Child Placement Principle
  - Cultural Support Plan
  - Aboriginal and Torres Strait Islander Cultural Capability Action Plan
  - Aboriginal and Torres Strait Islander Workforce Strategy
  - 10 Aboriginal and Torres Strait Islander practice leaders
Strategies for building culturally safe places

- Fundamental to “the Principle” and relevant in the context of cultural safety is the recognition that Aboriginal and Torres Strait Islander people have the knowledge and experience to make the best decisions concerning their children (Tilbury et al., 2013).
Indigenous Knowledge

- Indigenous knowledge is not possible without Indigenous peoples (West, 2014)
- Aboriginal and Torres Strait Islander people have the knowledge and experience to make the best decisions concerning their children (Tilbury et al., 2013)
Strategies for building culturally safe places

Social Determinants
- More needs to be done to overcome both the broader issues of social and economic disadvantage underpinning the severe overrepresentation of Aboriginal and Torres Strait Islander children in the statutory child protection system (DCCSDS, 2016).

Cultural Determinants
- Originate from and promote a strength-based perspective
- Acknowledge that stronger connections to culture and country build stronger individual and collective identities, a sense of self-esteem, resilience, and improved outcomes across the other determinants of health (Professor Ngiare Brown (Lowitja, 2014, p.2)).
Embedding cultural capability within the organisational culture, governance, policies and programs

I. Indigenous led High level strategic, co-ordinated and systematic approach

II. Targeted Aboriginal and Torres Strait Islander Children, Families and Communities Strategic Plan (including workforce and engagement sub-plans)

III. Aboriginal and Torres Strait Islander children, families and communities priority areas embedded in broader strategic plans
Workforce

Indigenous

• Commitment to increasing the Aboriginal and Torres Strait Islander workforce
• Commitment to increasing Executive Level Indigenous Leadership
• Commitment to increasing University trained health professionals

Non-indigenous

• Commitment to increasing the cultural capability of the non-indigenous workforce
Indigenous Workforce

- 100% increase in the number of Aboriginal and Torres Strait Islander peoples becoming Psychologists (1996-2011)
- 70% increase in the number of Aboriginal and Torres Strait Islander peoples becoming Social Workers (1996-2011) However,
- Only 0.46% of the Psychology workforce identify as being of Aboriginal and Torres Strait Islander descent
- Only 2.73% of the Social Work workforce identify as being of Aboriginal and Torres Strait Islander descent (Department of Health 2013)
Non-Indigenous Workforce

• Culturally capability is as important as clinical capability. (Department of Health, 2015).

• Despite the importance, few validated evaluation instruments have been developed to assess changes in student knowledge, perceptions, values and experiences (Department of Health, 2015).

• West et al, (2017) developed and validated a Cultural Capability Measurement Tool to assess cultural capability development of health professional students undertaking a discrete First Peoples Health and Practice course.
Cultural Capability

- Cultural capability is the demonstrated capacity to act on cultural knowledge and awareness through a suite of core attributes that are acquired through a dynamic lifelong-learning process. (Duignan, 2006; Stephenson, 2000).

- Cultural capabilities are holistic, transferable and responsive, and can be adapted to new and changing contexts (Duignan 2006; Stephenson 2000).
Aboriginal and Torres Strait Islander led Research Agenda
REFERENCES


REFERENCES


West, R. (2014) Rising to the challenge of our time: better health and wellbeing for our Nation’s First People. Retrieved from Australian College of Nurses website:

THANK YOU

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