# **Aboriginal Participation & Outcome Plan**

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| **Service Provider** |  |
| **Youth Justice Community Office(s) / Service location** |  |
| **Funding Year** | **2022- 2023** |

**Instructions**

**Step 1: Development of the Plan**

* Provide details regarding the strategies below and what you expect to achieve during the coming year, under each focus area. Please outline the activities, deliverables, outcomes and timeframes that will be implemented for your service location.
* Ensure you describe strategies and activities that are specific to the service you are providing, not broader Agency strategies (although they may be referenced if it directly relates to the service(s) you will be providing at the local level).
* In developing this plan, we recommend you consult with your Youth Justice (YJ) Contract Manager, relevant YJ caseworker and local YJ Aboriginal staff representative e.g., Aboriginal Practice Officer, and/or Aboriginal staff/advisers within your Agency.

**Step 2: Seek approval**

* Seek endorsement from a local YJ Aboriginal staff representative(s) before submitting to your contract manager for review and endorsement by 16 August 2022.

**Step 3: Share with Funded Services**

* After your contract manager has reviewed and endorsed the plan, they will share it with the Funded Service Unit at fundedservices.jj@justice.nsw.gov.au by 30 August 2022.

**Step 4: Implementation, monitoring and updating**

* Service providers will report progress in achieving the activities and deliverables in this plan through the quarterly reporting processes, with feedback being provided by your contract manager.

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| **Strategies to increase the cultural safety and cultural competency of the program** |  **2022/23 financial year** |
| ***Activities/Deliverables*** | ***Outcomes it is expected to achieve for clients or program (can be short or long term)***  | ***Timeframe*** ***(specific timeframe or ongoing)*** |
| 1. Staff are provided with regular learning and development opportunities to improve their understanding and skills to provide culturally safe/ competent services to Aboriginal people

*e.g. training on cultural awareness and service delivery, resources to work in a culturally appropriate and responsive way.*  |  |  |  |
| 1. Partnerships with Aboriginal communities and organisations to support culturally responsive services

*e.g., participation in governance groups, joint working groups with Aboriginal service providers, formal partnership agreements*  |  |  |  |
| 1. Strategies you use to help young people achieve their cultural goals

*e.g., Assess and include cultural needs in goal setting, facilitate access to cultural activities*  |  |  |  |
| 1. Feedback processes are in place to hear and respond to the views of Aboriginal young people and community to improve the delivery of services

*e.g., client feedback mechanisms (including families and carers), consultation with Elders, communities, and Aboriginal stakeholders* |  |  |  |
| 1. Recruitment and retention of Aboriginal staff

*Please include number of Aboriginal staff and their role; as well as recruitment and retention strategies*  |  |  |  |
| 1. Culturally appropriate supervision, development and training for Aboriginal staff
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**Plan completed by:**

**Position title:**

**Please list who was (and their position or role) consulted in the development of this Plan:**

**Date:**

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| **Review/feedback from YJ Aboriginal Practice Officer or Aboriginal staff representative:****Name and Position/role:** |

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| **Contract Manager Comments / endorsement/ recommendation for further action:** |

**APPENDIX 1 - GLOSSARY**

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| **TERM**  | **DEFINITION** |
| **Cultural awareness** | Demonstrates a basic understanding of Aboriginal and Torres Strait Islander histories, peoples and cultures. There is no common accepted practice, and the actions taken depend upon the individual and their knowledge of Aboriginal and Torres Strait Islander culture. Generally accepted as a necessary first step and a foundation for further development, but not sufficient for sustained behaviour change.It included being mindful or conscious of similarities and differences between people from different groups. Cultural awareness includes being aware of issues related to power, privilege, and oppression. To employ cultural awareness in practice, staff need to be aware of their own cultural characteristics (values, worldviews, language, belief systems, traditions, norms), as well as those of the people they are serving. Without self-awareness, staff risk imposing their values, beliefs, and judgments on clients.  |
| **Cultural capabilities** | The skills, knowledge and behaviours that are required to plan, support, improve and deliver services in a culturally respectful and appropriate manner. |
| **Cultural competence** | A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals to enable that system, agency or those professionals to work effectively in cross-cultural situations.It is about staff developing their knowledge and skills, so they can work effectively with people from diverse cultures. Although they may gain knowledge and skills from taking courses and reading books/articles, they also gain knowledge and skills from working directly with clients. |
| **Cultural respect** | The recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander people.Cultural respect is about shared respect. It is achieved when the health system is a safe environment for Aboriginal and Torres Strait Islander peoples and where cultural differences are respected.It is a commitment to the principle that the construct and provision of services offered will not knowingly compromise the legitimate cultural rights, practices, values and expectations of Aboriginal and Torres Strait Islander peoples.The goal of cultural respect is to uphold the rights of Aboriginal and Torres Strait Islander peoples to maintain, protect and develop their culture and achieve equitable outcomes. |
| **Cultural responsiveness** | The provision of services that are respectful of, and relevant to the beliefs, practices, cultures and linguistic needs of Aboriginal and Torres Strait Islander people and communities.Cultural responsiveness describes the capacity to respond appropriately to the needs of Aboriginal and Torres Strait Islander communities. It is a cyclical and ongoing process, requiring regular self-reflection and proactive responses to the person, family or community. It requires knowledge and capacity at different levels of intervention: systemic, organisational, professional and individual. Tailoring interventions/responses to take the client’s culture into account. As with the other approaches to culture, cultural responsiveness includes demonstrating respect, build on the strengths of the culture, and attend to clients in the contexts of their social environments, including culture. |
| **Cultural safety** | Identifies that our clients are safest when professionals and staff have considered power relations, cultural differences and their rights. Part of this process requires staff to examine their own beliefs and attitudes.Cultural safety is not defined by agencies/staff but is defined by the client’s experience and the individual’s experience of the service they are given, ability to access services and to raise concerns. The essential features of cultural safety are:a) An understanding of one’s cultureb) An acknowledgment of difference, and a requirement that staff are actively mindful and respectful of difference(s)c) It is informed by the theory of power relationsd) An appreciation of the historical context of colonisation, the practices of racism at individual and institutional levels, and their impact on Aboriginal and Torres Strait Islander people’s living and wellbeing, both in the present and paste) Its presence or absence is determined by the experience of the recipient of care/client and not defined by the staff. |

N.B. Staff can integrate cultural awareness, sensitivity, and responsiveness by raising self-awareness, attending to cultural differences and similarities, and ensuring that their assessments and interventions respond to the cultural strengths and needs of the people they are serving. Assisting clients achieve their own goals, including goals that are culturally informed.

References: The above definitions have been informed by:

<https://nacchocommunique.files.wordpress.com/2016/12/cultural_respect_framework_1december2016_1.pdf>

<https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-cultural-competence-awareness-sensitivity-humility-responsiveness/>)