

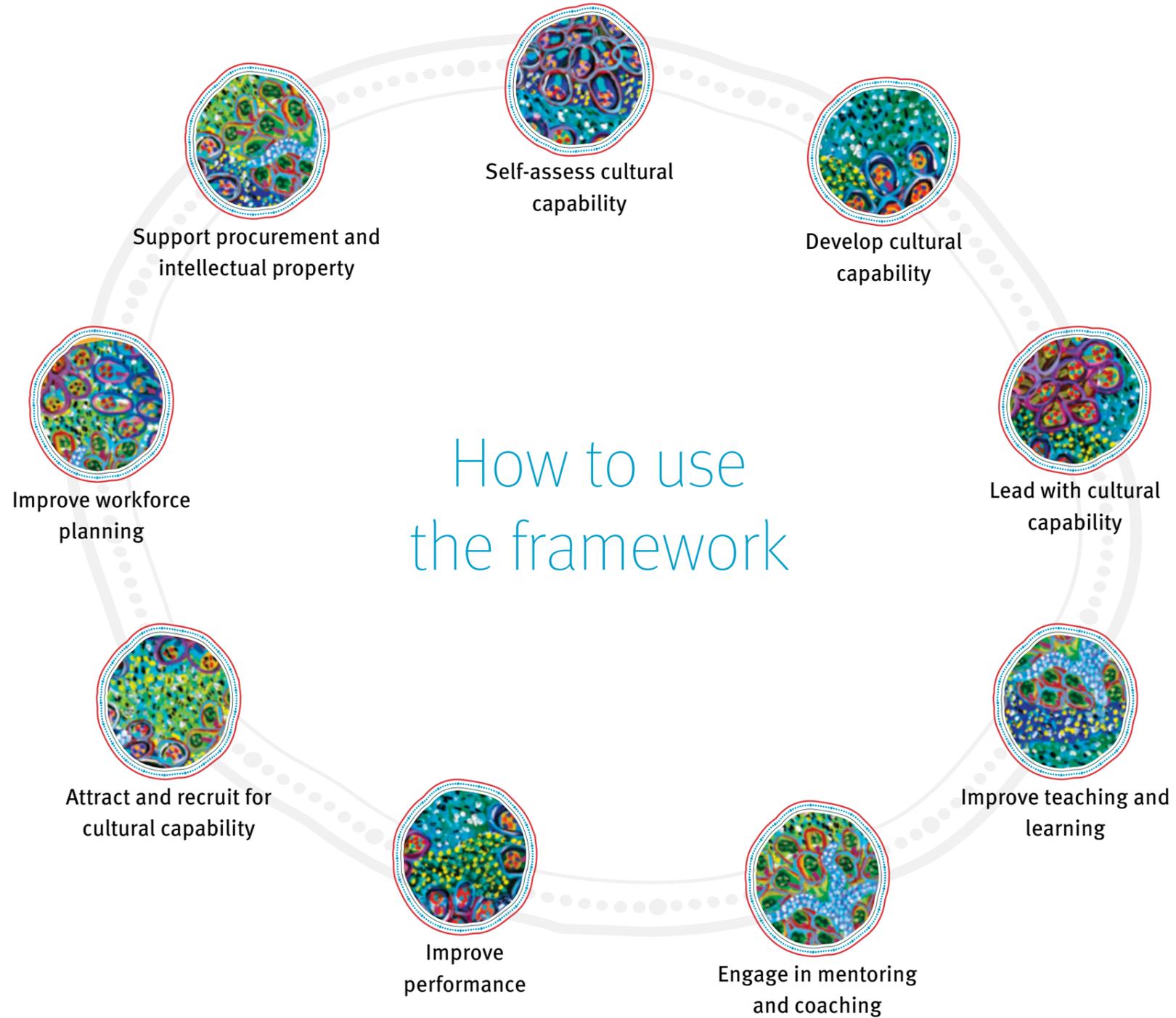
Aboriginal and Torres Strait Islander Cultural Capability Framework



How to use the framework

The framework provides a foundation for both the individual and organisation to use as a guide for developing and practicing cultural capability. Principals, deputy principals, executives, program managers, team leaders and human resource practitioners can use the framework to develop practical approaches to strengthen Aboriginal and Torres Strait Islander cultural capability in schools, early childhood education and care settings, and workplaces.

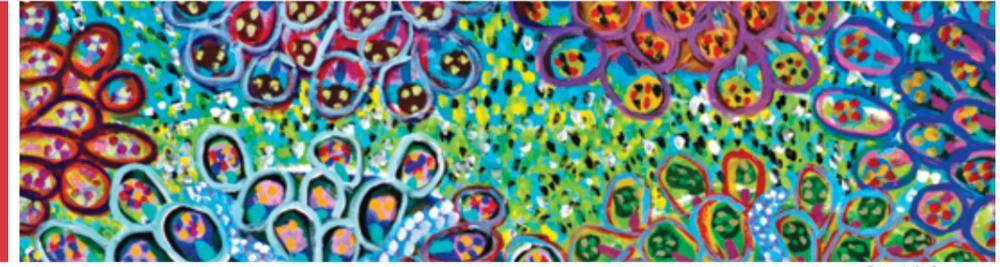
The framework may be used to (control+click the topics below):



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Self-assess cultural capability

Identify, analyse, and self-assess capability strengths and gaps at a whole of school, division, branch, team or individual level.



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To understand how you would apply the framework's capabilities to self-assessing cultural capability consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When self-assessing **individual** cultural capability strengths and gaps, ask:

- What do I know about the diversity of Aboriginal people and Torres Strait Islander people, cultures, languages, protocols, practices and kinship systems?
- When have I seen or been involved with significant cultural events and celebrations?
- How confident am I in supporting and including Aboriginal and Torres Strait Islander cultural protocols and practices in my daily work?
- What is my knowledge of local history, cultural and current issues affecting local Aboriginal and Torres Strait Islander leaders, staff, students, families, communities and Elders?
- How am I contributing to creating inclusive and culturally safe practices and environments?
- How am I continuously learning in all three domains of effective practice, 'knowing, doing, and being'?
- What is my level of cultural capability on the Framework's continuum of indicators – beginning, developing, proactive or leading/ally?

Conversation starters

When each member of a **school, childhood education and care setting, division, branch, or team** assesses that school, division, branch or team's cultural capability strengths and gaps, discuss:

- What resources are we/or could we be dedicating to support workplace cultural capability?
- What data is available for our workplace to indicate current levels of cultural capability?
- How do I initiate working with Aboriginal people and Torres Strait Islander people to achieve meaningful outcomes – educational, economic and social?
- How are we continuously learning in all three domains of effective practice, 'knowing, doing, and being'?
- What is our level of cultural capability on the Framework's continuum of indicators – beginning, developing, proactive or leading/ally?

Actions

- Complete the self-assessment tool (coming soon - register your interest) and discuss results and opportunities for development with your manager.
- Go to "Develop cultural capability" section to learn about how to develop cultural capability.

Example

A preservice teacher seeking to work in a remote school was successful in gaining a placement that they had sought. Initially they had very little understanding of Torres Strait Islander culture and the location. From living in Brisbane, the preservice teacher had some assumptions about what a remote town might be like, based on assumptions and stereotypes.

“What a culture shock”

In addition to the remoteness, they encountered a language barrier.

As a preservice teacher, they had carefully laid out lesson plans, but quickly found that their approach wasn't working. Being so far away from the people they knew and what they knew, forced them to stop and reflect on how they would approach teaching in this environment and how they were going to engage students and achieve meaningful educational outcomes.

“I knew it was going to be different, but not this different”.

Self-assessing their cultural capability in the first few days helped to increase awareness of gaps in knowledge, understanding, actions and behaviours. They realised that they were at the beginning of their cultural journey and through the framework descriptors and indicators, could see a path for their growth.

The preservice teacher adapted and developed a way of teaching that suited the students learning styles and recognised their local culture. The preservice teacher also came to understand that family relationships were key in the community.

They found out about 'who to connect with' to form positive relationships, met with parents, went to local events and got to know more people through sharing common interests.

Their lesson planning now involves two-way learning, with students sharing their knowledge, and the preservice teacher making teaching and learning relevant to the lives of their students.

FAQs

Why self-assess cultural capability?

Cultural capability is a continuous process of learning. Self-assessment helps to gain clarity on how you are progressing with knowing, doing and being. Creating inclusion and cultural safety requires self-reflection to understand how you might stereotype others and make assumptions. Self-reflection can help to increase awareness, authenticity and openness to examine your own values, beliefs and unconscious biases. Use the [Harvard Implicit Association test](#) to understand more.

How will self-assessing my cultural capability help me with the work that I do?

Without reflection on what you understand about yourself and the impact of your work on Aboriginal people and Torres Strait Islander peoples, you can unknowingly create barriers to inclusion and cultural safety. Developing cultural capability directly contributes to every child in early years and students succeeding; and improved economic and social outcomes for staff, families, Elders and communities.

Does self-assessment apply only to individuals?

We can self-assess at a range of levels such as: individual, team, branch, division, school, early childhood education and care setting.

After self-assessing cultural capability, what's next?

Self-assessment results show us our strengths and opportunities for development. The next step is to develop cultural capability in gap areas. Refer to the next section on "Developing cultural capability".

Resources

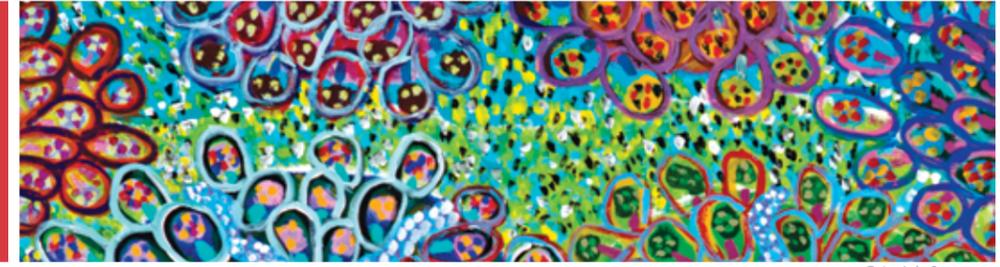
- Cultural capability self-assessment tool (coming soon)
- [Engaging communities: empowering futures - Queensland Department of Education \(PDF, 4.9MB\)](#)
- [School improvement hierarchy reflection tool: building cultural capability in schools – Queensland Department of Education \(DOCX, 297KB\)](#)
- [Building cultural capabilities in state schools: actionable playbook – Queensland Department of Education \(DOCX, 377KB\)](#)
- [Aboriginal and Torres Strait Islander community of inclusion – Queensland Department of Education](#)
- [Queensland curriculum and Assessment Authority Aboriginal and Torres Strait Islander handbook \(PDF, 650KB\)](#)

Contacts

- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)
- [People and Corporate Services – Inclusion and Diversity team \(workforce\)](#)

Develop cultural capability

Support the development and delivery of targeted and local professional learning and development initiatives.



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To understand how you would apply the framework's capabilities to developing cultural capability consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When considering ways to develop an **individual's** cultural capability, ask:

- What are my strengths and gaps?
- What's my next learning step – beginning, developing, proactive, leading/ally?
- What has been my experience of cultural capability development?
- What are some experiences I can undertake to explore and learn how to engage in an inclusive and culturally safe way (Refer to 70:20:10 concept of learning at work in FAQ section)?
- Is there someone with local or expert knowledge I can talk (yarn) with?
- What resources could support my cultural capability development?
- How has my experience so far encompassed an understanding and appreciation for diversity of Aboriginal people and Torres Strait Islander people, cultures, languages, protocols, practices, and kinship systems?
- What stories have I been told?

Conversation starters

When exploring ways your **school, childhood education and care setting, division, branch, or team** can strengthen cultural capability, discuss:

- What types of cultural capability development have we conducted recently in our workplace (70-20-10 concept of learning)?
- How effective were the cultural capability development opportunities provided?
- Does the cultural capability development provider offer learning to meet the department's standards and performance descriptors for cultural capability?
- What current resources are available to support our workplace cultural capability development?
- How does our work impact on Aboriginal people and Torres Strait people?
- How can we develop cultural capability through every day activities, events, meetings, functions?
- How can we better understand and connect with the local Aboriginal and Torres Strait Islander families, Elders and communities we work with?
- What do you know about your local area and its history?

Actions

- To grow cultural capability from “beginning to developing” stage, register for an Aboriginal and Torres Strait Islander: [Cultural clip 1 - Acknowledgement of Country](#), and [Cultural clip 2 – Introducing yourself in a culturally appropriate way](#), or [register your interest](#) for the Aboriginal and Torres Strait Islander awareness session (coming soon). These are aligned to the department's cultural capabilities identified in the framework (link coming soon).

- To grow cultural capability from “developing to proactive stage”, register for the department's face-to-face Crossing Cultures Hidden Histories that is aligned to the department's cultural capabilities identified in the framework [insert link to framework](#).
- Refer to resources section on this page.

Example

An Indigenous teacher aide, working with a teacher was requested to complete a menial task. The request had a negative effect on the teacher aide and resulted in a complaint with their principal. The principal, wanting to understand what had occurred, and why the request caused such concern spoke to both staff members.

“It seemed like an innocuous request”

In coming to understand the impact of past historical events and the continued trauma on the social and emotional wellbeing of the teacher aide the principal, with the approval of the staff member, organised and mediated a meeting.

With the support of the principal, the teacher aide spoke about their past and the impact of trauma associated with being a member of the Stolen Generation and the impact of having to work as a ‘housemaid’ under the Act.

As a result, the principal focused on creating culturally safe practices and environments for staff. All the school staff committed to undertake professional development in cultural capability. The framework guides the principal and staff in areas to continue building their cultural knowledge and understanding (knowing), change actions and behaviours (doing), and increase awareness and openness (being).

FAQs

I have done a cultural awareness course. Why do I need to do more cultural capability training?

Cultural capability embodies continuous learning that builds over time, and is not accomplished through one training experience or at a single end-point. The 70:20:10 concept of learning at work explains how we need a balance of practice and theory in order to develop new knowledge, skills and behaviour. The majority of development, 70 per cent, is about experience. This is learning by doing and engaging in informal learning processes such as observing cultural capability in action, participating and undertaking challenging tasks. 20% arises from mentoring and coaching. 10% is the result of formal courses and reading. Check that the professional development provider addresses the capabilities outlined in the department's framework.

I want to procure a provider of professional development in cultural capability, how do I choose?

During the Request to Quote process [source certified Aboriginal and Torres Strait Islander businesses](#).

What are the do's and don'ts of cultural capability?

Whatever your cultural background and experience, approaching a situation with openness, curiosity and authenticity is appreciated by everyone. Mistakes are opportunities to learn and gain better understanding about Aboriginal peoples and Torres Strait Islander peoples.

Resources

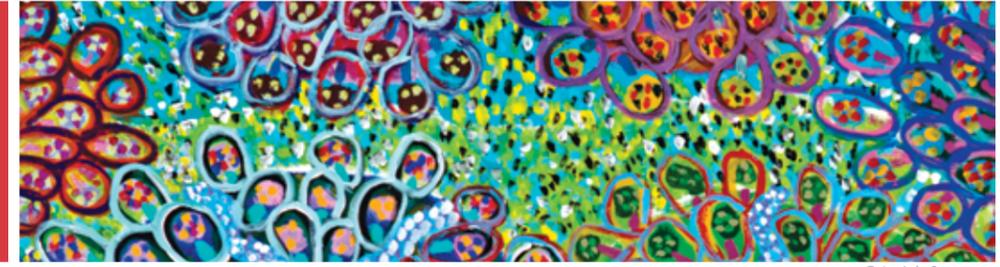
- [Reconciliation Australia - Learn about: First Australians, Our culture, Our shared history, Beyond the myths, and Respectful](#)
- [Intergenerational trauma](#)
- [Commitment Statement to Aboriginal Peoples and Torres Strait Islander Peoples – Queensland Department of Education \(PDF, 8.5MB\)](#)
- [We all belong cultural awareness sessions – Queensland Department of Education](#)
- [Building cultural capabilities in state schools: actionable playbook – Queensland Department of Education \(DOCX, 377KB\)](#)
- [School improvement hierarchy School improvement hierarchy reflection tool: building cultural capability in schools Queensland Department of Education \(DOCX, 298KB\)](#)
- [Queensland Indigenous Procurement Policy](#)

Contacts

- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)
- [People and Corporate Services – Inclusion and Diversity team \(workforce\)](#)

Lead with cultural capability

Clarify the cultural expectations of leaders (principals, deputy principals, executives, program managers, team leaders), in their daily work and as managers of others.



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To understand how you would apply the framework's capabilities to leading with cultural capability consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When reflecting on my cultural capability as a **people leader**, ask:

- How do I demonstrate respecting, valuing, and acknowledging Aboriginal cultures and Torres Strait Islander cultures in the workplace?
- How do I engage with Aboriginal people and Torres Strait Islander people, and sustain positive relationships?
- How do I drive improvement in cultural capability in my school or workplace?
- What do I understand about ally-ship?
- What is my school early education or care setting, or workplace shared vision for inclusive and culturally safe practices and environments?
- How are we enacting the [Commitment Statement \(PDF, 8.5MB\)](#) to Aboriginal peoples and Torres Strait Islander peoples?
- What are the benefits of building cultural capability in our workplace?
- What are the targets and measures used in our workplace to identify cultural capability success?
- What actions do I undertake to improve the cultural responsiveness of school, early childhood education and care settings, and workplaces systems, policies, processes and practices within my influence, and continue to adapt the approach?
- Am I having conversations about cultural capability across the school, division, branch, or team and including these conversations in performance and development plans?
- Am I seeking new opportunities to build cultural capability for my school, early education and care settings, division, branch or team?
- How am I ensuring all levels of the local workforce represent the community they serve and establish pathways for Aboriginal and Torres Strait Islander employment and careers?

Actions

Use the insight gained from reflective questions to develop a plan for professional development and leading with greater cultural capability.

- To shift from "beginning to developing" stage of leading with cultural capability, [register your interest](#) for an Aboriginal and Torres Strait Islander executive awareness session (coming soon); [Cultural clip 1 - Acknowledgement of Country](#) and [Cultural clip 2 – Introducing yourself in a culturally appropriate way](#). These are aligned to the department's cultural capabilities identified in the framework (link coming soon).
- Refer to resources section on this page.

Example

Every student succeeding is an action for the principal of a small rural school, by showcasing the school's values, achievements in academic, cultural and sporting areas, and building strong relationships with the local community.

“Being a school leader, it is important to model behaviours for others – my personal philosophy is to lead by example”

During a staff meeting, the principal asked if anyone had teaching materials and resources for an Aboriginal and Torres Strait Islander study unit. A new teacher asked why it was necessary to teach Aboriginal and Torres Strait Islander perspectives, as there were no Aboriginal and Torres Strait Islander students at the school.

“Leadership includes ensuring that all aspects of the national curriculum are embedded in classrooms, irrespective of our student population”

The principal explained that it was important all staff and students understood the whole history of Australia. It is a requirement of all teachers to teach the accredited curriculum, even if there are no Aboriginal people and Torres Strait Islander people present.

The Principal's approach was to say, “Welcome to our school, let me show you how it is done”.

Creating inclusive and culturally safe practices and environments at school require people leaders to model the behaviours expected of all staff.

The principal's ally-ship made a difference by acknowledging, valuing and showing respect for culture, history, wellbeing, and truth-telling of history. One day the Aboriginal flag was upside down on the pole. A student alerted the principal to this, and it changed promptly.

FAQs

What does being an ally mean?

Ally-ship describes a person who actively promotes and aspires to advance the department's culture of inclusion. An ally embodies what it means to belong through intentional, positive and conscious actions.

Resources

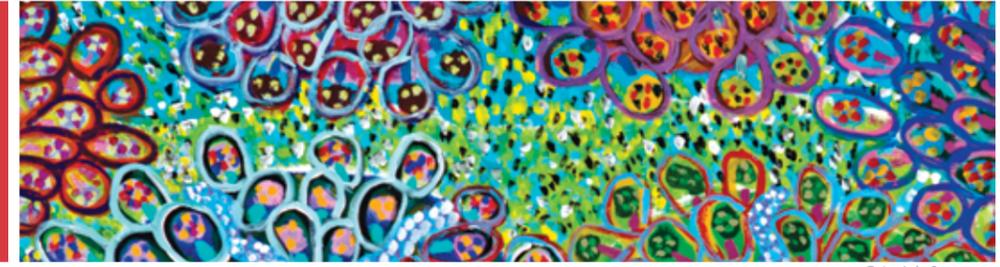
- [We all belong awareness sessions – Queensland Department of Education](#)
- [Leadership Strategy 2020-2022 – Queensland Department of Education \(PDF, 2MB\)](#)
- [Engaging communities: empowering futures – Queensland Department of Education \(PDF, 4.9MB\)](#)
- [Welcome to country protocol – Department of Education](#)

Contacts

- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)
- [People and Corporate Services – Inclusion and Diversity team \(workforce\)](#)

Engage in mentoring and coaching

Transfer local cultural knowing, doing and being to meet targeted areas of capability.



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To understand how you would apply the framework's capabilities to engaging in mentoring and coaching consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When identifying opportunities for **coaching and mentoring** in cultural capability, ask:

- How can I foster relationships to help build my knowledge of Aboriginal and Torres Strait Islander cultures?
- What resources are available to assist in identifying good practice when consulting and engaging with Aboriginal and Torres Strait Islander leaders, staff, students, families, communities and Elders?
- Who can I ask?

Conversation starters

As a mentee, when establishing a coaching and mentoring relationship with a mentor to transfer Aboriginal and Torres Strait Islander ways of knowing, doing and being, discuss:

- How would you introduce yourself in a culturally capable way?
- What are your strengths and gaps in cultural capability?
- How does your work impact Aboriginal people and Torres Strait Islander people?
- What are your aspirations for building cultural capability?

Actions

- Use the insight gained from individual reflective questions or conversation starters for groups to develop a plan for engaging in mentoring and/or coaching.
- Refer to resources section on this page for guidance in establishing a mentoring and/or coaching relationship.

Example

A director was appointed to the school with responsibilities including managing an Aboriginal principal. The school was in an area where there was a high population of Aboriginal students. The new director had prior experience working in other remote locations around Queensland Cape and Gulf communities with a similar community profile, as well as metropolitan schools that had a significant multicultural mix of students. They had also undertaken professional development in cultural awareness in the past.

“My cultural ignorance was heavily brought home to me when I went to work in a discrete community school”

As the director and the principal discussed the community, the school, the staff and their current roles, the director identified an opportunity for a coaching and mentoring reciprocal relationship with the principal, to continue growing their cultural capability in knowing, doing and being.

In the coaching and mentoring sessions, the director came to understand that the principal was more than a school leader; they were recognised as an Elder in the community, and as such, had broad community responsibilities in addition to the principal role. In recognising these additional responsibilities of the principal, the director was able to ensure the principal role workload was appropriate.

The Aboriginal principal built the cultural capability of school staff and maintained positive connections with community that were required for students to thrive and succeed. The school community became more engaged, and began taking part in local decision making to improve student engagement and attendance.

“I was enriched through their coaching and mentoring as they helped me understand the local community context with all its complexity, taking the time to understand me, and then guide my cultural capability”.

The department's cultural capability framework provides clarity about where each of us is on the continuum of learning and provides direction on what to learn next.

FAQs

How do I access coaching and mentoring with an Aboriginal person or Torres Strait Islander person?

The department's mentoring hub (refer to resources below) provides guidance and tools to establish a coaching and mentoring relationship. When asking for coaching or mentoring it is important to be respectful of the existing workload of an Aboriginal and Torres Strait Islander school or workplace leader, and staff, as there may already be significant cultural obligations in the community.

Resources

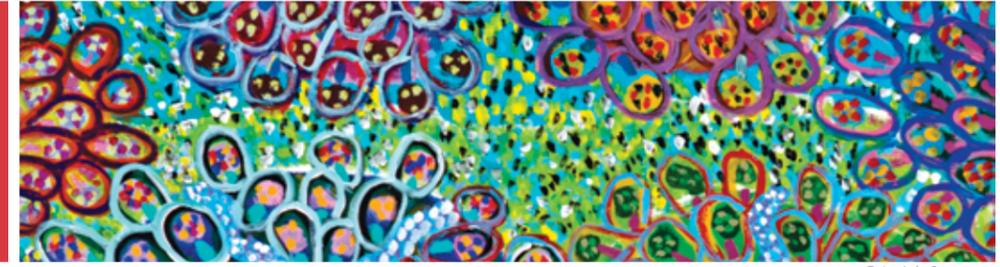
- [Mentoring Hub – Department of Education](#)
- [We all Belong framework: workplace inclusion and diversity framework – Queensland Department of Education](#)
- [We all belong cultural awareness sessions – Queensland Department of Education](#)

Contacts

- [People and Corporate Services – Leadership and Culture team](#)
- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)

Improve teaching and learning

How culturally capable are my teaching and learning practices?



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To understand how you would apply the framework's capabilities to improve teaching and learning consider the reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When reflecting on **my teaching and learning practices**, ask:

- What is my understanding of how local cultural connection, language and experiences, engage and create meaning for Aboriginal and Torres Strait Islander children in their early years and as students?
- What is my knowledge of curriculum content, resources and evidence-based teaching strategies for Aboriginal and Torres Strait Islander children in their early years and as students?
- How do my own levels of cultural capability impact my performance and capacity to learn, adapt and embed knowledge and practices in my school?

Conversation starters

When your school is evaluating culturally capable teaching and learning practices, discuss:

- What does the evidence tell us about the current levels of cultural capability in teaching and learning for teachers?
- What are the priority areas for development?
- How is the school including local Aboriginal and Torres Strait Islander history, cultures, languages, and ways of working, to improve teaching and learning outcomes?
- How does the school embed local programs and dedicate resources to improve cultural responsiveness?

Action

- Use the insight gained from individual reflection or group conversation to identify areas to improve cultural capability in teaching and learning practices.

Example

A science teacher was struggling to embed Aboriginal perspectives and Torres Strait Islander perspectives as part of their lesson planning. Working in a school with a high percentage of Aboriginal students and Torres Strait Islander students made them aware of the need to make the lessons engaging and relevant to the students, many of whom were not engaging with the lessons being taught, as the teacher expected.

“A cultural shift was required, not by the students – by me”

With the support of the principal, the teacher adapted their teaching practices. The principal reached out to the local community and asked if someone could help the school with lesson planning. This was no easy task. As a former mission, the community had over 80 different languages and cultural groups that called the community home. It was important that a traditional custodian, who had the authority to share knowledge was appointed to assist.

An Elder from the traditional custodian group came forward. To ensure good practice and to understand how the teacher and the Elder would work together it was important that each of them co-planned and co-developed the lessons. A series of science lessons were co-delivered.

The Elder talked about the Aboriginal word for the plants, their use, when it was appropriate to collect the seeds, what the seasons indicated and the traditional significance of the plants and animals found in the local area. The teacher's role was to talk about the science aspects of the plants, animals and seasons.

“Being willing to share the role of “teacher” in the classroom was key”

By embracing and acknowledging the strengths in the local community – including local Aboriginal and Torres Strait Islander history, cultures, languages and ways of working to achieve meaningful educational outcomes in the classroom – the science teacher found that students were keen to learn and more engaged.

FAQs

What are my professional responsibilities?

Teachers have a professional responsibility to deliver the requirements of the Australian Curriculum. This includes demonstrating appropriate levels of professional knowledge, practice, and engagement with the cross-curriculum priorities of embedding Aboriginal and Torres Strait Islander perspectives in their lessons.

Resources

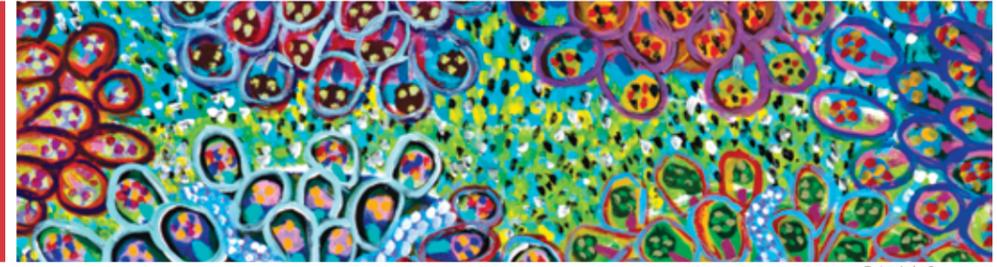
- [AITSL Australian Professional Standards for Teachers](#)
- [School improvement hierarchy reflection tool: building cultural capability in schools – Queensland Department of Education \(DOCX, 297KB\)](#)
- [Building cultural capabilities in state schools: actionable playbook – Queensland Department of Education \(DOCX, 377KB\)](#)
- [Engaging communities: empowering futures – Queensland Department of Education \(PDF, 4.9MB\)](#)
- [State School Improvement Strategy – Queensland Department of Education](#)
- [Queensland curriculum and Assessment Authority Aboriginal and Torres Strait Islander handbook \(PDF, 650KB\)](#)
- [Foundations for Success – Learning, Teaching, Leading – Queensland Government](#)

Contacts

- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)

Improve performance

Increase cultural capability for all staff through performance development plans and senior executive performance agreements; performance processes and practices; and the school improvement hierarchy tool.



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To understand how you would apply the framework's capabilities to improving performance consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When considering **my cultural capability** in work situations, ask:

- How am I acting on the results of self-assessing cultural capability?
- How can strengthening aspects of cultural capability improve my responsiveness?
- How have I included the results of self-assessing cultural capability in my performance and development conversations and plan?
- What are the benefits to others and myself for being inclusive and applying culturally safe practices?
- What impact does my role have on Aboriginal people and Torres Strait Islander people?
- What aspects of cultural capability can I strengthen to improve my performance and delivery of services?

Conversation starters

When considering your in **school, early education and care setting, division, branch or team's**, discuss:

- How are we acting on the results of self-assessing cultural capability?
- How can strengthening aspects of cultural capability improve the school, division, branch, or team's responsiveness?
- What impact does my school, division, branch, or team have on Aboriginal people and Torres Strait Islander people?
- How are we enacting the Commitment Statement to Aboriginal Peoples and Torres Strait Islander Peoples?
- What conversations are we having as a school, division, branch, or team about cultural capability; and how are these being included in performance and development plans?

Action

- Use the insight gained from individual reflective questions or group conversation to improve the quality of performance conversations and include in performance and development plans.

Example

The leadership team wanted to ensure that their school achieved its vision of every student succeeding. Improving the Aboriginal and Torres Strait Islander cultural capability of all staff was an important step in realising this vision. To build their cultural capability the school committed by actively using the school improvement hierarchy tool.

“You have to be committed to your vision and improving cultural capability”

As leaders they understood how to create a shared vision for inclusive and culturally safe practices and environments at the school and drive this change.

Using school data, the leadership team identified that there was a gap in cultural knowledge. The school used the hierarchy tool to help identify further gaps and to create a plan of action to build “beginning” and “developing” levels of cultural capability for all staff.

A funding shortfall was no barrier to improving school performance as the development of staff was paramount. A team of teachers undertook cultural capability development with a local Aboriginal provider.

To roll out across the school, they designed and implemented a program of support that allowed the trained staff to lead and support the whole school to improve their cultural capability.

FAQs

How do I incorporate cultural capability in my performance and development plan?

The performance and development process provides the opportunity to reflect, identify developmental opportunities and establish goals, to build greater confidence and capability. It is valuable to complete a self-assessment of cultural capability to identify strengths and gaps in knowing, doing and being.

Resources

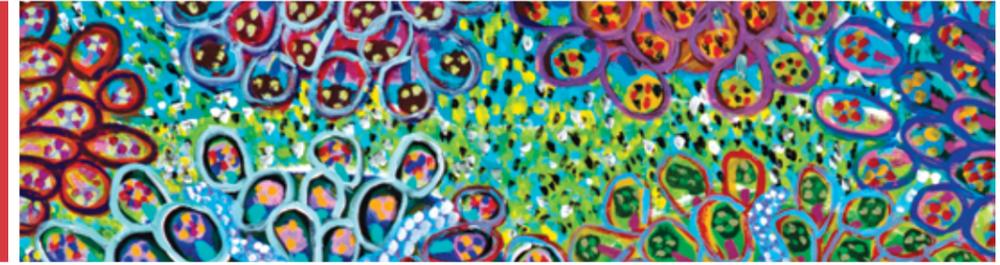
- [Performance and development – Department of Education](#)
- [Engaging communities: empowering futures – Queensland Department of Education \(PDF, 4.9MB\)](#)
- [AIATSIS education](#)
- [AITSL Australian Professional Standards for Principals](#)
- [We all belong awareness sessions – Queensland Department of Education](#)
- [We all Belong framework: workplace inclusion and diversity framework – Queensland Department of Education](#)

Contacts

- [People and Corporate Services – Leadership and Culture team](#)
- [State schools – Indigenous education teams in regions](#)
- [Regional Community Education Counsellors](#)

Attract and recruit for cultural capability

Inform the content of attraction campaigns; role descriptions, job ads on Smart Jobs, expressions of interest, recruitment processes, panel composition, and candidate assessment.



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To understand how you would apply the framework's capabilities to attracting and recruiting consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When developing attraction or recruitment content, or participating in recruitment processes, ask **myself**:

- How have I considered inclusive and culturally safe practices and environments in the recruitment process?
- How does the language I use contribute to inclusion and cultural safety?
- What is the level of cultural capability needed by the panel members?
- How diverse is the panel composition?
- How does my own cultural capability impact the attraction and retention of Aboriginal people and Torres Strait Islander people to my school, early childhood education and care setting, or workplace?

Conversation starters

When considering issues and opportunities for culturally capable recruitment processes in **school, early education and care setting, division, branch or team's**, discuss:

- How can we as a school, early education and care setting division, branch, or team attract and recruit for cultural capability?
- How can we make our attraction and recruitment strategies and processes more inclusive and culturally safe?
- What do we see are the barriers to increasing the number of Aboriginal applicants and Torres Strait Islander applicants for positions in our school, division, branch, or team?
- How do we assess cultural capability within our attraction and recruitment processes? What are our measures of success?

Action

- Identify and implement the steps to improve attraction and recruitment strategies and processes to be more inclusive and culturally safe. Refer to resources section on this page.

Example

A team manager recognised that to meet the needs of their clients they needed more specialist knowledge. An 'identified' position was created for an Aboriginal person or Torres Strait Islander person in the role. They had no success attracting candidates during the recruitment process.

By reassessing their process, the manager realised that the current attraction campaign was not culturally sensitive to attracting Aboriginal applicants and Torres Strait Islander applicants. The manager approached the Human Resource team and they worked on a new campaign.

The manager recognised unconscious bias in the attraction campaign, job ad and recruitment process. While using the SmartJobs platform is a requirement, most Aboriginal applicants and Torres Strait Islander applicants seek work through trusted connections and assess whether they will be culturally safe to work there.

With this new knowledge, the manager re-evaluated the work culture to improve cultural safety and reshaped their attraction process by building a network of contacts to help distribute the vacancy information, which resulted in success.

FAQs

How do I recruit for an identified position?

The department has an Identified Positions Guideline (refer to resources below) for steps on the process.

How do I become aware of my unconscious bias?

Participate in a [We All Belong awareness session](#) (inclusive workplaces) offered by the Inclusion and Diversity team. Use the [Harvard Implicit Association test](#) to understand more.

Resources

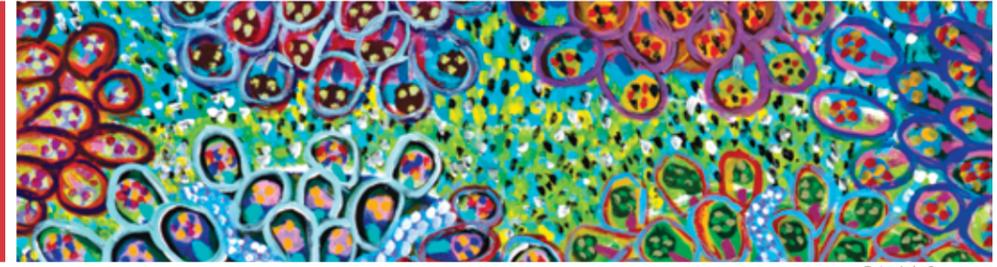
- [Before you begin the recruitment process – Queensland Government](#)
- [Corporate and school support staff - recruitment and selection – Department of Education](#)
- [Queensland's Human Rights Act 2019 - Fact sheet – Queensland Human Rights Commission \(PDF, 340KB\)](#)
- [Identified Positions Guideline - Queensland Department of Education \(coming soon\)](#)
- [Engaging communities: empowering futures – Queensland Department of Education \(PDF, 4.9MB\)](#)
- [We all belong awareness sessions – Queensland Department of Education](#)

Contacts

- [People and Corporate Services - Inclusion and Diversity team](#)
- [Recruitment](#)

Improve workforce planning

Inform planning processes and practices to identify workforce requirements for current and future schools, early childhood education and care settings, and workplaces, where services are delivered to Aboriginal people and Torres Strait Islander people.



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To understand how you would apply the framework's capabilities to improving workforce planning consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When considering future workforce needs, where services are delivered to Aboriginal people and Torres Strait Islander people, ask **myself**:

- What does the current data say about workforce diversity or representation in my school, early childhood education and care setting, or workplace?
- What impact does the work we do have on Aboriginal people and Torres Strait Islander people?
- How can I act to create a culturally diverse workplace?

Conversation starters

When planning for a future **school, early education and care setting, division, branch or team's** workforce, with a workforce planning consultant or human resources business partner, discuss:

- What strategies are in place to increase the Aboriginal and Torres Strait Islander workforce in our school, early childhood education and care setting, or workplace?
- What are the career pathways for Aboriginal and Torres Strait Islander people in our school, early childhood education and care setting, or workplace? Are they effective?
- What are our current and future workforce requirements, where services are delivered to Aboriginal people and Torres Strait Islander people?
- How do we ensure cultural capability is embedded in attraction, recruitment and selection practices and processes at our school, early childhood education and care setting, or workplace?
- What is the data telling us about Aboriginal staff and Torres Strait Islander staff retention?
- How can we actively support employment and career pathways for Aboriginal staff and Torres Strait Islander staff?

Actions

- Use the insight gained from individual reflective questions or conversation starters to identify and implement improved workforce planning processes and practices.
- Refer to resources section on this page.

Example

As a principal of a number of school campuses, there is complexity in planning staffing requirements. With a diverse student population the principal was concerned by the staffing profile at their schools.

“The teaching workforce needed to reflect the students we are teaching – allowing students to see their own cultures reflected in the adults responsible for their learning”.

Attracting and retaining quality teachers however, had been an ongoing issue. With a large percentage of Aboriginal and Torres Strait Islander students, the number of teachers who identify as either Aboriginal or Torres Strait Islander, or having both heritages, is significantly under-represented.

The school's location and community context demands that a tailored approach is taken to ensure that the needs and aspirations of its students and communities are met.

Using workforce data and a planned approach is vital to implementing an effective solution. By cultivating teachers and school leaders from local communities, local cultural capability can be developed as well as offering pathways for individual development.

The framework provides clarity on building cultural capability in the systems, policies, processes, and practices in schools – enabling employment and career pathways to be established.

FAQs

How will building my cultural capability help me to plan the workforce?

Cultural capability helps to improve the effectiveness of workforce planning. Students 'can't be what they can't see' –building a workforce that reflects the communities we serve, will support Aboriginal and Torres Strait Islander children in their early years and as students, to succeed.

The department's Aboriginal and Torres Strait Islander teaching workforce is 1.8% and a total workforce representation of 2.8%. However, Aboriginal and Torres Strait Islander students are nearly 10 times this number at 10.4% of the student population.

The Director-General has committed the department to increasing Aboriginal peoples and Torres Strait Islander peoples employed in teaching, classified teaching and senior management positions to 3%.

This commitment will require us to undertake a targeted and intentional approach to workforce planning to achieve the workforce that reflects the communities we serve.

Resources

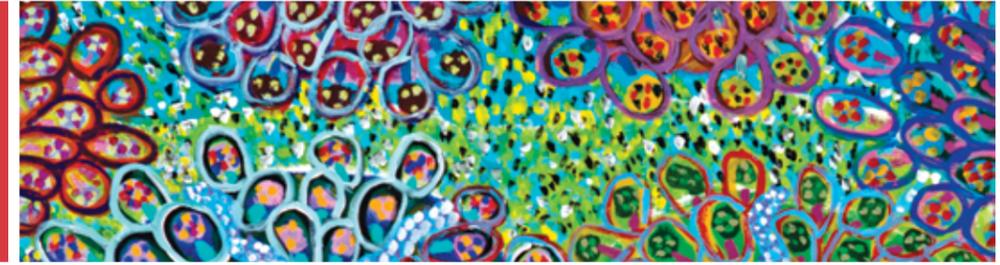
- [Aboriginal and Torres Strait Islander Workforce Strategy 2019–2021 – Queensland Department of Education \(PDF, 735KB\)](#)
- [We all Belong framework: workplace inclusion and diversity framework – Queensland Department of Education \(PDF, 3.86MB\)](#)
- [We all belong awareness sessions – Queensland Department of Education](#)
- [Workforce Planning Unit – Queensland Department of Education](#)
- [Workforce Mobility Principles – Queensland Department of Education](#)

Contacts

- [Workforce planning team](#)
- [Regional HR consultants](#)
- [Senior HR consulting team \(PDF, 61KB\)](#)

Support procurement and intellectual property

Increase economic and social outcomes through procurement policy and practices; and intellectual property laws and policies relevant to Aboriginal art and heritage and Torres Strait Islander art and heritage.



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To understand how you would apply the framework's capabilities to supporting procurement and intellectual property consider the following reflective questions for individuals and conversation starters for groups. The insights you gain will inform the actions you take.

Reflective Questions

When considering procurement and intellectual property laws inclusive of Aboriginal and Torres Strait Islander people, ask **myself**:

- What is my knowledge of local and national businesses that identify as Aboriginal and Torres Strait Islander?
- How does a business identifying as Aboriginal and Torres Strait Islander impact my vendor evaluation?
- What is my understanding of intellectual property laws and policies relevant to Aboriginal art and heritage and Torres Strait Islander art and heritage?
- How can I support Aboriginal and Torres Strait Islander procurement and intellectual property practices?

Conversation starters

When considering procurement processes and intellectual property laws inclusive of Aboriginal and Torres Strait Islander people in your **school, early education and care setting, division, branch or team**, discuss:

- What are our workplace obligations to promote and support Aboriginal and Torres Strait Islander businesses and artists?
- What are the benefits of procuring vendors identified as Aboriginal and Torres Strait Islander?
- How does procurement criteria weightings impact vendor evaluation?
- What are our strategies to target Aboriginal and Torres Strait Islander businesses and employment?

Actions

- Use the insight gained from individual reflective questions or conversation starters to identify and implement improved workforce planning processes and practices.
- Refer to resources section on this page.

Example

Working in an area that procures private suppliers to deliver government funded programs with Aboriginal peoples and Torres Strait Islander peoples, the team manager was keen to ensure that programs were culturally responsive.

The team was conscious of the need to build a procurement process that reflected a key government priority to ensure indigenous business can equitably access the government's procurement spend.

An examination of the procurement process indicated that although they were asking suppliers questions about their cultural capability in delivering a service to educators from a broad range of cultural backgrounds and perspectives including Aboriginal peoples and Torres Strait Islander peoples, they had not yet established their own governance procedures about assessing the potential supplier's responses to this.

As part of their own development they noted the need to build their own cultural capability. To ensure the integrity of the procurement process was maintained they implemented a relational process of upskilling staff on what would be considered minimum standards of practice and how they relate to Aboriginal culture and Torres Strait Islander cultural protocols and cultural knowledge.

By strengthening the team's 'knowing, doing and being' in Aboriginal and Torres Strait Islander perspectives, the team established a new level of practice when asking suppliers about their cultural capability in developing and delivering services to educators from a range of cultural backgrounds and perspectives, including Aboriginal peoples and Torres Strait Islander peoples. This leads to meaningful outcomes for Aboriginal peoples and Torres Strait Islander peoples.

FAQs

Why do I need to consider Indigenous businesses when procuring?

The Queensland Indigenous Procurement Policy requires agencies to better target their procurement activities to ensure Indigenous business can equitably access the procurement spend of the Queensland Government to deliver improved economic and social outcomes. There may be opportunities for Aboriginal and Torres Strait Islander businesses to be included in purchasing opportunities in certain areas. The framework provides guidance on levels of cultural capability that will help you undertake purchasing and procurement activities. Refer to resources below on where to find Indigenous businesses.

What is Indigenous Cultural and Intellectual Property?

Indigenous Cultural and Intellectual Property (ICIP) refers to the rights that Indigenous people have, and want to have, to protect their traditional arts and culture. It can cover many different forms of traditional culture and expression, for example some these include writing a book and learning resources, artwork on clothing, song, dance, ceremony, painting and languages.

Resources

- [Purchasing and procurement – Department of Education](#)
- [Government priorities – Queensland Indigenous Procurement Policy](#)
- Indigenous businesses can be found at [Black Business Finder](#) and [Supply Nation](#).

Contacts

- [Purchasing and Procurement](#)