



### Purpose

This resource guide provides practical examples of what might constitute culturally competent practice when considering the Department of Child Safety service standards (see pages 3 to 14).

### Context

It is critical for child protection services to understand and respond, in a culturally competent way, to the needs of Aboriginal and Torres Strait Islander people, people from Australian South Sea Islander background and people from culturally and linguistically diverse backgrounds. The service standards acknowledge this by reflecting aspects of cultural competence in a number of the service standards.

The resource guide addresses each of the 11 service standards and gives examples of how services might demonstrate evidence of culturally competent practices in responding to the criteria associated with the standards. The examples provided are suggestions only and are not separate, distinct or additional standards or requirements.

It is important to remember that there is no single way to demonstrate cultural competence. Instead, what is appropriate will be informed by a range of factors such as, the individual's ethnicity, religious or spiritual beliefs and cultural and linguistic background. The relevance of the examples provided in this guide will also vary among services depending on the specific functions and responsibilities of the service.

### What do we mean by Cultural Competence?

Cultural competence refers to the processes and practices that foster inclusiveness and establish the progression of learning about diversity and differences and their impact on the way services are delivered, received, accessed and promoted. Organisations providing culturally competent services understand the communities in which they operate and recognise that there are multiple levels of diversity within and between communities.

Cultural competence goes beyond the collection and reporting of ethnicity data. It is about quality processes and outcomes and merging awareness of, and responsiveness to, cultural and linguistic issues in the various aspects of the organisation's processes, operation and service delivery.

### What are the characteristics that help identify culturally competent organisations?

While not an exhaustive list of characteristics, culturally competent organisations typically:

- show respect for the unique cultural needs of clients of their services
- acknowledge culture as a significant factor in shaping behaviours and values among clients, members of the organisation and its staff and volunteers
- see the benefit of different cultural values, beliefs, and community interactions
- acknowledge that differences in values exist and that these differences impact on how services are delivered and received





- involve the target group and the community in organisation and service review and evaluation
- describe in concrete terms how it values diversity and what strategies are in place to do so
- undertake ongoing cultural self-assessment and its areas of cultural strength and areas for improvement can be articulated
- identify and address policies and practices that may result in discriminatory practices
- welcome and encourage diversity
- value, support and promote representation within the organisation
- consider clients as individuals, without making generalisations based on the individual's group membership
- partner with other groups and organisations to achieve best outcomes
- effectively engage the service's target group via consultation, planning, partnerships and participation
- deliver services from a strength-based perspective with a focus on resources and assets available to the clients which enable involvement and values diversity
- so far as is possible, the organisation's staff, volunteers and members of its governing bodies reflect the demographics and community profiles of the area, particularly where there is an identified or unmet need
- have the skills to access and utilise interpreters effectively
- provide ongoing staff training in culturally competent practices
- seek to operate in a manner that embraces clients as valuable members of the community and values the contribution of its workers

### **Why is cultural competence important?**

It is important that organisations providing child protection services recognise the benefits for children and young people and their families, as well as communities, in providing culturally competent services. In doing so, organisations are well placed to deliver services to clients and support their staff, carers and other volunteers in an inclusive and effective manner. Culturally competent services and practices are better able to respond to, protect and safeguard the needs of vulnerable children and young people.

It is acknowledged that throughout Queensland there is an over representation of Aboriginal and Torres Strait Islander children and young people in the child protection system. A further imperative for achieving culturally competent services should be derived from the historical effects of the 'stolen generation' in the forced separation of Aboriginal children from their families, communities, land and culture.

It is also important to recognise the diversity of Queensland communities and the unique issues for people from Australian South Sea Islander heritage and people from cultural and linguistically diverse backgrounds. Culturally competent services must be familiar with and be responsive to the distinct and various challenges these communities may encounter.

The references and further resources listed on pages 14, 15 and 16 of the resource guide include links to resources and organisations that offer further guidance and information.





### Service Standard 1

#### *Suggestions for* **Standard for Accessibility of Services**

- The service has knowledge of the demographic profile of the community in which it operates.
- The service provides meaningful opportunities for Aboriginal, Torres Strait Islander, Australian South Sea Islander people and people from culturally and linguistically diverse backgrounds to engage in the design and delivery of services and programs to meet the community's needs.
- Links with relevant groups and organisations are established and maintained.
- Collaborative strategies with relevant community groups and organisations are identified and implemented.
- The service supports the use of advocates to assist children, young people and their families from Aboriginal and Torres Strait Islander background and Australian South Sea Islander people and people from culturally and linguistically diverse backgrounds to understand and negotiate service provision.
- The service conducts meetings, forums etc in neutral settings in instances where family customs, religious beliefs, behaviours, attitudes, rituals and traditional practices make it culturally insensitive to meet in formal environments.
- The service shows that it utilises the support of, and obtains advice from, relevant representative bodies, such as organisations representing people from culturally and linguistically diverse backgrounds.
- The service provides user-friendly information about its services that meets the needs of service users. For example if the service operates in a community where English may be a second or third language for some people information may be best provided by using pictures, diagrams or symbols.
- The service ensures that it has well displayed signage which is presented in culturally appropriate format and style, for example, signage that makes use of pictures or diagrams.
- The service provides an environment that includes positive images of diversity.
- The service establishes partnerships and protocols to promote access with Aboriginal and Torres Strait Islander, Australian South Sea Islander and other cultural and linguistically diverse representative organisations or services.
- Communication with people (including clients, Elders, community leaders) and groups is respectful and in accordance to community protocols.
- Information about cultural practices, values and religious beliefs is constantly sought.
- Advocacy and referral processes include consideration of cultural issues and diversity.
- The service shows evidence of cross cultural awareness through records of participation in training by staff, carers and other volunteers.
- The service has an awareness of and makes use of available interpreter services.



### Service Standard 2

#### *Suggestions for*

#### **Standard for Responding to the Needs of Children, Young People and Families**

- The service undertakes sufficient planning, consultation and negotiation when providing services to Aboriginal and Torres Strait Islander children and young people, children and young people from Australian South Sea Islander background and children from culturally and linguistically diverse backgrounds.
- The service is able to support, in accordance with the placement agreement, and ensure that the child or young person has knowledge of her/his extended family, including those who may play an ongoing and positive role in the child or young person's life, for example, through the development of a profile for the child or young person's that includes an understanding of her/his cultural, faith or spiritual needs, community relationships, activities and interests.
- The service responds to the communication preferences of children, young people and families by offering choice in communication methods, for example, the use of pictures, diagrams.
- The service has an awareness of and make use of available interpreter services
- The service engages with cultural events and festivals that have cultural meaning to children and young people using the service, for example by encouraging their participation in NAIDOC week activities.
- The service may recognise the importance of engaging support from specialist organisations with specific knowledge and understanding of issues that may impact upon children, young people and their families from Aboriginal, Torres Strait Islander, Australian South Sea Islander and people from culturally and linguistically diverse backgrounds. For example, the service may seek advice and support from an organisation with expertise in supporting people seeking refuge following experiences of violence and trauma. .
- The service responds to the needs of children and young people and families at times of significant or critical incidents in culturally appropriate and sensitive ways.
- Needs assessment and service delivery is holistic and inclusive of cultural and linguistic needs and conducted in way that identifies and responds to potential cultural bias.
- The cultural and spiritual identity, values and religious beliefs of children, young people and their families are respected.
- The service recognises the importance of maintaining the child's or young person's connections with their community and identifies and mitigates any issues that might compromise or sever contact between them and their community.
- Effective cross-cultural communication is encouraged and supported in service delivery, for example, when communicating with children and young people from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds, workers:
  - learn to listen to what is being said and not what they want to hear;
  - check that what they heard is what was said, by seeking clarification; and
  - check that information provided to children, young people and families is understood.





- Services maintain records of collaborative work and partnership with organisations representing children, young people and families from Aboriginal, Torres Strait Islander, Australian South Sea Islander and from culturally and linguistically diverse backgrounds.



### Service Standard 3

#### *Suggestions for* **Standard for Participation and Choice**

- The service offers choices in communication and consultation methods that is reflective of cultural background and linguistic needs, for example, by providing information in formats other than written English, such as in audio or pictorial formats or orally via interpreters or in languages recognised by the child, young person and family.
- The service seeks advice about which family members are available to support the child or young person, giving regard to the importance of gender considerations, for example, a relative or community member may be identified.
- The service is considerate and supportive of the child's, young person's or family's religious or faith needs.
- The service uses decision-making approaches that are culturally appropriate to ensure that children and young people from Aboriginal, Torres Strait Islander, South Sea Islander and culturally and linguistically diverse backgrounds are included and participate in decision-making.
- Where need is identified, the service may enable a family from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds to utilise the support of an advocate to assist with communication.
- The service's clients' charter is made available in a culturally appropriate format.
- Mechanisms are in place to support children and young people using the service to seek their own solutions to the issues facing them.
- The service provides culturally sensitive advice and guidance on service delivery. For example, in instances where a family group meeting has been arranged by the department, the service will seek to ensure that the child or young person is supported through this process.
- The service provides culturally appropriate resources and information to help children and young people make informed choices.



### Service Standard 4

#### *Suggestions for* **Standard for confidentiality and privacy**

- The service records information about children, young people and families in a respectful way, for example, records reflect their cultural religious and faith needs and do not include the use of disrespectful terms, phrases or acronyms.
- The service understands issues associated with maintaining the confidentiality of personal information, particularly in communities or localities where networks are small, for example, in rural communities or within particular specific culturally and linguistically diverse communities.
- The service makes use of culturally appropriate methods to ensure that people that are relevant to the child or young person fully understand any limits to the confidentiality of personal information. For example, by taking sufficient time to explain the issues, using an interpreter to explain matters or using written information that uses diagrams, flow charts etc.
- The environment provided to children, young people or their families in relation to service provision is appropriate for their needs; for example, an environment is made available for family contact meetings that offers privacy and reflects cultural sensitivities. A further example may also include offering prayer space which is reflective of an individual's religious or faith needs.



### Service Standard 5

#### *Suggestions for* **Standard for Feedback, Complaints and Appeals**

- The service supports children and young people from Aboriginal, Torres Strait Islander, Australian South Sea Islander or culturally and linguistically diverse backgrounds to give their experience of the service they receive in ways that are culturally sensitive, respectful and easily accessible, for example, the individual may use a mentor or advocate who is reflective of her/his cultural identity to assist in reporting this information.
- The service may also use feedback forms which allow opportunities to draw out responses, or encourage feedback, for example via email or text messages or in other ways that are specifically responsive to an individual's cultural background and needs.
- Information about the service's complaints process is communicated in a variety of ways that make it accessible and available, for example, by using diagrams, pictures, flow charts and/or languages other than English.
- The service recognises the importance for children, young people and families from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds to be supported by an advocate to facilitate comments and complaints.
- The service seeks the support and assistance of other relevant organisations so as to facilitate complaints and other feedback from children and young people from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds, ensuring that confidentiality is not compromised.
- Records of complaints or feedback are recorded in a clear and culturally respectful way and a right of reply is provided if the child, young person or family member feels that the record is not accurate.
- The service's complaints policy or procedure include guidelines on how the cultural needs of the child or young person have been supported through the process and are inclusive of complaints based on cultural issues or differences.
- Services make use of interpreters when needed to facilitate feedback from children, young people and their families.



### Service Standard 6

#### *Suggestions for*

#### **Standard for Protecting the Safety of Children and Young People**

- The service's policy or procedures for responding to disclosures of harm or potential harm include culturally appropriate responses, which address within the service which person within the service is responsible for making contact with the department and how and when this contact should be made.
- The service supports the child or young person during or following an allegation of harm in ways that are responsive to his/her cultural needs, for example, by involving experienced advocates who are reflective of his/her cultural background and/or by seeking to promote contact with appropriate family and community members.
- The service continues to be considerate of and responsive to the child or young person's cultural, religious and faith needs during times of pressure and critical incidents and in subsequent discussions with departmental officers.





### Service Standard 7

#### *Suggestions for*

#### **Standard for Recruitment and Selection Processes for Staff, Carers and other Volunteers**

- The service's recruitment and selection policies or procedures include principles and processes for ensuring equality of opportunity.
- Recruitment and selection processes are culturally appropriate, for example, selection of panel members reflect the diversity of those receiving services and the community in which the service operates.
- The service uses active strategies to attract staff, carers and other volunteers from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds to work in the service, such as using culturally appropriate recruitment campaigns and advertising materials and mediums.
- The service seeks advice from organisations representing Aboriginal, Torres Strait Islanders, Australian South Sea Islanders and people from cultural and linguistically diverse backgrounds, in how best to attract staff, carers and other volunteers reflective of its client group, and the demographics and issues impacting on the community where the organisation operates.



### Service Standard 8

#### *Suggestions for*

#### **Standard for Induction, Learning, Training, and Development for Staff, Carers and other Volunteers**

- Cultural awareness and understanding about Aboriginal, Torres Strait Islander and Australian South Sea Islander history and social issues and circumstances are promoted and supported by the service through induction, training and ongoing learning opportunities.
- Awareness and understanding of historical and contemporary issues that may impact upon people from cultural and linguistically diverse backgrounds are reflected through induction, training and ongoing learning opportunities.
- Learning and awareness about issues contributing to the marginalisation of Aboriginal, Torres Strait Islander and Australian South Sea Islander people is supported by the service.
- Induction programs offered by the organisation are responsive to the needs of staff, carers and other volunteers from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds, for example, information and orientation is provided in a range of formats, materials and in a gradual manner, and takes account of the range of language and communication needs of individuals.
- The induction program and training provided by the organisation to staff, carers and other volunteers has clear objectives about how cultural awareness and knowledge is promoted, as well as how the organisation values and supports cultural, linguistic, spiritual and religious diversity.
- The service ensures that training on child protection issues provided to staff, carers and other volunteers reflects contemporary culturally competent practice.



### Service Standard 9

#### *Suggestions for*

#### **Standard for Staff, Carer and Volunteer Support and Supervision**

- Relevant organisational meetings highlight consideration and commitment to developing culturally competent practices and service delivery.
- Supervision and support is provided to staff, carers and other volunteers, which includes ongoing discussion about culturally competent practices.
- The service seeks advice and guidance from relevant organisations on its grievance and complaints policy for staff, carers and other volunteers so as to ensure that it is culturally sensitive.
- The service's staff, carer and other volunteer grievance and complaints policy or procedures are culturally sensitive, for example by detailing a transparent process that outlines timeframes, stages of the process, and roles and responsibilities, using flow charts, diagrams or pictorial guidance.
- As part of support and supervision processes the service encourages self-awareness among its staff, carers and other volunteers to promote an awareness of their own cultural background and how their own experiences influence how they relate to others including clients of the service.
- Cultural and family obligations of staff and volunteers from diverse backgrounds are acknowledged and recognised by the service, for example, so that they can attend cultural events or funerals etc.



### Service Standard 10

#### *Suggestions for* **Standard for Organisational Alignment**

- The service communicates its decision-making and accountability processes in culturally appropriate ways, for example by using diagrams or visual models.
- The organisation's mission statement or vision statement makes a clear commitment to social justice principles, non-discriminatory practices and multicultural and inclusive goals. As part of developing these commitments the service may choose to seek the advice of a relevant organisation representing people from Aboriginal or Torres Strait Islander, Australian South Sea Islanders or people from culturally and linguistically diverse backgrounds.
- Organisational and service planning is undertaken in a way that is inclusive of cultural diversity.
- Collaborative strategies, such as memorandums of understanding are in place with relevant Aboriginal, Torres Strait Islander and Australian South Sea Islander organisations and other organisations representing people from culturally and linguistically diverse backgrounds.
- The service actively seeks the participation of people from Aboriginal, Torres Strait Islander, Australian South Sea Islander and culturally and linguistically diverse backgrounds in assessing community needs, program development, service implementation and evaluation.
- The service includes indicators for cultural competence in monitoring and reporting mechanisms.



### Service Standard 11

#### *Suggestions for* **Standard for Governance and Accountability**

- The organisation reflects the cultural diversity of the community in which it operates by seeking a diversity of representation on its board of management, management committee or equivalent.
- The organisation conducts its meetings and other forums in culturally respectful ways, for example, by acknowledging traditions, customs and practices of its members and those using its service.
- Management committee, board of management, or equivalent members receive training in cultural awareness and their induction to their role in the organisation is conducted in a culturally sensitive way.
- The organisation's planning and review activities and processes are inclusive of access and equity issues.



### References and further resources

#### Publications

- *Aboriginal Resource and Cultural Guide*, Victorian Child Care Agency, (2005). [www.vacca.org](http://www.vacca.org)
- *A Blueprint for implementing the recommendations of the January 2004, Crime and Misconduct Commission Report: "Protecting Children: An inquiry into abuse of children in foster care"*. Chapter 7: *Aboriginal and Torres Strait Islander issues*, Queensland Government, Department of Child Safety, (2004). [www.childsafety.qld.gov.au/publications](http://www.childsafety.qld.gov.au/publications)
- *Bringing Them Home: Report on the National Inquiry into the Forced Separation of Aboriginal and Torres Strait Islander Children from their Families*, Human Rights and Equal Opportunities Commission, (1997). [www.hreoc.gov.au](http://www.hreoc.gov.au)
- *Engaging Queenslanders: Introduction to working with Aboriginal and Torres Strait Islander Communities*, Queensland Government, Department of Aboriginal and Torres Strait Islander Policy, (2005). [www.datsip.qld.gov.au](http://www.datsip.qld.gov.au)
- *Mina Mir Lo Ailan Mun - Proper communication with Torres Strait Islander people*, Queensland Government, Department of Aboriginal and Torres Strait Islander Policy and Development, (1998). [www.datsip.qld.gov.au](http://www.datsip.qld.gov.au)
- *Multicultural Action Plan, 2005-06*, Queensland Government, Department of Child Safety, (2005). [www.childsafety.qld.gov.au](http://www.childsafety.qld.gov.au)
- *Multicultural Queensland- Making a World of Difference: Queensland Government Multicultural Policy*, Queensland Government, Department of the Premier and Cabinet, (2004). [www.premiers.qld.gov.au](http://www.premiers.qld.gov.au)
- *Protocols for consultation and negation with Aboriginal people*, , Department of Aboriginal and Torres Strait Islander Policy (1998). [www.datsip.qld.gov.au](http://www.datsip.qld.gov.au)
- *Social Justice Report*, Human Rights and Equal Opportunities Commission, (2005). [www.hreoc.gov.au](http://www.hreoc.gov.au)
- *Stable and Culturally Strong Out of Home Care for Aboriginal and Torres Strait Islander Children*, Secretariat of National Aboriginal And Islander Child Care (SNAICC), (2005). [www.snaicc.asn.au](http://www.snaicc.asn.au)
- *Treat Me Fairly, Report*, Multicultural Development Association, (2005). [www.adcq.qld.gov.au](http://www.adcq.qld.gov.au)





### Websites

#### Queensland Government

- Anti-Discrimination Commission Queensland (ADCQ). This site provides information about ADCQ and its role as an independent statutory authority which administers the *Anti-Discrimination Act 1991*. [www.adcq.qld.gov.au](http://www.adcq.qld.gov.au)
- Department of Aboriginal and Torres Strait Islander Policy (DATSIP). This site provides information and references, details of partnership programs, funding and resources, research, policy and strategic development. [www.datsip.qld.gov.au](http://www.datsip.qld.gov.au)
- Department of Child Safety. This site provides information about the Department of Child Safety and activities aimed at protecting Queensland's children and young people and ensuring that they are safe from abuse. [www.childsafety.qld.gov.au](http://www.childsafety.qld.gov.au)
- Multicultural Affairs Queensland, Department of the Premier and Cabinet. This site provides access to *Queensland Multicultural Action Plan 2005-2006* and information about multicultural affairs. [www.premiers.qld.gov.au/multicultural/](http://www.premiers.qld.gov.au/multicultural/)
- Torres Strait Regional Authority (TSRA). This site promotes the aims of TSRA to strengthen the economic, social and cultural development of the Torres Strait Islands to improve the lifestyle and wellbeing of Torres Strait Islanders and Aboriginal people living in the region. [www.tsra.gov.au/www/index.cfm](http://www.tsra.gov.au/www/index.cfm)
- Queensland Health. This site provides training information for health staff members working with Australian South Sea Islanders. [www.health.qld.gov.au/assi/](http://www.health.qld.gov.au/assi/). The Queensland Health website provides access to publications regarding the health needs of Indigenous people across Queensland. [www.health.qld.gov.au/publications/corporate/indigenous\\_health.asp](http://www.health.qld.gov.au/publications/corporate/indigenous_health.asp)

#### Queensland non-government organisations

- Aboriginal and Torres Strait Islander Studies Unit. The University of Queensland site provides information regarding teaching, research and consultation in Aboriginal and Torres Strait Islander cultures. [www.uq.edu.au/ATSIS](http://www.uq.edu.au/ATSIS)
- Brisbane Action Web for Refugee Collaboration. This site provides information and links for refugees and asylum seekers and those working in associated fields. [www.barc.org.au/cms/](http://www.barc.org.au/cms/)
- Ethnic Communities Council of Queensland (ECCQ). This site highlights ECCQ activities that promote multiculturalism and represent the interests of the many people across Queensland from culturally and linguistically diverse backgrounds (CALD). [www.eccq.com.au](http://www.eccq.com.au)





- Immigrant Women’s Support Service (IWSS). This site promotes IWSS as a community based organisation working with women and children of non-English speaking background who are or have been in violent domestic situations and/or have experienced rape and/or sexual assault. [www.iwss.org.au/iwss](http://www.iwss.org.au/iwss)
- Queensland Program of Assistance to Survivors of Torture and Trauma. (QPASTT). This site provides information about assistance to people who have undergone, witnessed, or experienced torture or trauma, in or during flight from their homes and countries, or have experienced political, ethnic or religious victimisation or war. [www.qpastt.org.au](http://www.qpastt.org.au)

### Australian Government agencies and national non-government organisations

- Federation of Ethnic Communities’ Councils of Australia (FECCA). This site presents information about the activities of FECCA which promotes the needs of people from cultural and linguistically diverse backgrounds throughout Australia. [www.fecca.org.au](http://www.fecca.org.au)
- Human Rights and Equal Opportunities Commission (HREOC). This site provides information about relevant legislation and legal implications. The site also offers education material, publications and links which are relevant to the Commission and its activities. [www.hreoc.gov.au](http://www.hreoc.gov.au)
- Indigenous Portal. This Australian Government site provides links to resources, contacts, information, and government programs and services for Aboriginal people and Torres Strait Islanders. [www.indigenous.gov.au](http://www.indigenous.gov.au)
- National Aborigines and Islanders Day Observance Committee (NAIDOC). This site promotes celebrations held around Australia in the first full week in July each year to mark the history, culture and achievements of Aboriginal and Torres Strait Islander people. [www.naidoc.org.au](http://www.naidoc.org.au)
- National Centre for Indigenous Studies (NCIS). This site promotes cross-disciplinary research and teaching in areas of relevance to Indigenous Australians. [www.law.anu.edu.au/ncis/](http://www.law.anu.edu.au/ncis/)
- Reconciliation Australia. This site promotes opportunities for reconciliation between Indigenous and non-Indigenous Australians. It includes information about partnerships, resources, publications and learning materials. [www.reconciliation.org.au](http://www.reconciliation.org.au)
- Rights Australia. This site promotes the organisation’s objectives and campaigns for effective protection of human rights in Australia. [www.rightsaustralia.org.au](http://www.rightsaustralia.org.au)
- Secretariat of National Aboriginal and Islander Child Care (SNAICC). This site provides information about of SNAICC, its activities and advocates for the needs of Aboriginal and Torres Strait Islander children. [www.snaicc.asn.au/](http://www.snaicc.asn.au/)





- Translating and Interpreting Service (TIS). This site, provided by the Australian Government, Department of Immigration and Multicultural and Indigenous Affairs, offers information for people who do not speak English and for English speakers needing to communicate with them. [www.immi.gov.au/tis/](http://www.immi.gov.au/tis/)



### **Organisations and individuals that contributed to the development of the *Cultural Competence – Resource Guide***

The resource guide recognises the importance and significance of partnership in developing a resource that attempts to reflect the value of cross-cultural competence in delivering effective child protection and support services. It was achieved through a consultative process where advice and contributions were provided from the following organisations and individuals:

- Queensland Aboriginal and Islander Health Council
- PeakCare Queensland
- The Ethnic Communities Council of Queensland
- The Indigenous Support and Development Branch within the Department
- Members of the Quality Assurance Working Party, convened by the Department of Child Safety to contribute to the development of the Department's Quality Assurance Strategy
- Aboriginal and Torres Strait Islander officers from a number of State Government agencies with an interest in child protection
- Representatives of non-government organisations providing services to Aboriginal and Torres Strait Islander children, young people and families who attended a one-day workshop on culturally competent practices

