Part 2:

Aboriginal and Torres Strait Islander cultural safety framework

Cultural safety continuum reflective tool

For the Victorian health, human and community services sector

Acknowledgement of Aboriginal peoples in Victoria

The Victorian Government proudly acknowledges Victoria's Aboriginal communities and their rich culture and pays respect to their Elders past and present. We acknowledge Aboriginal peoples as Australia's first peoples and as the Traditional Owners and custodians of the land and water on which we live, work and play. We recognise and value the ongoing contribution of Aboriginal people and communities to Victorian life and how this enriches our society more broadly. We embrace self-determination and reconciliation, working towards equality of outcomes and ensuring an equitable voice.

Victorian Aboriginal communities and peoples are culturally diverse, with rich and varied heritages and histories both pre- and post-invasion. The impacts of colonisation – while having devastating effects on traditional life – have not diminished Aboriginal peoples' connection to Country, culture or community. Aboriginal nations continue to strengthen and grow with the resurgence of language, lore and cultural knowledge. These rich and varied histories need to be understood and acknowledged by all Victorians, to truly understand the resilience and strength of previous generations, as well as the history of the fight for survival, justice and Country that has taken place across Victoria and around Australia.

As we work together to ensure Victorian Aboriginal communities continue to thrive, the government acknowledges the invaluable contributions of generations of Aboriginal warriors that have come before us, who have fought tirelessly for the rights of their people and communities towards self-determination. We are now honoured to be part of that vision.

This document honours the work of Aboriginal and Torres Strait Islander community leaders and staff in the health, human and community services sector for their tireless work in improving cultural safety and the delivery of high-quality services over many decades. This framework attempts to strengthen, reiterate and amplify their wisdom and expertise.

Please note

The department acknowledges the diverse and distinct cultures of Aboriginal peoples and Torres Strait Islanders. This cultural safety framework is intended for both Aboriginal peoples and Torres Strait Islanders living in Victoria or accessing Victorian health, human or community services. In this framework, 'Aboriginal' refers to both Aboriginal and Torres Strait Islander people. 'Indigenous' or 'Koorie' is retained when part of a report, program or quotation.

Contents

Cultural safety continuum reflective tool

Part two of the framework is the cultural safety continuum reflective tool. The reflective tool represents the high-level intent of each stage of maturity based on a competency continuum.

The domains of the cultural safety continuum reflective tool are:

DOMAINS

1 Creating a culturally safe workplace and organisation

2 Aboriginal self-determination

3 Leadership and accountability

How to use the reflective tool

Each domain in the cultural safety reflective tool has both individual and organisational responsibilities for reflection and action.

Cultural safety is a part of a continuous quality improvement cycle and the reflective tool supports the growth of one's competence and capabilities through a process of 'unlearn – learn – apply – reflect – embed'. By using the reflective questions and applying the necessary actions, individuals can reflect on their cultural safety competence and move through the stages of learning. As new challenges arise, individuals and organisations need to unlearn – learn – apply – reflect – embed.

The following information is not a definitive list of questions and actions and should not be used to 'assess' an individual; it is a reflective tool to support continuous quality and practice improvements in cultural safety.

A note about terminology

The terms 'unconsciously incompetent' and 'consciously incompetent' relate to the level of learning a new skill. The terms do not suggest or refer to the individual as incompetent. The terms draw on elements from the Johari window (see Part 1, Figure 3), which acknowledges coming to consciousness along the learning journey.

1 Domain 1: Creating a culturally safe workplace and organisation

Description

Individuals and organisations use the competence continuum model to grow their competence and capabilities across the four stages of learning to create a culturally safe workplace. Creating a culturally safe workplace is an ongoing process and cannot be achieved through a professional development or training program alone. Racism and discrimination towards Aboriginal Victorians remains a systemic issue across the sector, and organisational change to improve cultural safety is an essential step towards enabling optimal health, wellbeing and safety outcomes for Aboriginal people. This requires reforming leadership accountabilities, systems, strategies, policies, processes and procedures for delivering services.

Outcome

A culturally safe workplace, organisation or system takes a zero-tolerance approach to racism and discrimination, and invests and grows the proficiency and capabilities of all staff across the health and community services sectors, whereby cultural safety is included in occupational health and safety requirements. These are key steps in contributing to optimal health, wellbeing and safety outcomes for Aboriginal people.

Health and community service organisations partner with the local Aboriginal community to negotiate values, leadership, accountability, investment, governance, strategy, operations and service outcomes.

What does success look like?

These are some of the indications that an organisation or individual is on the path to cultural safety:
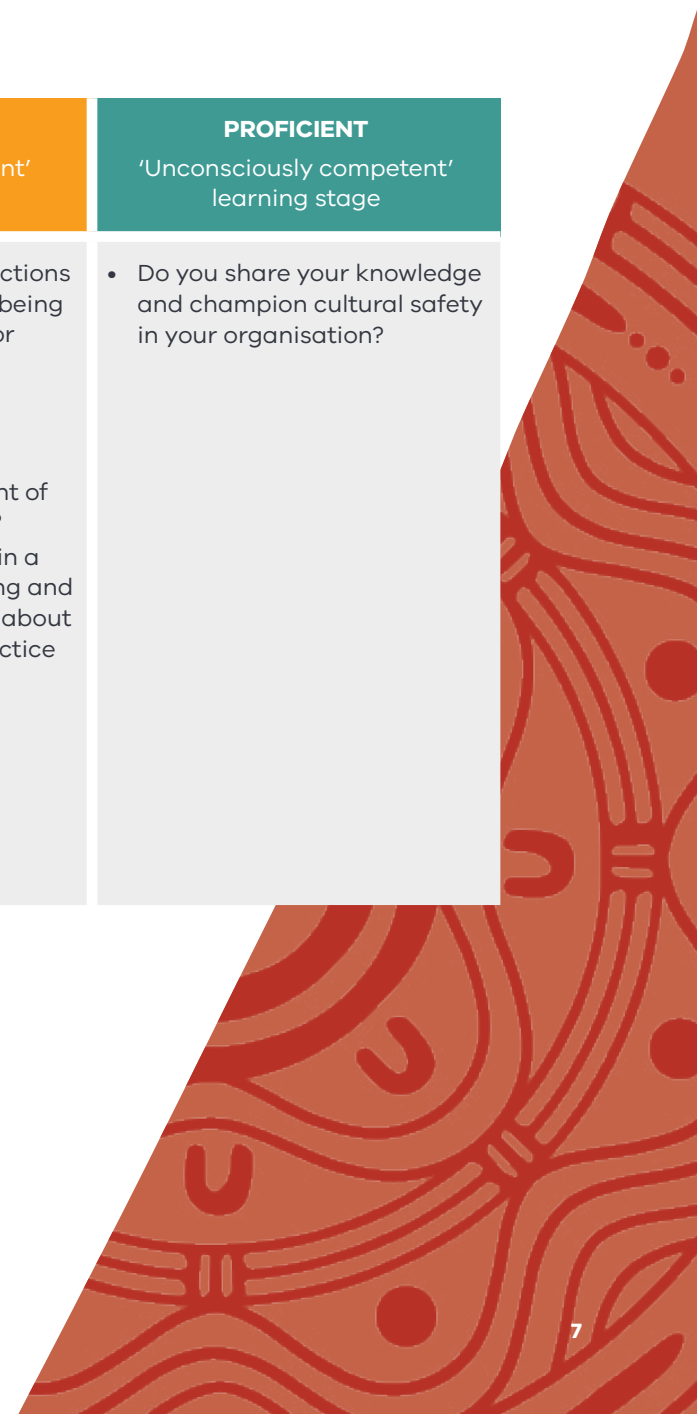
- Cultural safety is reflected in individual practice.
- The Aboriginal voice is central to decision making in matters that affect them as individuals, their families and communities.
- The organisation provides staff with learning and development activities informed by perspectives of Aboriginal people, providing a combination of theory and practice to target development at different proficiency levels.
- All staff use the cultural safety continuum reflective tool to commence a tailored learning and development plan focused on their cultural competence learning needs.
- Cultural safety is an organisational value, negotiated with local Aboriginal communities.
- Organisations collaborate with Aboriginal communities to improve outcomes for Aboriginal people.
- All organisations and individuals use the cultural safety continuum reflective tool to determine the current proficiency and capability level and identify a tailored learning and development plan focused on the organisation's learning needs.
- Funding is tied to meeting cultural safety targets and accountability requirements.

Creating a culturally safe workplace and organisation: individual

Individual continuum – towards cultural safety				
Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
Overall reflection	I am unaware of how my unconscious biases and behaviours affect the cultural safety of the workplace and services delivered	I recognise the need to unlearn and build my skills and knowledge to improve cultural safety	I consciously apply my learnings and improve cultural safety practice	My work practices are culturally safe and do not require a conscious correction I am open to and enact ongoing learning and improvement
Reflection questions	• Are you aware of your unconscious biases? • Have you made assumptions about Aboriginal people, communities and organisations? • Are your decisions about Aboriginal people informed by stereotypes? • Do you treat all service users and clients the same? If so, do you think the same approach is likely to benefit some people or groups more than others? • Do you think the same approach for everyone may inadvertently exclude some groups by not recognising their specific circumstances or cultural safety needs?	• Have you identified the practices that you need to unlearn? • Do you have an awareness of the history of Aboriginal people? • Do you have an awareness of the impacts of colonisation and historical polices like the assimilation policy on Aboriginal people? • Do you understand the impact history has had in producing intergenerational trauma and ongoing disadvantage for Aboriginal people? • Are you aware of the impacts racism and discrimination have on the social, emotional and physical wellbeing of Aboriginal people?	• Are you active in self-reflection, researching, listening to and thinking about cultural safety? • Are you engaging in and applying culturally safe practice in your workplace? • Are you aware of what you do not know about cultural safety practice? • Have you established relationships with Aboriginal people, communities and organisations? • Have you developed a mentoring/coaching arrangement that includes the perspectives of Aboriginal people?	• Do you value, encourage and support Aboriginal people to be in leadership positions in your organisation? • Is there monitoring and accountability for measures of quality on health, wellbeing and safety outcomes for Aboriginal people? • Do you ensure the knowledge of Aboriginal peoples and their communities is valued and embedded in program and policy design and practice? • Do you ensure there are mutually agreed 'ways of working' between your organisation and Aboriginal communities?

INDIVIDUAL

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
INDIVIDUAL — **Reflection questions continued**	• Do you think the same approach for everyone may increase inequity in outcomes between Aboriginal people and those who are not Aboriginal? • Is your engagement with Aboriginal people limited to key events like NAIDOC Week or Reconciliation Week (if any at all)? • Is your attitude towards Aboriginal people positive or negative?	• Do you have an awareness of the importance of cultural factors and how they can impact positively on the lives of Aboriginal people? This includes identity, language, spirituality and connection to Country, family and community. • Do you know the local Aboriginal communities where you live and work and the Aboriginal people who access or use your services? • Do you know there is a significant gap between the health, wellbeing and safety of Victoria's Aboriginal population and the non-Aboriginal population?	• Are you championing actions to advance health, wellbeing and safety outcomes for Aboriginal people? • Are you actively and consistently including cultural factors in the design and development of programs in your area? • Have you participated in a diverse range of learning and development activities about the knowledge and practice of Aboriginal people?	• Do you share your knowledge and champion cultural safety in your organisation?

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
INDIVIDUAL — Actions	1. Complete a self-reflection assessment using the cultural safety continuum reflective tool that captures a sense of your current understandings about beliefs, values and attitudes towards Aboriginal people. 2. Actively look for diverse professional development opportunities that challenge your views and practices, and that centre on beliefs, values and attitudes of Aboriginal people. 3. Look for direct feedback from colleagues and internal and external stakeholders on areas to expand your knowledge and personal growth. 4. Commit to a process of self-discovery and reflection.	1. Identify gaps in your knowledge via self-reflection. 2. Identify potential professional development opportunities that will enhance your understanding of cultural safety. 3. Identify and build relationships with Aboriginal people and organisations. 4. Identify and speak with other staff members or colleagues in partnering organisations who have built positive relationships with Aboriginal people, communities and organisations.	1. Look for opportunities to work with Aboriginal people or consider how your work or your services, policies, processes or procedures may positively or negatively affect Aboriginal people, communities and organisations. 2. Build and strengthen relationships with Aboriginal people, communities and organisations. 3. Actively participate in self-reflective learning. 4. Enter a mentoring/support arrangement to assist in building your cultural proficiency. 5. Encourage colleagues to understand dates that are significant to Aboriginal people and participate in events. 6. Lead by example and become an ally for Aboriginal people and their communities.	1. Embed cultural safety as a core value in your daily work practices and reflect this in your performance plan. 2. Actively enhance your Aboriginal knowledge, competency, capabilities and skills. 3. Look for opportunities to share your knowledge about culturally safe practice with other staff. 4. Continue your mentoring relationship. 5. Seek self-reflection feedback from colleagues or service users who are Aboriginal.

Creating a culturally safe workplace and organisation: organisational

	Organisation continuum – towards cultural safety			
Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
Overall reflection	The organisation is unaware of how unconscious biases in organisational structures affect the cultural safety of Aboriginal people	The organisation recognises the need for behavioural change and a shift in practice to improve the cultural safety of Aboriginal people accessing and receiving services	The organisation consciously applies learnings and improves its internal governance, strategy, pathways and policies to ensure the cultural safety of Aboriginal people accessing and receiving services	Organisational practices and services are culturally safe and do not require a conscious correction

The organisation enacts ongoing learning and reflection |
| **Reflection questions** (ORGANISATIONAL) | • Does your engagement with Aboriginal people extend beyond NAIDOC Week and Reconciliation Week?
• Does your organisation treat all staff the same? If so, does the same approach take into consideration the specific needs (such as cultural needs) and personal circumstances of some staff?
• Does your organisation inadvertently exclude some groups by not recognising their specific circumstances or cultural identity? Do you think this may increase inequity in outcomes between Aboriginal people and non-Aboriginal people? | • Is your organisation aware of Aboriginal staff not feeling culturally safe in the workplace and their experiences of racism?
• Does your organisation understand that Aboriginal staff can be overburdened if they are expected by non-Aboriginal staff to have all the answers for everything related to Aboriginal people?
• Does your organisation acknowledge it is not the role of Aboriginal staff to educate non-Aboriginal staff to be culturally safe? | • Does your organisation invest in mentoring and support for non-Aboriginal staff and Aboriginal staff?
• Does your organisation have cultural safety practice in performance plans for all staff, particularly senior staff?
• Is anti-racism work and training an ongoing strategy and priority for your organisational workforce?
• Is the diversity of Aboriginal communities understood (e.g. Elders, youth, communities in urban, regional and remote areas, lesbian, gay, bi-sexual, trans, gender-diverse, inter-sex and queer (LGBTIQ))? | • Is cultural safety a core value of your organisation?
• Is cultural safety and improving outcomes for Aboriginal people reflected in documents, reporting systems and funding/service agreements?
• Is cultural safety embedded into regular organisational practices such as team, management and board meetings?
• Does your organisation champion cultural safety?
• Are all staff culturally safe and do Aboriginal people (staff and clients) feel valued?
• Is education and training in cultural safety a normal part of your organisation's practice in hiring, selection processes and induction? |

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
ORGANISATIONAL — Reflection questions continued	• Is your organisation aware of the negative consequences for health, wellbeing and safety outcomes for Aboriginal people produced by treating everyone the same?	• Does your organisation acknowledge it needs to provide quality services for Aboriginal people? • Does your organisation recognise the need to provide greater support to Aboriginal staff? • Does your organisation engage or partner with organisations/individuals who demonstrate a positive and respectful attitude to Aboriginal people and culture?	• Has your organisation improved the service pathways between Aboriginal community controlled organisations and mainstream health and community service providers to improve continuity of care for Aboriginal people? • Has your organisation implemented a code of conduct that commits to cultural safety and zero tolerance of racism, discrimination and cultural abuse towards Aboriginal people?	• Does your organisation have tailored initiatives to improve health, wellbeing and safety outcomes for Aboriginal people? • Does your organisation have processes for seeking feedback from Aboriginal consumers and clients? • Does your organisation provide culturally safe services? • Does the organisation's funding prioritise services and service needs for Aboriginal consumers and clients? • Does your organisation ensure flexibility in the planning and delivery of services for specific populations and communities? • Does your organisation have measures to improve health, wellbeing and safety outcomes for Aboriginal people?

Reflections and actions		UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
ORGANISATIONAL	**Actions**	1. Identify and understand how your organisation contributes to the current health, wellbeing and safety outcomes experienced by Aboriginal people. 2. Understand how Aboriginal staff in your organisation feel about their cultural safety. 3. Know what your workforce understands about cultural safety theory and practice. 4. Identify areas in your organisation that need to be revised (policy, structures, strategy, decision making) to ensure health, wellbeing and safety outcomes for Aboriginal people have the best chance of success.	1. Understand and accept the benefits of developing cultural safety responses and recognise that Aboriginal people have a right to feel safe. 2. Establish welcoming environments and inclusive safe spaces for staff to discuss and explore cultural safety concepts. 3. Review current learning and development activities to offer staff a variety of learning experiences including unconscious bias and anti-racism training. 4. Identify existing and potentially new Aboriginal partner organisations and communities. 5. Develop a mechanism for regularly listening to consumer and client feedback and using this information to support Aboriginal decision making and quality improvements.	1. Recognise that racism and discrimination are key social and cultural determinants of health, wellbeing and safety outcomes for Aboriginal people. 2. Recognise that your organisation in its practices, policies and governance structures may inadvertently contribute to culturally unsafe practices. 3. Governance structures have a balance of leadership roles that are filled by Aboriginal people and non-Aboriginal people. 4. Assess the appropriateness and inclusiveness of current operations for Aboriginal people. 5. Increase the Aboriginal voice by creating opportunities for input into new strategies, policies, programs and procedures. 6. Identify and agree on shared success measures between the organisation and local Aboriginal communities.	1. Embed cultural safety as a core value of the organisation. 2. Embed cultural safety and optimal health, well-being and safety outcome goals in key organisational documents, reporting systems and funding/service agreements. 3. Embed and enhance cultural safety practices across organisational practice, such as acknowledgement of country. 4. Does your organisation recognise that improving outcomes for Aboriginal people is a core motivation when delivering services to Aboriginal people? 5. Establish and review governance structures in partnership with local Aboriginal communities. 6. Develop a shared understanding of practice and protocols with Aboriginal people and their communities. 7. Develop a relationship with an Aboriginal organisation that can provide peer support to improve cultural safety in your organisation.

2 Domain 2: Aboriginal self-determination

Description

Self-determination means Aboriginal people and their communities make decisions, have a voice and lead on their own terms and use their own cultural values, models, paradigms and ways of working (Phillips 2015).

Self-determination is not something the department or organisations should do; rather, it is something they should support and enable. That is, self-determination is not just the next policy or program to roll out. Self-determination is a fundamental shift in power – it should support local Aboriginal people to have an equal say in equally negotiated values, motivations, governance, strategies, operations, accountability and investments (Phillips 2015).

Outcome

The organisation and its workforce understand self-determination and know how to support it in practice.

What does success look like?

These are some of the indications that an organisation or individual are implementing culturally safe practice to support self-determination:

- Aboriginal people have an equal voice in negotiating organisational values.
- Governance structures involve Aboriginal people leading and making decisions about strategic matters and resource allocation that affect their communities.
- Aboriginal people feel involved, respected and valued.
- Aboriginal people have a choice of culturally responsive service provision.
- Local Aboriginal communities and the organisation negotiate strategic approaches, goals and outcomes.
- Policies and procedures are reviewed and refreshed based on feedback from Aboriginal staff, clients and community.
- Joint leadership and governance structures are in place for joint decision making between local Aboriginal communities and the organisation.

Aboriginal self-determination: individual

		UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
	Individual continuum – towards cultural safety				
	Reflections and actions				
INDIVIDUAL	Overall reflection	I am not aware that Aboriginal people have a right to self-determination	I am aware of what self-determination means, but I am unaware of how to enable self-determination in my role	I am taking deliberate actions to support and enable Aboriginal people's right to self-determination	I am willing to step aside to let Aboriginal people lead and make decisions about matters that impact their lives I am open to and enact ongoing learning and improvement
	Reflection questions	• Are you aware of the right of Aboriginal peoples to self-determination and self-management? • Do you and your colleagues make decisions on behalf of Aboriginal people without any input from Aboriginal people?	• Are you aware of historical systemic power imbalances that continue to exist that can negatively impact on Aboriginal people and their communities? • Are you aware of the Victorian Government's principles of self-determination and how these principles should guide your work with Aboriginal people and their communities?	• Do you establish relationships with local Aboriginal people and their communities? • How do you seek input from Aboriginal people and their communities on decisions that affect them? • How do you support Aboriginal communities in their right to practice self-determination? • Do you structure your practice approaches to empower Aboriginal people to make decisions about their lives?	• Are you providing opportunities for Aboriginal people to take the lead on and make decisions about matters that affect them? • Do you share information that may affect these decisions?

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
INDIVIDUAL — Actions	1. Identify levels of understanding and learning gaps related to the concept of self-determination. 2. Seek out opportunities to learn and gain further understanding about a rights-based approach for Aboriginal people. 3. Make a commitment to support Aboriginal self-determination.	1. Develop an understanding of self-determination from the perspective of Aboriginal peoples. 2. Undertake an audit to identify current practices that do not support self-determination. 3. Seek to understand the accountability related to the Victorian Government self-determination principles.	1. Learn and apply new practice approaches informed by self-determination. 2. Identify Aboriginal stakeholders to inform practice. 3. Actively seek the voices of Aboriginal clients, workforce and service providers for program and policy design. 4. Actively apply the Victorian Government's principles of self-determination. 5. Identify who will support and enable self-determination within your organisation. 6. Refine process to ensure free, prior and informed consent in decisions that affect Aboriginal people.	1. Capture the voices of clients and community and provide their insights into decision-making processes. 2. Actively seek honest and timely feedback from Aboriginal consumers and clients. 3. Ensure that cultural safety indicators, baseline performance measures and approaches are inclusive of self-determination principles. 4. Make investment decisions to create intergenerational wealth and economic independence for Aboriginal people.

Aboriginal self-determination: organisational

	Organisation continuum – towards cultural safety			
Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
Overall reflection	The organisation is not aware of the right to self-determination for Aboriginal people	The organisation knows what self-determination means but is not sure how to enable self-determination in practice	The organisation is willing to support and enable self-determination for Aboriginal people by sharing power, control and leadership	The organisation is led by Aboriginal people in matters that affect Aboriginal people The organisation enacts ongoing learning and improvement
Reflection questions (ORGANISATIONAL)	• Has your organisation engaged and consulted with Aboriginal people in meaningful and respectful ways? • Would the Aboriginal community agree that your organisation engages and consults with Aboriginal people in a way that is meaningful and respectful? • Does the organisation recognise Australia's First Nations peoples?	• Is your organisation aware of the balance of power and the importance of self-determination for Aboriginal people? • Does your organisation still make decisions on behalf of or for Aboriginal people without their input?	• Do your organisation's leaders work in partnership with significant Aboriginal people and local community members? • Does your organisation acknowledge that Aboriginal people have the right to self-determination as Australia's First Nations peoples as recognised by human rights conventions? • Does your organisation have culturally safe systems and processes for Aboriginal people to make decisions?	• Does your organisation have shared understanding of practice and protocols with Aboriginal people and their communities? • Does the organisation's governance structures include Aboriginal people and organisations? • Are governance structures informed by the perspectives of Aboriginal people? • Are Aboriginal people empowered and authorised to own, direct and make strategic decisions about policy and program design, implementation and operation?

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
ORGANISATIONAL Actions	1. Develop an organisational approach to engage with Aboriginal Victoria (Department of Premier and Cabinet) on how to discover and learn more about self-determination. 2. Engage with the Human Rights Commission to understand and implement rights-based approaches to services and workplace practices. 3. Engage Aboriginal clients, workforces and service providers in conversation regarding what self-determination means to them.	1. Identify structures and systems that do not enable self-determination and do not involve Aboriginal people in decision making about matters that affect them. 2. Identify Aboriginal organisations and communities to partner in developing local and place-based perspectives on self-determination to enable shared decision making.	1. Work with Aboriginal people, their communities and Aboriginal organisations to develop shared ways of working, values and paradigms that support self-determination. 2. Advance relationships between your organisation and Aboriginal organisations and work closely with Aboriginal organisations to share power and control. 3. Actively apply the Victorian Government's principles of self-determination in your organisation.	1. Agree on ways of collaborating that support self-determination. 2. Develop clear roles that empower Aboriginal people to take the lead on issues that affect their health, wellbeing and safety. 3. Develop approaches that empower non-Aboriginal staff to lead cultural safety and anti-racism programs. 4. With input from Aboriginal people, decide how to measure implementation of self-determination principles in your organisation.

3 Domain 3: Leadership and accountability

Description

Leadership and accountability focus on who needs to champion and drive transformational change within an organisation. Change must start with senior leaders. Middle managers play a pivotal role in communicating with staff and are well placed to influence change. Building strong cultural safety competencies and capabilities within middle management is a priority.

Everyone in the organisation has a responsibility for the cultural safety of Aboriginal people. Accountability and responsibility will be met through individual self-reflection, organisational reflection and assessment, governance structures and shared measures of success developed jointly with Aboriginal people and their communities.

Outcome

Organisations demonstrate clear and effective leadership to enable self-determination for Aboriginal people, champion cultural safety and facilitate improved health, wellbeing and safety outcomes for Aboriginal people in Victoria.

What will success look like?

These are some of the indications that organisations and individuals are demonstrating leadership and accountability for cultural safety:

- Leaders demonstrate their commitment to, and understanding of cultural safety, and this is championed throughout the organisation.
- Everyone is aware of their responsibility in creating culturally safe environments and ensuring their everyday practice is culturally safe.
- Organisations set cultural safety targets and indicators.
- Organisations share power, leadership and decision making about key policy and programs and allocation of resources with Aboriginal people, their communities and organisations.

Leadership and accountability: individual

	Individual continuum – towards cultural safety			
Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
Overall reflection	I am unaware of how the perspectives and definitions of success held by Aboriginal people inform the performance measures of my role	I am aware of the importance of the perspectives of Aboriginal people in measuring cultural safety	I am committed to self-growth, and my actions ensure I am building my cultural proficiency	I am self-reflective and accountable to Aboriginal people's notions of success without seeking validation. I am open to and enact ongoing learning and self-reflection
Reflection questions	• Do you see the need to have specific content in your performance and development plans that relates to the cultural safety of Aboriginal people? • Do you feel equipped to do your role based on your current skills and knowledge of Aboriginal people and cultural safety? • Are you provided with the right professional learning opportunities to fulfil your role?	• Do you reflect on your own knowledge and beliefs about Aboriginal people and their histories? • Have you had the opportunity to take on leadership roles or manage projects where you have worked with diverse workforces or communities? • Have you undertaken training that focuses on different leadership styles and are you exposed to new perspectives and practices?	• Do you have a relationship with local Aboriginal communities? • Does the relationship you have with local Aboriginal communities actively inform your work? • Does your performance and development plan have a specific cultural goal or measure relating to Aboriginal people? • Do you have a regular relationship with a range of Aboriginal people who provide diverse perspectives?	• Does your leadership approach have flexibility to be responsive to local historical and contemporary cultural contexts? • Do you actively advocate for practices that are inclusive of Aboriginal people and their communities?

INDIVIDUAL

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
Reflection questions continued		• Do you have awareness of how your current organisational workplan is capturing the needs of Aboriginal communities and clients? • Do you acknowledge the need for including the perspectives of Aboriginal people in your role but do not know how to embed or include these perspectives?	• Do you lead your team in, and encourage the building of, relationships with Aboriginal communities? • Do you challenge or question practice that isn't inclusive of Aboriginal people's perspectives?	

INDIVIDUAL

Reflections and actions	UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
INDIVIDUAL — Actions	1. Use the reflective tool to gauge your understanding of Aboriginal people's perspectives and definitions of success. 2. Identify potential leadership training that focuses on unconscious bias, racism and discrimination. 3. Develop an individualised learning and development plan that includes cultural safety. 4. Become familiar with research that provides evidence of the strong link between racism and discrimination and the negative impacts on health, wellbeing and safety for Aboriginal people.	1. Engage in activities that expose you to different perspectives and knowledge. 2. Complete unconscious bias training with the intent of taking a leadership role in this area. 3. Engage with local Aboriginal people to build relationships and knowledge that enhance your practice. 4. Explore what is currently occurring within your organisation regarding inclusion of Aboriginal people and the development of workplace diversity.	1. Develop the skills to effectively call out behaviours you have identified as being discriminatory, racist or culturally unsafe. 2. Ensure your organisation's workplans and activities are informed through appropriate consultative mechanisms. 3. Actively seek the perspectives of Aboriginal people regarding your organisational work practice. 4. Engage with learning and development beyond your workplace.	1. Engage with Aboriginal people from the outset of service design, policy development and project planning. 2. Include the perspectives of Aboriginal people in organisational workplans. 3. Encourage team members to learn and advance their cultural knowledge and experiences. 4. Advocate for change in practice within workplaces or environments that are not inclusive or are discriminatory towards Aboriginal people. 5. Share your learnings with other staff within your organisation.

Leadership and accountability: organisational

	Organisation continuum – towards cultural safety			
Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
Overall reflection	The organisation is unaware that leadership and accountability in the organisation can be affected by unconscious biases	The organisation recognises the need for leadership that understands and is aware of unconscious bias, racism and discrimination and how this affects cultural safety	The organisation consciously seeks leadership styles that can lead the organisation to becoming culturally safe	The leadership of the organisation drives culturally safe work environments and services, and does not require a conscious correction. The organisation enacts ongoing learning and improvement
Reflection questions (ORGANISATIONAL)	• Is your organisation internally focused and not seeking external views? • Are your measurements of success internally focused or externally focused?	• Does your organisation recognise that Aboriginal people should be involved but does not know how to engage and involve them? • Has your organisation had structures or processes in place that focus on engagement with Aboriginal people, but they have not lasted long or participation by Aboriginal people has declined?	• Do local Aboriginal communities express an enhanced level of trust towards your organisation? • Does your organisation have established engagement mechanisms, protocols and codes of conduct to guide safe and effective engagement with local Aboriginal communities? • Do your organisation's governance structures truly reflect the voices of Aboriginal people and involve Aboriginal people in decision making?	• Does your organisation have a culture of reflective processes and practices and continuous improvement? • Does your organisation show leadership and share knowledge with the broader sector on cultural safety? • Does your organisation contribute to sector-based leadership in working with Aboriginal communities?

ORGANISATIONAL	Reflections and actions	**UNAWARE** 'Unconsciously incompetent' learning stage	**EMERGING** 'Consciously incompetent' learning stage	**CAPABLE** 'Consciously competent' learning stage	**PROFICIENT** 'Unconsciously competent' learning stage
	Reflection questions continued			• Does your organisation encourage shared ways of working, (that is, practice and protocols) with local Aboriginal communities? • Does your organisation measure progress on engagement with Aboriginal people and their communities? • Does your organisation actively seek feedback from Aboriginal consumers and clients?	• Does your organisation have measures of success that have been defined by Aboriginal people? • Does your organisation's evaluation and review mechanisms include the perspectives of Aboriginal people? • Does your organisation actively share power and control with Aboriginal people?

Reflections and actions		UNAWARE 'Unconsciously incompetent' learning stage	EMERGING 'Consciously incompetent' learning stage	CAPABLE 'Consciously competent' learning stage	PROFICIENT 'Unconsciously competent' learning stage
ORGANISATIONAL	Actions	1. Use the cultural safety continuum reflective tool to gauge the organisation's proficiency in cultural safety. 2. Develop a plan based on the results to champion cultural safety leadership and accountability safety in the workplace.	1. Require that cultural understanding and culturally safe practices are embedded in induction programs. 2. Require that senior leaders have completed unconscious bias training that focuses on Aboriginal people. 3. Engage and liaise with Aboriginal communities to seek guidance and direction on inclusive practice. 4. Support staff to be well equipped in cultural safety before they work with Aboriginal people, organisations and communities.	1. Lead the change and reform of previous practices that were informed by unconscious bias, racism and discrimination. 2. Ensure staff have access to cultural mentors. 3. Ensure that a diverse range of training and development opportunities are offered to staff to champion cultural safety knowledge and practice. 4. Allow time and a safe space for cultural learning to occur.	1. Empower leaders within the organisation to have a high level of individual proficiency around cultural safety. 2. Actively promote and champion the importance of Aboriginal people's knowledge and skills in the core work of the organisation. 3. Host leadership forums that enhance sector-wide practice in cultural safety. 4. Embed cultural safety reporting measures validated by Aboriginal communities.

References

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