

POLICY:	1.6 Cultural Competency – Cultural and Linguistically Diverse People		
Approval By:	Manager Learning & Development	Approval Date:	04/01/2018
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Purpose	<p>QEC recognises the valuable contributions made by and the strength and diversity of Cultural and Linguistically Diverse People and their communities, past, present and future.</p> <p>QEC is committed to Reconciliation. This document sets out embed cultural respect into QEC policy and procedures.</p>		
Target Audience	Board Member, QEC Staff, Visitors, Clients, External organisations, stakeholders, program partners.		
Definitions	<p>Cultural and Linguistically Diverse People are those who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture.</p> <p>Migrant are people who have left their country of origin voluntarily to seek a better life for a range of personal and economic reasons. They have made the choice to leave, had a chance to plan and prepare for migration and can return at any point if they wish to.</p> <p>Asylum Seeker are people who has applied for recognition and protection as a refugee but has not had their application for refugee status finally decided. Asylum seekers who are found to be owed Australia’s protection under the Refugees Convention and who satisfy health, Character and security requirements are granted a permanent Protection visa.</p> <p>Refugee are people who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion is outside the country of his or her nationality and is unable or owing to such fear, is unwilling to avail themselves of the protection of that country.</p> <p>Culture the customary beliefs, social forms and material traits of a racial, religious or social groups. Also it refers to the set of shared attitudes, values, goals and practices that characterize a system, company or corporation.</p> <p>Cultural Competence is a set of congruent behaviours, attitudes, and policies that enable a system, agency or professionals to work effectively in cross cultural situation.</p> <p>Cultural Awareness is understanding cultural difference, cultural diversity and an awareness that cultural differences may necessitate a different approach to people of that other culture.</p> <p>Cultural Respect is attitudes and values that accept and promote the uniqueness, diversity and strengths of the other culture.</p>		

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Policy

Cultural Responsiveness the ability and skill to relate effectively with people of another culture.

QEC recognises and respects Cultural and Linguistically Diverse People and the contributions they have made to Australian society.

QEC Is located in one of the most culturally diverse cities in Australia.

While culturally specific services act a safe harbour for migrant families, QEC seeks to establish a workforce that reflects the diversity of the families it supports. QEC works in partnership with communities and through Community Peers to support workers to facilitate culturally specific groups for families and within communities to develop communities’ strengths.

QEC aims to builds respect for and understanding of Cultural and Linguistically Diverse People and their culture within all QEC programs

The following principles guide QEC’s work with CALD families:

- An ecological perspective how the child and families sit within their community
- Empowerment to ensure children, families and communities make their own decisions and responsibility for their lives while staff guide and scaffolded their learning
- Work in partnership with community members , recognising and strengthening the relational style of informal community leaders , especially women
- Develop models for clustering services which meets the needs of individual communities and allow for community members to easily access the service

All QEC staff regularly participate in education and training which enhances the understanding, awareness and needs of CALD people to avoid stereotyping, bias and develop the understanding of the perspectives of specific groups. This ensures a workforce which is culturally competent

QEC will participate in activities which display commitment to CALD culture and issues.

Related Links

Achieving Outcomes for Children and Families from Culturally and Linguistically Diverse Backgrounds. ARACY 2008
National Framework for Protecting Australia’s Children 2009-2020

Key Legislation, Acts and Standards

HUMAN SERVICES STANDARDS

1. Empowerment	1.1	People understand their rights and responsibilities	Y
	1.2	People exercise their rights and responsibilities	
2. Access &	2.1	Services have a clear and accessible point of	

1. Excellence in Service Delivery

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Engagement		contact	
	2.2	Services are delivered in a fair, equitable and transparent manner	
	2.3	People access services most appropriate to their needs through timely, responsive service integration and referral	
3. Wellbeing	3.1	Services Adopt a strengths-based and early intervention approach to service delivery that enhances peoples wellbeing	
	3.2	People actively participate in an assessment of their strengths, risks, wants and needs	
	3.3	All people have a goal-orientated plan documented and implemented	
	3.4	Each person’s assessment and plans are regularly reviewed, evaluated and updated. Exit/transition planning occurs as appropriate	
	3.5	Services are provided in a safe environment for all people, free from abuse, neglect, violence and/or preventable injury	
4. Participation	4.1	People exercise choice and control in service delivery and life decisions	
	4.2	People actively participate in their community by identifying goals and pursuing opportunities including those related to health, education, training and employment	Y
	4.3	People maintain connections with family and friends, as appropriate	
	4.4	People maintain and strengthen connection to their Aboriginal or Torres Strait Islander culture and community	
	4.5	People maintain and strengthen their cultural, spiritual and language connections	
	4.6	People develop, sustain and strengthen independent skills	

EQUIP6

1. Clinical	1.1	Consumers/patients are provided with safe, high quality care throughout the care delivery process	
	1.2	Consumers/patients and communities have access to health services and care appropriate to their needs	
	1.3	Appropriate care and services are provided to consumers/patients	
	1.4	The organisation provides care and services that achieve effective outcomes	
	1.5	The organisation provides safe care and services	
	1.6	The governing body is committed to consumer/patient participation	
2. Support	2.1	The governing body leads the organisation in its commitment to improving performance and ensures the effective management of corporate and clinical risks	
	2.2	Human resources management supports high quality health care, a competent workforce and a satisfying working environment for staff	

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	2.3	Information management systems enable the organisations goals to be met	
	2.4	The organisation promotes the health of the population	
	2.5	The organisation encourages and adequately governs the conduct of research to improve the safety and quality of health care within organisations	
3. Corporate	3.1	The governing body leads the organisations strategic direction to ensure the provision of quality, safe services	
	3.2	The organisation maintains a safe environment for employees, consumers/patients and visitors	

CHILD SAFE STANDARDS

1	Strategies to embed an organisational culture of child safety, including through effective leadership arrangements	
2	A child safe policy or statement of commitment to child safety	
3	A code of conduct that establishes clear expectations for appropriate behaviour with children	
4	Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel	
5	Processes for responding to and reporting suspected child abuse	
6	Strategies to identify and reduce or remove risks of child abuse	
7	Strategies to promote the participation and empowerment of children	

Key Legislation, Acts and Standards

Multicultural Victoria Act 2011
 Culturally & Linguistically Diverse Families – web resources, Australian Institute of Family Studies, www.aifs.gov.au

Key words

Cultural, linguistically diverse, competency, CALD, NESB, cultural awareness