



# The Methodology

Preparing Cultural Capability Training and Workshops for  
Queensland Public Service staff.

November 2016

# The Methodology

## Preparing Cultural Capability Training and Workshops for Queensland Public Service staff

This document should be read in conjunction with the *Cultural Capability Matters - Queensland Government Aboriginal and Torres Strait Islander Cultural Capability Training Strategy (the Training Strategy)*.

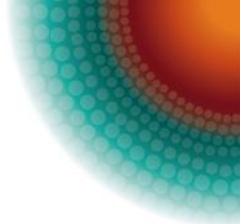
### **Copyright**

*Copyright © The State of Queensland (Department of Aboriginal and Torres Strait Islander Partnerships) May 2016. Copyright protects this publication. Excerpts may be reproduced with acknowledgement of the State of Queensland (Department of Aboriginal and Torres Strait Islander Partnerships).*

### **Disclaimer**

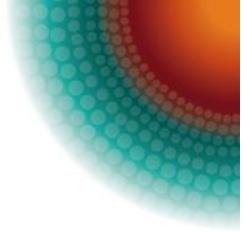
*While every care has been taken in preparing this publication, the State of Queensland accepts no responsibility for decisions or actions taken as a result of any data, information, statement or advice, expressed or implied, contained within. To the best of our knowledge, the content was correct at the time of publishing.*

*The information in this publication is general and does not take into account individual circumstances or situations.*



## Table of Contents

Background .....	4
What is the Methodology? .....	4
Definitions .....	4
Why the Methodology? .....	5
Promoting a Learning Path .....	5
Part 1 (a) – Investigating the Training Participant’s needs .....	5
Pre-training course development questionnaire.....	5
Part 1 (b) – Recommending a suitable service.....	7
Delivery method .....	7
Location of service .....	7
Aboriginal and Torres Strait Islander community involvement in training .....	7
Key stakeholder involvement .....	7
Part 2 – Developing and delivering focused, relevant content to meet the Training Participant’s learning needs.....	8
Essence of Cultural Capability.....	8
Understanding the three practical elements of Cultural Capability.....	8
The Client Issue Self (CIS) model.....	9
Training Content Matrix.....	10
Content development support .....	11
For general Cultural Capability Training Program information, please contact .....	11
Purchasing Training Flow Chart .....	12
Simplified Capability Learning Map .....	13
Desired learning outcomes for each Capability .....	13
Core cultural capabilities .....	13
Foundation.....	13
Leadership.....	14
Function-specific cultural capabilities.....	15
Community engagement .....	15
Individual service delivery.....	16
Policy formulation.....	16
Research.....	18
Community Planning.....	19



## Background

### What is the Methodology?

The methodology is a process that covers two key parts of the Queensland Government's approach to procuring cultural capability training:

1. (a) investigating the Training Participant's needs, and  
(b) recommending a suitable service to the Training Purchaser;
2. developing and delivering highly focused, relevant content to meet the Training Participant's learning needs.

See the Training Purchasing flowchart is at Appendix 1.

### Definitions

For the purposes of this Methodology the following definitions apply:

<b>Word/Phrase</b>	<b>Meaning</b>
Trainer	The person responsible for recommending the most suitable training solution and preparation and delivery of the content.
Training Purchaser	The person responsible for procuring the services of the Trainer
Training Participant	The person receiving the content in a training or workshop session.
Function based cultural capability	Training participants are typically performing the same function but working on different teams or even different departments. Therefore, the Client and Issues may be different for each Training Participant. A training session approach with the opportunity for individual Participant attention is best suited to this scenario.
Project based cultural capability	The Client, Issues, and Staff are clearly identified through a project plan and the outcome/outputs clearly articulated. Training Participants have differing roles and responsibilities based on their position within the Project. A facilitated workshop approach is best suited to this scenario.
CIS Model	The Client, Issue, Self (staff) is a research model that assists trainers to develop content that is relevant and highly focused.

## Why the Methodology?

Put simply, there is too much to learn about Aboriginal and Torres Strait Islander cultures across Queensland. There are over 230 Cultural Heritage Parties, and numerous other groupings within the Aboriginal and Torres Strait Islander community, from traditional to contemporary contexts, across Queensland. And, with over 20 Queensland Government Agencies working on unique issues, there are literally thousands of engagement scenarios that are each different in their own way. Combined with this, Queensland Public Service staff have relatively limited time to commit to training. The solution is to deliver highly focused cultural capability training that will best meet their needs for their current work environment and their current work projects or tasks. Our research also suggests that staff respond best to training that includes face-to-face interaction with the trainer. This methodology paves the way for good communication between the Trainer and Participants by pushing the trainer to develop a good understanding of the Participant and their needs.

## Promoting a Learning Path

A **Learning Path** approach is driven by two factors: staff have limited time to commit to training so short training blocks held often is preferred. This also typically parallels the nature of a public servant's career – changing positions, changing locations, changing responsibilities. We call these events **Learning Triggers**. Trainers should always think about the learning journey staff might need to take to achieve and maintain their cultural capability when Learning Triggers occur. Consider, how does the content developed for this training session fit into a longer learning journey? Trainers are encouraged to discuss training needs from a learning path viewpoint to encourage a continuous learning and improvement approach to cultural capability professional development.

## Part 1 (a) – Investigating the Training Participant's needs

To assist the Trainer to prepare a fit for purpose approach and content, the trainer must conduct a pre-training interview to gather information about the Clients, Issues, and Self (staff attending the training). The Purchaser is responsible for completing a pre-training questionnaire before contacting the Trainer. The questionnaire is discussed below.

The first key outcome of this stage is to determine whether the Participant's cultural capability training needs are Project based or Function based. This will be the basis for either recommending a workshop or training session.

### Pre-training course development questionnaire

(To be completed by the Training Purchaser)

1. Why did you seek out this training?

*(To offer Function/role based personal development training for staff or a project based/team based training need?)*

Next, the Purchaser answers only one question set (2 or 3) below.

#### 2. If it is Function/role based:

2.1 What Core or Functional capability does this training need align to?

- Foundation (pre-requisite for Leadership)

- Leadership
- Community engagement (pre-requisite to the 5 functional capabilities below)
- Individual service delivery
- Policy formulation
- Program delivery
- Research
- Community Based Planning

The learning outcomes for these eight capabilities have been pre-defined, see Appendix 2. There is still an expectation that the training content for these training sessions would either be localised or emphasise the need for further training that provides local knowledge about the relevant Aboriginal or Torres Strait Islander client group.

**Note:** The Purchaser is responsible for ensuring the Training Participants have completed any necessary pre-requisite training.

2.2 Who will be attending the training? Please include their position title.  
*(E.g. Admin officers; Field Staff/Professional Officers; Managers; Directors; Executive Directors)*

2.3 Do any of the attendees identify as Aboriginal or Torres Strait Islander?  
*(Have you politely checked?)*

2.4 What are the key pieces of legislation or policy drivers that require the Participants to consult with Aboriginal and Torres Strait Islander peoples?  
*(E.g. HR policies guide Leadership behaviours)*

2.5. What regional or specific area do the Participants typically in?  
*(Please best describe the locations).*

**3. If it is Project/team based:**

3.1 Briefly, what is the history of your work Unit/Project?  
*(When and why was it formed? Or, what is the background to this project, have similar efforts been made previously)*

3.2 What does your Unit do, or what is the key Project driving this training need?  
*(If available, please provide a copy of your current business plan or project plan. This will help identify areas of your work that might have impact on Aboriginal and Torres Strait Islander people.)*

3.3. Who will be attending the training? Please include their position title  
*(E.g. Admin officers; Field Staff/Professional Officers; Managers; Directors; Executive Directors)*

3.4 Do any of the attendees identify as Aboriginal or Torres Strait Islander?  
*(Have you politely checked?)*

3.5 What are the key pieces of legislation or policy drivers that require you to consult with Aboriginal and Torres Strait Islander peoples?  
*(E.g. consider Commonwealth level drivers that might influence your work practices)*

3.6 Is your work regional or area specific?  
(Please best describe the locations).

3.7 Has your Unit had to consult with Aboriginal and Torres Strait Islander peoples previously?  
(How was it handled? Do feel it was a success?)

3.8 What other projects intersect or align with your work.  
(Who are the other key stakeholders – government, NGOs, industry, non-Indigenous?)

## Part 1 (b) – Recommending a suitable service

There are no set parameters for the delivery of the service. However, your reputation as a training provider will be enhanced by recommendations that display a good sense of innovation, balanced with practicality and convenience. Your performance in this regard, along with your ability to prepare quality content, will be included in the Participant and Purchaser feedback surveys, and this feedback will influence your online rating.

### Delivery method

Will the participants needs be best met by a training session or by a facilitated workshop? Explain your recommend to the Purchaser.

### Location of service

A centrally located training room often has many advantages based on convenience and functionality. However, the trainer may suggest a location that is more conducive to the participation of the Indigenous community, or better illustrates the perspectives and nuances of the Aboriginal and Torres Strait Islander clients. The training might be split across different locations, however the Trainer will be responsible for the transport logistics, and participation should to be too onerous for the Training Participants.

### Aboriginal and Torres Strait Islander community involvement in training

Consider involving Aboriginal and Torres Strait Islander people or organisations in the delivery of your service. This maybe particularly valuable in a workshop scenario as it creates an opportunity to co-design and align understandings of the issues. This type of involvement lends itself well to location based and project based training and workshops. It also aligns with the Training Strategy's goal to provide economic benefit for Aboriginal and Torres Strait Islander people through involvement in training delivery.

### Key stakeholder involvement

Would the involvement of non-Indigenous Key Stakeholders add value to this service? This approach would be particularly applicable in the case of a project based facilitated workshop, where the key stakeholders are easily identifiable.

## Part 2 – Developing and delivering focused, relevant content to meet the Training Participant’s learning needs.

**Note: The Training Purchaser will be required to nominate a departmental contact officer who can assist you to develop your understanding of the nature of the Department’s business.**

This section of the methodology applies both to training and workshopping.

### Essence of Cultural Capability

The Training Strategy describes the essence of cultural capability as a process of continuous learning across three domains - Knowing, Doing, and Being.

Whilst Being can be discussed in training, it is an outcome you can only truly achieve if your personal journey takes you to that state of “Being”.

To give practical application to this three domain ideal, Cultural Capability is made up of three elements: skills + cultural knowledge + operational resources.

### Understanding the three practical elements of Cultural Capability

#### Skills

The skills needed will be determined by the type of engagement that will occur in order to achieve the outcome. The most basic engagement occurs when we interact with an Aboriginal and Torres Strait Islander work colleague. In this instance, your goal is to maintain a harmonious and respectful working relationship with Aboriginal and Torres Strait Islander work colleagues. For Engagement with external clients, your level of responsibility will correlate directly to the type of engagement that will likely occur. For example, lower level staff may be dealing with individuals in direct service delivery roles, whereas Directors and above may be dealing with community leaders in co-designing policy directions. Since Community Engagement skills underpin the other five function-specific capabilities, it will be a compulsory prerequisite for staff studying the function-specific capabilities.

#### Knowledge

Whilst notionally there two distinct cultural groups (Aboriginal peoples and Torres Strait Islanders), there are literally hundreds of ways our client group can be broken down into different sub-groupings. Unless we understand the subtleties and nuances of what makes one group differ from another (for example, who has the right to speak on an issue - is it the individual (medical) or is it the Prescribed Body Corporate (Native Title), or is a combination of both needed) then we will continue to risk offending our Aboriginal and Torres Strait Islander clients, or we can inadvertently risk their wellbeing, and government’s attempts to improve wellbeing outcomes.

#### Resources

Discuss the kinds of resources that might be needed to ensure the task can be completed. Operational resources are those tools that help us complete our tasks. The tools can be as simple as a telephone, or promotional banners, a bus to pick up clients, right through to electronic tools such

as databases, community profiles, or statistical data (*Know your community*). More specifically, the trainer should alert the participants to technologies that are either not available in the bush, or are designed specifically for the bush and not normally seen in urban settings.

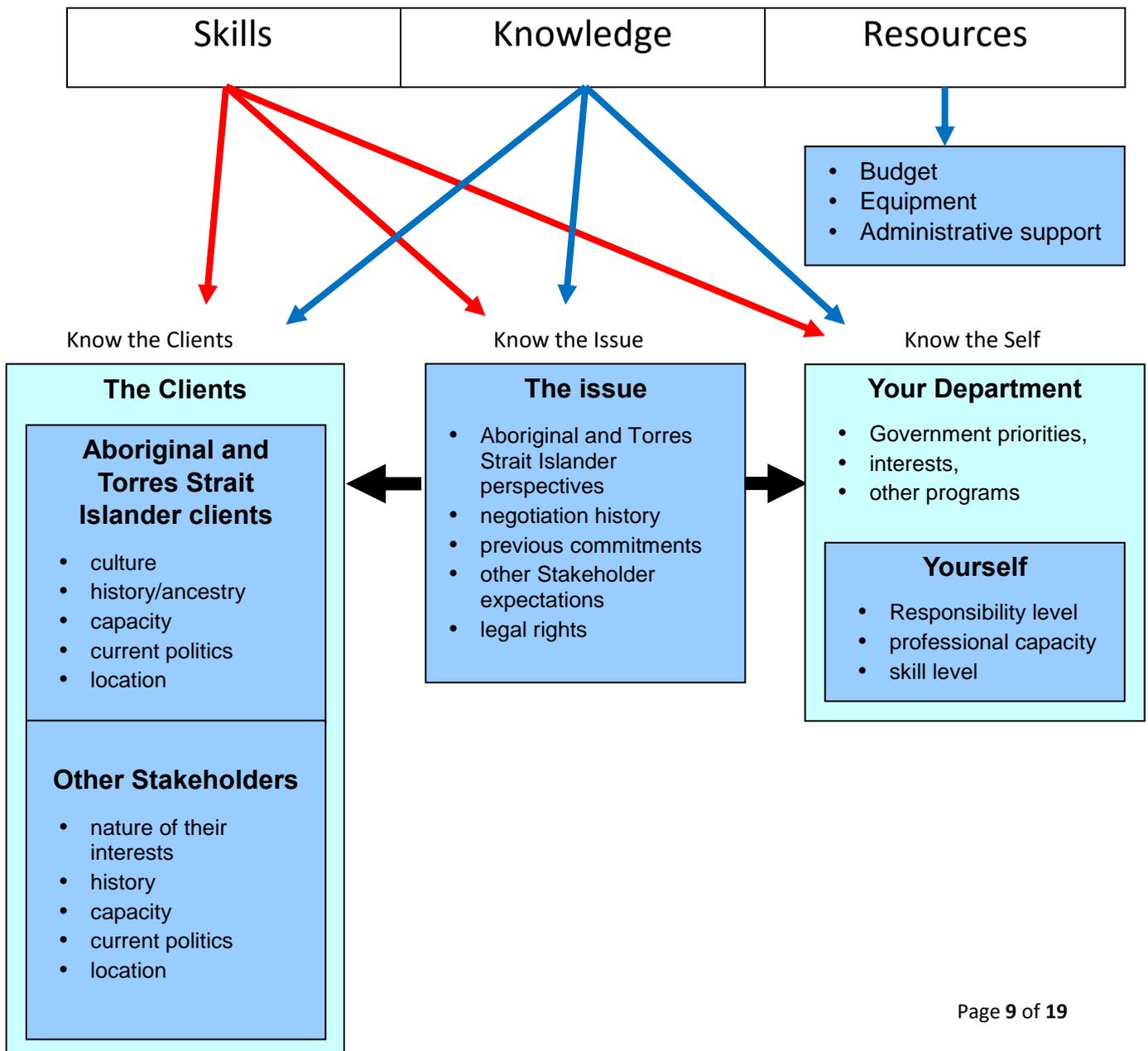
For example, in a remote area a satellite telephone maybe required to maintain contact with a central office.

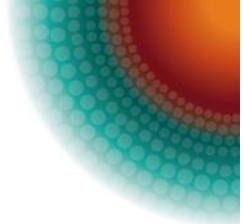
### The Client Issue Self (CIS) model

The knowledge needed can be determined by applying the Client, Issue, Self (CIS) model.

Who are the Clients? What are the specific issues we are dealing with? What cultural factors are important to the client about this issue? What is my level of responsibility, and what legislation and policies regulate my decisions?

Prepare the content based on the CIS model. The Training content matrix at bottom may assist with this task.





### Training Content Matrix

This matrix should be completed from the point of view of the Participants, based on the responses to the questionnaire and any further pre-training discussions. What are the skills knowledge and resources needed to successful complete their work or project?

Training purpose:				
		Skills required	Cultural Knowledge	Resources
The Client	<b>Aboriginal and Torres Strait Islander client(s)</b> <ul style="list-style-type: none"> <li>• Key stakeholders</li> <li>• culture</li> <li>• history/ancestry</li> <li>• capacity</li> <li>• current politics</li> <li>• locations</li> </ul>			
	<b>Other Stakeholders</b> <ul style="list-style-type: none"> <li>• nature of their interests</li> <li>• history</li> <li>• capacity</li> <li>• current politics</li> <li>• location</li> </ul>			
The Issue	<b>The issue</b> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander perspectives</li> <li>• negotiation history</li> <li>• previous commitments</li> <li>• other Stakeholder expectations</li> <li>• legal rights</li> </ul>			
The Self	<b>Your Department</b> <ul style="list-style-type: none"> <li>• Government priorities,</li> <li>• interests,</li> <li>• other programs</li> </ul>			
	<b>Yourself</b> <ul style="list-style-type: none"> <li>• Responsibility level</li> <li>• professional capacity</li> <li>• skill level</li> </ul>			

### Content development support

To assist in the development of relevant content, Trainers should seek support from the Department's nominated support officer. For information about the Aboriginal and Torres Strait Islander community please contact the relevant [DATSIP Regional Office](#) for your location.

For general Cultural Capability Training Program information, please contact

**Russell Black,**

Senior Program Officer,

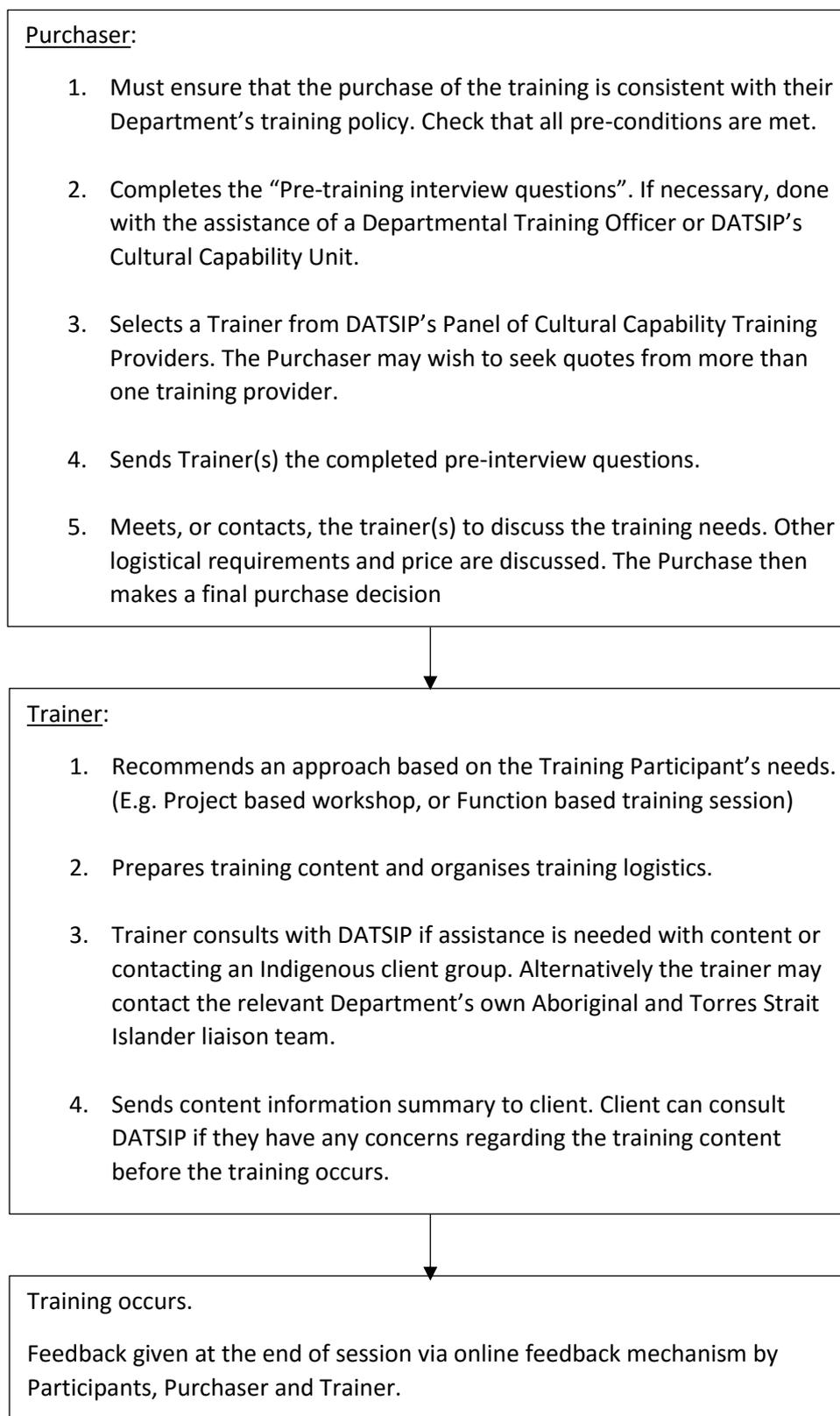
EP Programs, Economic Participation

Department of Aboriginal and Torres Strait Islander Partnerships

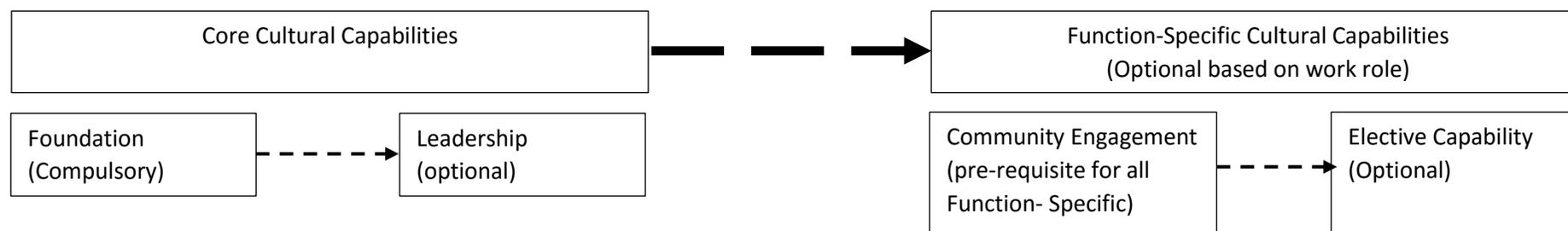
T: 07 3003 6411 | E: [Russell.Black@datsip.qld.gov.au](mailto:Russell.Black@datsip.qld.gov.au)

## Purchasing Training Flow Chart

*The purchasing of the training must still be consistent with the Queensland Government procurement policy. The purchase must represent value for money, be fit for purpose, and can be delivered within the required timeframe.*



## Simplified Capability Learning Map



## Desired learning outcomes for each Capability

### Core cultural capabilities

<p><b>Foundation</b>—All employees regardless of role, function or level. Prerequisite for all further core cultural capabilities and function-specific cultural capabilities learning</p>		
Knowing	Doing	Being
<p>Understands:</p> <ul style="list-style-type: none"> <li>• your Agency’s legislative frameworks, policies and strategic plans relevant to Aboriginal and Torres Strait Islander peoples</li> <li>• Aboriginal and Torres Strait Islander business within the agency and the outcomes the agency is responsible for delivering</li> <li>• the impacts of historical events and previous policies on Aboriginal and Torres Strait Islander peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with cultural events, celebrations, and commemorations</li> <li>• Communicates respectfully with Aboriginal and Torres Strait Islander stakeholders, clients, and colleagues</li> <li>• Uses diverse knowledge and experiences to achieve outcomes</li> <li>• As appropriate, advocates regard for the relevance and importance of Aboriginal and Torres Strait Islander culture, heritage, values, and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Is sensitive, empathetic, non-judgmental and respectful towards Aboriginal and Torres Strait Islander cultures and heritage</li> <li>• Considers and respects the perspectives of Aboriginal and Torres Strait Islander peoples and encourages this in others</li> <li>• Actively seeks out and values the diverse views and experiences of Aboriginal and Torres Strait Islander peoples</li> <li>• Is aware of own personal and cultural biases and how these impact their own perspectives, and puts in place strategies to overcome these</li> </ul>

<ul style="list-style-type: none"> <li>• the current issues facing Aboriginal and Torres Strait Islander peoples and how this is framed by history</li> <li>• the significance of cultural events and celebrations such as NAIDOC, Sorry Day and Reconciliation</li> <li>• the significance of cultural protocols, practices, and definitions of family, and how these impact Aboriginal and Torres Strait Islander peoples</li> <li>• the diversity of Aboriginal and Torres Strait Islander peoples and their world views and shared connections to land and culture</li> <li>• the unique nature of Aboriginal and Torres Strait Islander communities</li> </ul>	<ul style="list-style-type: none"> <li>• Learns about societal and kinship systems and supports Aboriginal and Torres Strait Islander peoples to observe protocols and maintain cultural systems</li> <li>• Works towards eliminating racism through own actions</li> <li>• Adapts communication methods and styles when required to meet the needs of Aboriginal and Torres Strait Islander peoples</li> <li>• Undertakes ongoing cultural learning</li> <li>• Identifies verbal and non-verbal cues and responds with sensitivity and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges the contribution Aboriginal and Torres Strait Islander people make to Australian society</li> <li>• Shows sensitivity and respect for culture in responding to individual needs and circumstances</li> </ul>
---	--	--

Leadership—Set the direction and embed the workplace culture through leadership		
Knowing	Doing	Being
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the value of leadership practice in developing and implementing policy and legislation—especially in complex areas</li> <li>• the cultural context and the impacts of past events, policies and programs and their relevance to emerging issues, challenges and opportunities</li> <li>• the sources of knowledge resting with Aboriginal and Torres Strait Islander employees, stakeholders and networks</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates expectations in relation to cultural awareness and diversity</li> <li>• Leads the engagement of Aboriginal and Torres Strait Islander peoples and communities to deliver the Government’s priorities in a culturally appropriate way</li> <li>• Acknowledges and shows appreciation for contributions and knowledge of Aboriginal and Torres Strait Islander peoples and communities in achieving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Actively learns from Aboriginal and Torres Strait Islander peoples about their culture and supports others to do so</li> <li>• Encourages and draws on different cultural experiences and knowledge</li> <li>• Respects and supports the social and kinship systems of Aboriginal and Torres Strait Islander peoples</li> <li>• Has an authentic and respectful interest in Aboriginal and Torres Strait Islander culture, policy, and implementation matters</li> </ul>

<ul style="list-style-type: none"> <li>• the broader implications of the government’s agenda for Aboriginal and Torres Strait Islander peoples and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Works in genuine partnership with Aboriginal and Torres Strait Islander peoples to achieve shared outcomes</li> <li>• Makes careful observations to understand the underlying dynamics shaping an issue</li> <li>• Models inclusive behaviours and challenges and deals promptly, but respectfully, with inappropriate behaviour.</li> <li>• Creates a shared understanding of the cultural issues on policy</li> <li>• Shows respect and professionalism towards Aboriginal and Torres Strait Islander people and communities throughout the policy development process</li> <li>• Supports and enables Aboriginal and Torres Strait Islander providers to deliver program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Takes the perspective of others, seeking to understand Aboriginal and Torres Strait Islander peoples’ points of view and experiences</li> <li>• Engages with Aboriginal and Torres Strait Islander employees in a sensitive and equitable manner</li> </ul>
--	--	--

### Function-specific cultural capabilities

<p><b>Community engagement</b>—Engage, consult or negotiate with Aboriginal and Torres Strait Islander communities. Prerequisite for all further function-specific cultural capabilities learning.</p>	
<p>Knowing</p>	<p>Doing</p>
<p>Understands:</p> <ul style="list-style-type: none"> <li>• cultural models, protocols and community dynamics and uses this to shape consultation approaches and engagement with communities</li> <li>• priorities and needs of specific communities</li> <li>• process and protocols of community engagement in the community’s context</li> </ul>	<ul style="list-style-type: none"> <li>• Works within cultural and community protocols to deliver results</li> <li>• Facilitates, encourages and values the involvement of Aboriginal and Torres Strait Islander community members</li> <li>• Allows adequate time for community members to consider issues and engage productively</li> <li>• Ensures ongoing communication to discuss outcomes, actions and initiatives with the community</li> <li>• Identifies and resolves conflict productively and respectfully to build trust and maintain relationships.</li> </ul>

<ul style="list-style-type: none"> <li>• the impact of attitudes, beliefs and past experiences of Aboriginal and Torres Strait Islander peoples in the engagement and consultation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds positively to differences and communicates respectfully</li> <li>• Identifies opportunities to learn and develop cultural understanding</li> <li>• Listens carefully to ensure all views are shared and understood.</li> </ul>
--	--

Individual service delivery—Deliver services to Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the issues affecting Aboriginal and Torres Strait Islander peoples and communities at the local level and more broadly</li> <li>• the protocols for providing culturally appropriate services to Aboriginal and Torres Strait Islander clients</li> <li>• the opportunities for working across jurisdictions at a local level</li> <li>• the kinship systems within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies appropriate flexibility in service delivery to meet the cultural needs of individuals</li> <li>• Makes information accessible, culturally appropriate, and targeted to the audience</li> <li>• Manages and resolves conflict with respect for the individual and their culture</li> <li>• Creates a safe interpersonal environment by listening and showing a respectful interest in culture, past experience, and personal circumstances.</li> <li>• Actively seeks opportunities to deliver outcomes for Aboriginal and Torres Strait Islander clients</li> <li>• Is flexible and willing to tailor approaches to create culturally appropriate solutions</li> <li>• Respects the complexities of kinship systems and supports individuals and the community to meet cultural and kinship obligations.</li> </ul>

Policy formulation—Formulate policy that may impact directly or indirectly on Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the tiers of government and how these relate to one another in developing policy that impacts Aboriginal and Torres Strait Islander peoples and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves policy outcomes for Aboriginal and Torres Strait Islander peoples and communities through connecting with other agencies and working co-operatively</li> <li>• Identifies local issues and develops local level strategies to implement changes in policy</li> <li>• Recognises and attributes the expertise and contributions of Aboriginal and Torres Strait Islander peoples in developing policy</li> <li>• Draws on evidence through appropriate resources, knowledge, networks and consultation in policy development</li> </ul>

<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander cultural beliefs, customs and requirements in the policy development process</li> <li>• cross portfolio and whole of government issues and priorities as they impact Aboriginal and Torres Strait Islander peoples</li> <li>• Aboriginal and Torres Strait Islander stakeholders and the dynamics of engaging with them respectfully</li> <li>• possible unintended consequences or disproportionate impact of ‘mainstream’ government policy on Aboriginal and Torres Strait Islander peoples.</li> </ul>	<ul style="list-style-type: none"> <li>• Shares the vision for success by actively engaging Aboriginal and Torres Strait Islander stakeholders in policy development.</li> <li>• Takes opportunities to connect and partner with other agencies on policy development that impacts Aboriginal and Torres Strait Islander peoples</li> <li>• Actively engages with Aboriginal and Torres Strait Islander stakeholders</li> </ul>
---	---

<p><b>Program delivery</b>—Deliver outcomes through programs to Aboriginal and Torres Strait Islander communities</p>	
<p>Knowing</p>	<p>Doing</p>
<p>Understands:</p> <ul style="list-style-type: none"> <li>• government policy in the context of achieving outcomes for Aboriginal and Torres Strait Islander peoples and communities</li> <li>• the cultural context for decision making and the implications for program delivery in Aboriginal and Torres Strait Islander communities</li> </ul>	<ul style="list-style-type: none"> <li>• Applies appropriate flexibility in program delivery to meet the specific cultural needs of the community</li> <li>• Consults the community to develop and implement local level strategies</li> <li>• Builds and continues to strengthen relationships with Aboriginal and Torres Strait Islander communities</li> <li>• Involves community stakeholders in program delivery and advocacy.</li> <li>• Collaborates with other agencies and those working on the ground in delivering programs to achieve outcomes</li> </ul>

<ul style="list-style-type: none"> <li>• the processes and requirements of funding, grant administration, contract management, purchasing arrangements and program guidelines and how these can be adapted to meet specific community needs</li> <li>• key community stakeholders and their role in their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds the capacity of Aboriginal and Torres Strait Islander peoples and communities</li> <li>• Builds trust with the community by listening and showing a genuine, respectful interest in the community’s specific issues and opportunities</li> </ul>
---	--

<b>Research</b> —Research, monitor and evaluate projects that involve Aboriginal and Torres Strait Islander peoples and communities	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• the requirements and principles provided in the Guidelines for Ethical Research<sup>1</sup> in Australian Indigenous Studies</li> <li>• good practice research methods and the cultural requirements of conducting research with or about Aboriginal and Torres Strait Islander peoples</li> <li>• the heritage, cultural and intellectual property rights of Aboriginal and Torres Strait Islander peoples and communities as they apply to research</li> </ul>	<ul style="list-style-type: none"> <li>• Applies evidence based research methodology, underpinned by ethical and culturally acceptable practices</li> <li>• Achieves outcomes that ensure equitable benefits for participating communities</li> <li>• Research is conducted in line with community expectations and cultural protocols, and allows for ongoing opportunities for community involvement</li> <li>• Data is gathered, interpreted, analysed, and presented in ways that are most useful and least disruptive for Aboriginal and Torres Strait Islander peoples.</li> <li>• Commits to meaningful engagement and reciprocity<sup>2</sup> between the researcher and Aboriginal and Torres Strait Islander peoples and communities</li> <li>• Shows respect for the contribution of Aboriginal and Torres Strait Islander culture, knowledge and materials when designing and undertaking research</li> <li>• Engages and negotiates in good faith, with the intent to benefit Aboriginal and Torres Strait Islander peoples and communities.</li> </ul>

<sup>1</sup> Australian Institute of Aboriginal and Torres Strait Islander Studies (2012) Guidelines for Ethical Research in Australian Indigenous Studies, Canberra, Commonwealth of Australia

<sup>2</sup> Reciprocity in this instance is a commitment to return research results to communities in an appropriate, accessible and timely manner

<ul style="list-style-type: none"> <li>• that research should be for the benefit of Aboriginal and Torres Strait Islander people and communities.</li> <li>• the impact of mainstream research on Aboriginal and Torres Strait Islander peoples.</li> </ul>	
---	--

<b>Community Planning</b> —Aboriginal and Torres Strait Islander peoples and communities play a central role in developing plans for their future	
Knowing	Doing
<p>Understands:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander stakeholders and the dynamics of engaging with them respectfully</li> <li>• how Aboriginal and Torres Strait Islander disadvantage can be a barrier to equitable participation in the planning development process</li> <li>• the tiers of government and how these relate to one another in developing planning regimes that impacts Aboriginal and Torres Strait Islander peoples and communities</li> <li>• cross portfolio and whole of government issues and priorities as they impact Aboriginal and Torres Strait Islander peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures all stakeholders are supported to participate equitably in the planning process</li> <li>• Achieves outcomes for Aboriginal and Torres Strait Islander peoples and communities through connecting with other agencies and working co-operatively</li> <li>• provides a forum for Aboriginal and Torres Strait Islander communities to identify local issues and develop local level strategies to implement changes</li> <li>• Draws on evidence through appropriate resources, knowledge, networks and consultation in policy development</li> <li>• Shares the vision for success by actively engaging Aboriginal and Torres Strait Islander stakeholders including women and youth.</li> </ul>