

**Aboriginal
and Torres Strait
Islander Cultural
Learning Strategy
2024-2029**



**MISSION
AUSTRALIA**

Mission Australia Copyright Statement

Aboriginal and Torres Strait Islander Cultural Learning Strategy

© Mission Australia 2023

Copyright Notice

This work is licensed under a Creative Commons Attribution-Non-commercial-ShareAlike 4.0 International License (CC BY-NC-SA). The details of this licence are available [here](#).



Attribution

This publication should be attributed as follows:

© Mission Australia (2023). *'Aboriginal and Torres Strait Islander Cultural Learning Strategy'*

Other uses

Enquiries regarding this licence and any other use of this document are welcome to be sent to rapfeedback@missionaustralia.com.au



Acknowledgement

Mission Australia acknowledges the traditional custodians of lands throughout Australia, and we pay our respects to the Elders past, present and future for they hold the memories, the culture and dreams of the Aboriginal and Torres Strait Islander peoples. We recognise Aboriginal and Torres Strait Islander peoples as Australia's first peoples and respect their cultural heritage, beliefs and continual relationship with the land, and we acknowledge the importance of the young people who are the future leaders.

Mission Australia acknowledges the divergent cultures of Aboriginal and Torres Strait Islander peoples. This cultural safety framework is intended for both Aboriginal peoples and Torres Strait Islanders living across Australia.



A message from the Knowledge Group

We, the Knowledge Group, proudly present the foreword for Mission Australia's Aboriginal and Torres Strait Islander Cultural Learning Strategy. This plan embodies our collective commitment to fostering a culturally safe, inclusive, and respectful environment where the diversity and contributions of Aboriginal and Torres Strait Islander peoples are valued and celebrated.

In partnership with the Mission Australia Corporate Services Team, we have developed a Cultural Learning Strategy to support cultural safety, ensure respect, and enhance the capability of our staff and leaders to engage effectively with Aboriginal and Torres Strait Islander people.

At the heart of our approach is deep listening and storytelling, which form the foundation of how we connect, learn, and grow. The wisdom shared among us creates understanding and opportunities for reflection and learning.

We acknowledge the deep cultural responsibility we feel to keep our family, communities, and people safe through truth-telling and sharing knowledge. The Cultural Learning Strategy invites you to join us in embracing that responsibility as we collectively build a stronger, connected, and culturally safe Mission Australia.

This Strategy is just the beginning of our journey towards reconciliation and cultural safety. Its success relies on the active participation and collaboration of all Mission Australia staff. We extend our gratitude to the Aboriginal and Torres Strait Islander staff, stakeholders, and leaders who have contributed their knowledge and insights to its development.

Together, we have the opportunity to create an organisational culture that values diversity, respects cultural knowledge, and embraces the unique perspectives of Aboriginal and Torres Strait Islander peoples. By working collectively and committing ourselves to the objectives outlined in the Strategy we will build a more inclusive, equitable, and culturally adept Mission Australia.

Join us on this important journey, and together, let us build a stronger, connected Mission Australia.

Contents

- Aim 7
- Objectives 7
- Essential Elements 7
- Cultural Learning Continuum 8
- Adult Learning Principles 9
- Levels of Evaluation 10
- Cultural Learning Outcome 1 - Respect 12
- Cultural Learning Outcome 2 - Understanding 14
- Cultural Learning Outcome 3 - Engagement 16
- Cultural Learning Outcome 4 – Self Awareness 18
- Cultural Safety Continuum 20
- Cultural Learning Ideas 21
- Workplace Cultural Learning Plan 22



Introduction

The Aboriginal and Torres Strait Islander Cultural Learning Strategy (Strategy) is a five-year commitment that has been developed to enable Mission Australia to provide a consistent approach to the improvement of the cultural competence of our workforce and to establish culturally safe services, practices and work environments for workers, clients and communities that we engage with.

The Learning Strategy is part of a suite of cultural tools that support Mission Australia's commitment to reconciliation and works alongside our Aboriginal and Torres Strait Islander Cultural Safety Framework 2024-2029 and Aboriginal and Torres Strait Islander Workforce Plan 2024-2029.

The Learning Strategy also sits alongside the following organisational plans and strategies:

- Aboriginal and Torres Strait Islander Cultural Safety Practice Guidelines 2023
- Diversity & Inclusion Plan (in development)
- Mission Australia Strategy 2020-2025
- Reconciliation Action Plan 2022-2023
- Learning & Development Strategy 2022-2025
- Employee Guide to Career Development

Mission Australia ensures that cultural safety is everyone's business by embedding cultural safety into our daily practices, services and routines.



Source: SNAICC Ensuring equality for Aboriginal and Torres Strait Islander Children in the early years

Why Do We Need a Cultural Learning Strategy?

Culturally safe work environments and services contribute to empowerment and self-determination for Aboriginal and Torres Strait Islander peoples and communities.¹

The Learning Strategy lays the foundations to progress the priorities and actions outlined in our Reconciliation Action Plan 2022-2023, the Aboriginal and Torres Strait Islander Workforce Plan 2024-2029 and the Aboriginal and Torres Strait Islander Cultural Safety Framework 2024-2029.

The commitments of the Learning Strategy support building cultural competence for all Mission Australia's workers including staff, volunteers, and student placements.

Strengthening cultural safety across Mission Australia will:

- strengthen our overall cultural competence.
- create positive and safe experiences for Aboriginal and Torres Strait Islander peoples.
- improve employment opportunities and retention outcomes for Aboriginal and Torres Strait Islander staff.
- build safe and inclusive workplace for everyone.



¹ Williams, R. (2008), Cultural safety; what does it mean for our work practice? Australian and New Zealand Journal of Public Health, 23:213-214

The Aboriginal and Torres Strait Islander Cultural Learning Strategy

Aim

To enhance Mission Australia's cultural competence by facilitating Aboriginal and Torres Strait Islander cultural learning opportunities for all workers.

Objectives

- To increase awareness and understanding of Aboriginal and Torres Strait Islander cultures, histories and knowledge through learning, critical reflection and meaningful engagement
- Support Mission Australia's workers with ongoing learning to strengthen cultural competence and assist in achieving our reconciliation commitments

Essential Elements

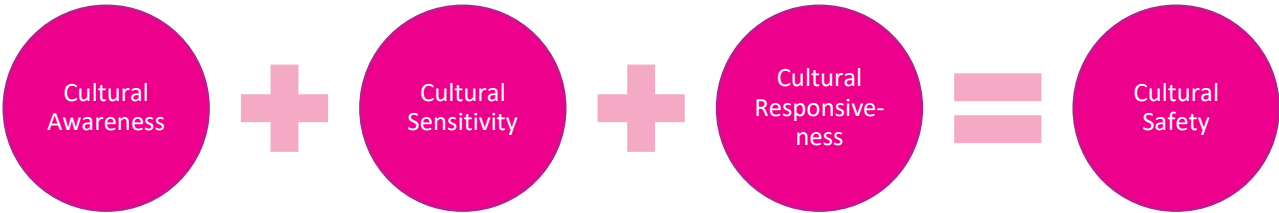
- Respect for Aboriginal and Torres Strait Islander Cultures
- Understanding the impact of histories and policies on Aboriginal and Torres Strait Islander peoples
- Engagement with Aboriginal and Torres Strait Islander peoples
- Developing Cultural Self Awareness

Learning outcomes have been developed for each element to ensure there are clear and consistent outcomes that can be measured and evaluated.



Effective Learning Environment

Cultural Learning Continuum²



Our Learning Strategy will be supported by a multi-level learning approach incorporating a learning continuum towards cultural safety that focuses on building staff knowledge and awareness of the diverse Aboriginal and Torres Strait Islander histories and cultures, recognition of how our personal histories, experience and bias impacts engagement and relationships with Aboriginal and Torres Strait Islander peoples and strategies that can be developed to improve understanding and application of cultural safety in our workplace practices and service delivery.

Phases of Learning

The Cultural Learning Strategy supports a continuous learning journey that understands the need for staff to acquire new information and learn new skills to strengthen behaviours and practice.

The Strategy adopts a 3-phase approach to training that requires staff to achieve the learning outcomes defined for phases one and two. Learning outcomes for phase three are to be achieved by managers and staff in leadership roles. Responsibility to support achievements and governance of the Strategy sit with the Executive Committee.

	Phase 1 Awareness & Knowledge <i>All Mission Australia workers</i>	<ul style="list-style-type: none"> • Awareness and knowledge building • Understanding the impacts of cultures and histories
	Phase 2 Applied in Practice <i>All Mission Australia workers</i>	<ul style="list-style-type: none"> • Staff apply their knowledge from phase 1 learning • Requires self reflection of behaviours, bias and engagement
	Phase 3 Organisation Focus <i>All Mission Australia managers and staff in leadership roles</i>	<ul style="list-style-type: none"> • Develop systems and processes to deliver learning in a culturally sensitive way • Builds on learnings from phase 1 & 2

² AITSL: Building a culturally responsive Australian teaching workforce.

Adult Learning Principles

All training and learning opportunities of the Learning Strategy will be underpinned by adult learning principles that ensure learning is contemporary, is based on evidence and is interactive.

Adult learning is premised on the following characteristics³

The need to know

Adult learners want to know why they have to learn something or acquire new skills. They want their learning experience to meet their needs, be relevant and help them achieve their goals.

Mission Australia is committed to improving our services and outcomes for Aboriginal and Torres Strait Islander clients and communities and considers strengthening the cultural competence of our workforce to be a critical component in achieving our goals.

Learner's self-concept

Adult learners want respect and be seen as capable learners. They should be offered choice and be encouraged to set their own learning goals. Adult learners are self-motivate, have independent thoughts, can make their own decisions and want to own their learning journey.

Mission Australia is committed to providing different ways for workers to engage in learning to ensure learning outcomes are achieved.

Role of the learner's experience

Adult learners bring the richness and diversity of life experiences to work. They should be given the opportunity to use their existing knowledge and experience, which they can apply to new learning experiences.

Mission Australia recognises the importance of providing a variety of learning opportunities to address the deep-seated ideas that some staff may have about Aboriginal and Torres Strait Islander peoples, cultures and histories.

Readiness to learn

Adults are ready to learn when they identify something they want to know or become proficient at, or when they experience something that connects with their life situations.

This can be challenging when staff are required to participate in training rather than seeking out the learning opportunity themselves.

Mission Australia will endeavour to link learning opportunities with the motivation of staff that work with Aboriginal and Torres Strait Islander clients to improve their experience and outcomes.

Orientation to learning

Adult learners are practical and want their learning to apply to their work. They want to learn what will help them perform tasks, improve their knowledge and be involved in planning their learning journey.

³ Adult Learning Australia: Lifelong learning for a fairer Australia

Mission Australia will embed a national approach to cultural learning that is supported by locally led initiatives and learning solutions.

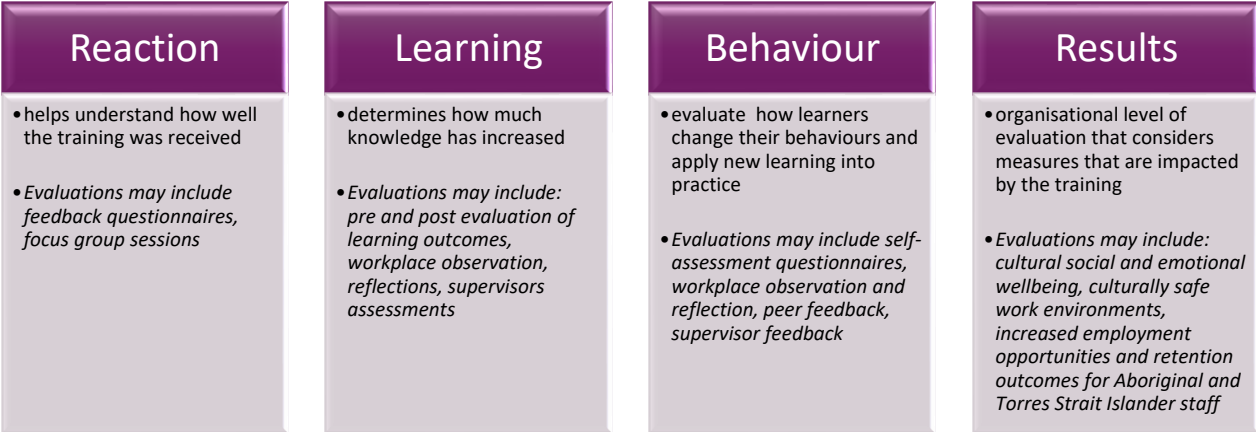
Motivation

Adults are responsive to external motivators such as better jobs or increased salary. However, the best motivators are internal including increased job satisfaction, life-work balance, personal growth and development and better outcomes for their clients.

Initiatives of the Learning Strategy will provide staff with a greater understanding and knowledge of historical impacts of colonisation, inequities of services and support, and motivate staff driven by a desire for improving outcomes for Aboriginal and Torres Strait Islander peoples.

Levels of Evaluation

To determine the impact of learning experiences, the Learning Strategy adopts the standards of Kirkpatrick’s Model for evaluating the effectiveness of training.⁴



All cultural learning activities will be evaluated using a combined methodology. Corporate Services will report level one and two training evaluations and determine how changes in behaviour (level 3) will be evaluated and reported in a meaningful way. Evaluation of results will be conducted across Mission Australia using the agreed measures.

For further details refer to the Monitoring and Accountability section.

⁴ Mindtools: Kirkpatrick’s Model: Analysing Learning Effectiveness

How Training Will Be Delivered

How training will be delivered will be dependent on several factors such as the geographic locations of services, workforce distribution and the availability of quality and appropriate training resources. Supporting our locally led, nationally driven learning approach, staff are encouraged to identify local training solutions that builds cultural knowledge, awareness and competence.

Learning outcomes that develop knowledge may be delivered via online learning platforms, whereas other learning outcomes that require application to practice will need a different approach. This may include face to face training, mentoring, or coaching, on the job learning, communities of practice or a combination of methods.

It is important that learning outcomes are recorded regardless of the training method and completion data is collected to allow the monitoring of progress of the learning strategy and initiatives.

Monitoring and Accountability

Mission Australia is committed to monitoring and tracking our progress towards achieving cultural safety for Aboriginal and Torres Strait Islander peoples and build cultural knowledge and competence of all workers.

Over the next five years, we will assess and report on the following measures to understand our progress:

- Increased participation in our cultural learning programs
- The number of staff completing Phase 1-3 training
- Aboriginal and Torres Strait Islander staff view Mission Australia as a culturally safe organisation and safe in their identity and culture.
- Increased satisfaction from Aboriginal and Torres Strait Islander clients and communities with the service and support we provide.

Evaluation of these measures will occur through existing mechanisms including our learning and development assessments and reports. We will also establish new or improved mechanisms including:

- Staff exit interviews and surveys to inform culturally safe practices and environments.
- Annual cultural safety survey conducted for Aboriginal and Torres Strait Islander staff.
- Client satisfaction feedback for Aboriginal and Torres Strait Islander clients

Our cultural safety measures will sit alongside the evaluation of our Reconciliation Action Plan and Aboriginal and Torres Strait Islander Workforce Plan 2024-2029. It will inform a continuous improvement process that enables Mission Australia to develop further opportunities to enhance cultural safety for Aboriginal and Torres Strait Islander staff. The Executive Corporate Services will be accountable for the development, monitoring, and evaluation of the Learning Strategy, with local training initiatives and activities the responsibility of all Mission Australia workers.

Resources

Cultural Learning Outcome 1 - Respect

Outcome 1: Respect for Aboriginal and Torres Strait Islander Cultures	
Phase 1 Individual learning	<p>On completion of <u>Phase One</u> learning you will be able to:</p> <ul style="list-style-type: none"> • Describe the diversity of Aboriginal and Torres Strait Islander cultures • Describe positive behaviours that demonstrate respect to Aboriginal and Torres Strait Islander peoples • Identify key cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander peoples and communities • Describe the differences between equity and equality in access to support and services • Understand the reason for Acknowledgement of Country
Phase 2 Work Practice	<p>On completion of <u>Phase Two</u> learning, you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate culturally sensitive behaviours when engaging with Aboriginal and Torres Strait Islander peoples • Reflect on your practices to ensure Aboriginal and Torres Strait Islander clients have equity in accessing your service • Observe local Aboriginal and Torres Strait Islander protocols when engaging with Aboriginal and Torres Strait Islander Elders • Challenge and respond to racist behaviour and stereotypes • Understand the Acknowledgement of Country and embed it in your practices • Identify the steps you need to take to create a culturally safe environment • Recognise the importance of having Aboriginal and Torres Strait Islander staff as a key part of your team or workforce

<p>Phase 3 Organisational Learning</p>	<p>On completion of <u>Phase Three</u> learning, you will be able to:</p> <ul style="list-style-type: none">• Rectify organisational racism as it is identified in Mission Australia’s policies, procedures and practices• Understand the Welcome to Country and when it is appropriate to occur• Develop workforce strategies to increase the recruitment and retention of Aboriginal and Torres Strait Islander staff in your service/business• Value Aboriginal and Torres Strait Islander representation at all levels of governance within Mission Australia• Design and support learning and development strategies that improve Mission Australia’s cultural capability• Develop consultation, collaboration and partnerships with Aboriginal and Torres Strait Islander communities and organisations
--	--



Cultural Learning Outcome 2 - Understanding

Outcome 2: Understanding of the impact of histories and policies on Aboriginal and Torres Strait Islander peoples	
Phase 1 Individual learning	<p>On completion of <u>Phase One</u> learning you will be able to:</p> <ul style="list-style-type: none">• Describe Aboriginal and Torres Strait Islander cultures pre and post colonisation• Describe the impact of colonisation to Aboriginal and Torres Strait Islander peoples and their way of life• Define White Privilege• Recognise the impact racism has on Aboriginal and Torres Strait Islander people's safety, social and emotional wellbeing and self-determination• Identify key events post colonisation that have had a negative impact to Aboriginal and Torres Strait Islander peoples
Phase 2 Work Practice	<p>On completion of <u>Phase Two</u> learning, you will be able to:</p> <ul style="list-style-type: none">• Acknowledge the influence of personal and social perspectives and experience on your understanding of Aboriginal and Torres Strait Islander histories• Demonstrate an understanding of, and sensitivity to history and racism and how they impact Aboriginal and Torres Strait Islander peoples and communities• Engage culturally safe practices that reflect understanding and recognition of past histories and impact of Aboriginal and Torres Strait Islander peoples and culture• Ensure local cultural protocols are adhered to at all times.

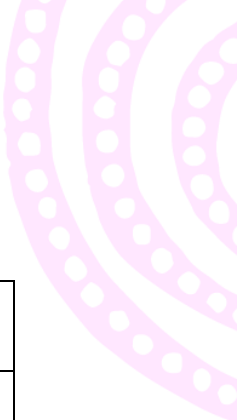
Phase 3

Organisational Learning

On completion of Phase Three learning, you will be able to:

- Develop policies and procedures in a way that recognises the impact of history on Aboriginal and Torres Strait Islander peoples
- Develop culturally safe work environments by representing Aboriginal and Torres Strait Islander history and culture in all work places.
- Develop strategies to maintain healthy, trusted relationships with Aboriginal and Torres Strait Islander staff, clients and communities





Cultural Learning Outcome 3 - Engagement

Outcome 3: Engagement with Aboriginal and Torres Strait Islander peoples	
Phase 1 Individual learning	On completion of <u>Phase One</u> learning you will be able to: <ul style="list-style-type: none">• Develop basic strategies to engage and communicate with Aboriginal and Torres Strait Islander peoples• Identify key protocols of culturally safe practices when engaging with Aboriginal and Torres Strait Islander peoples• Describe characteristics of communication which builds trust
Phase 2 Work Practice	On completion of <u>Phase Two</u> learning, you will be able to: <ul style="list-style-type: none">• Compare and contrast your communication style with that of your Aboriginal and Torres Strait Islander peers and clients• Identify areas for improvement that make your communication style more effective• Recognise when communication is not effective, and when the use of another strategy is required• Explain how a strengthens-based approach to working with Aboriginal and Torres Strait Islander clients would change your communication• Ensure Aboriginal and Torres Strait Islander staff have the opportunity to participate in locally led community activities and initiatives.• Develop and embed cultural and peer support and supervision• Ensure local cultural protocols are adhered to at all times.

Phase 3 Organisational Learning	On completion of <u>Phase Three</u> learning, you will be able to: <ul style="list-style-type: none">• Recognise the cultural and linguistic diversity of Aboriginal and Torres Strait Islander peoples in organisational policies, procedures and guidelines.• Develop effective policy and strategic responses to improve culturally appropriate communication
------------------------------------	---



Cultural Learning Outcome 4 – Self Awareness

Outcome 4: Developing Cultural Self Awareness	
Phase 1 Individual learning	<p>On completion of level one learning you will be able to:</p> <ul style="list-style-type: none"> • Explain Cultural Self-awareness • Identify your own cultural values and practices • Identify examples of White Privilege • Identify how to access resources to learn more about Aboriginal and Torres Strait Islander cultures
Phase 2 Work Practice	<p>On completion of level two learning, you will be able to:</p> <ul style="list-style-type: none"> • Evaluate how your own cultural values and practices impact on how you work with Aboriginal and Torres Strait Islander staff and clients. • Identify diversity within Aboriginal and Torres Strait Islander cultural groups. • Identify common generalisations and stereotypes and reflect how these influence your interactions with Aboriginal and Torres Strait Islander peoples. • Utilise empathy to understand how Aboriginal and Torres Strait Islander clients would like to be treated when engaging with your service.



Outcome 4: Developing Cultural Self Awareness

Phase 3
Organisational
Learning

On completion of Phase Three learning, you will be able to:

- Tackle racism and discrimination in the workplace.
- Build an understanding of how Aboriginal and Torres Strait Islander staff and clients want to be treated in terms of systems, process and practices.
- Rectify workplace systems, policies and procedures that discriminate against Aboriginal and Torres Strait Islander peoples.
- Develop a Workplace Cultural Learning Plan for each workplace
- Evaluate workplace process to support the recruitment, retention and professional development of Aboriginal and Torres Strait Islander staff.



Cultural Safety Continuum

Our Learning Strategy introduces a learning continuum towards cultural safety that focuses on building staff knowledge and awareness of Aboriginal and Torres Strait Islander histories and culture, recognition of how our personal histories, experience and bias impacts engagement and relationships with Aboriginal and Torres Strait Islander peoples and strategies that can be developed to improve understanding and application of cultural safety in our workplace practices and service delivery.

Achieving cultural safety is an ongoing cyclical process. Your place on the continuum will constantly shift depending on the context of your cultural learning and development journey and activities.



Cultural Learning Ideas



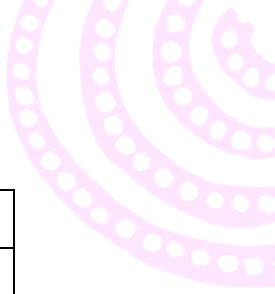
Cultural Safety	Formal Training	Informal Training
Cultural Awareness	<ul style="list-style-type: none"> • Aboriginal & Torres Strait Islander Histories • Impact of colonisation policies • Self-determination • Reconciliation • Closing the Gap • Truth Telling • Aboriginal & Torres Strait Islander cultural awareness • Diversity & inclusion • Respectful workplace behaviours 	<ul style="list-style-type: none"> • Read & understand your RAP • Engage with Knowledge Group • Engage in Yammer discussions • Events & celebration activities • Exhibitions • Cultural protocols • Understanding language and terminology
Cultural Sensitivities	<ul style="list-style-type: none"> • Working inclusively with Aboriginal & Torres Strait Islander clients • Collaborating with Aboriginal communities • Unconscious bias program 	<ul style="list-style-type: none"> • Cultural immersion activities • Cultural articles, videos • Diversity & inclusion activities • Yarning groups
Cultural Safety	<ul style="list-style-type: none"> • Individual Reflection tool • Organisation / Business Unit Reflection tool 	<ul style="list-style-type: none"> • Feedback systems • Create safe work environments. • Communication styles

Workplace Cultural Learning Plan

To support the implementation of Mission Australia's Aboriginal Cultural Learning Strategy 2024-2029, a Workplace Cultural Learning Plan template has been designed to assist services and business units to identify annual commitments and map out a plan to embed Aboriginal and Torres Strait Islander cultural perspectives and understanding into everyday workplace activities.

It also provides a means to embrace cultural diversity by identifying strategies that will help build a skilled Aboriginal and Torres Strait Islander workforce and acknowledge voice by providing Aboriginal and Torres Strait Islander leadership opportunities.





Workplace Cultural Learning Plan: [workplace]	Date:
Contact Details:	

	Commitment	Action	Resources and Tools	Responsibility	Timeline	Outcome
Cultural Learning						
Workforce						
Leadership						

Cultural Learning

- All staff to complete Mission Australia's online Aboriginal and Torres Strait Islander Cultural Awareness course.
- All staff to participate in cultural learning training offered within Mission Australia and through external providers to enhance the level of understanding around Aboriginal and Torres Strait Islander peoples, cultures and history.
- Attend Aboriginal and Torres Strait Islander community events or organise an internal event to recognise and celebrate these cultural events.
- Develop and raise staff understanding of the meaning and significance of Aboriginal and Torres Strait Islander protocols, such as Welcome to Country and Acknowledgement of Country
- Establish protocols for respectful engagement and/or consultation between Mission Australia and Aboriginal and Torres Strait Islander peoples, organisations and communities.
- Develop a formalised Aboriginal and Torres Strait Islander community consultation process to improve service development and delivery.
- Provide access to Aboriginal and Torres Strait Islander newspapers in staff common areas (such as Koori Mail and Indigenous Times).
- Hold regular internal discussion forums on Aboriginal and Torres Strait Islander affairs and culture throughout the year and encourage all staff to attend at least one discussion forum.
- Display and fully acknowledge Aboriginal and Torres Strait Islander flags, art and imagery.
- Name buildings and/or rooms in honour of Aboriginal and Torres Strait Islander peoples.
- Create and install posters and acknowledging local traditional custodians of the land.
- Develop an Aboriginal Events Calendar that list significant national (and State) cultural events
- Ensure that all staff are familiar with Mission Australia's *Aboriginal and Torres Strait Islander Cultural Learning Strategy 2024-2029*

Workforce

- Consider a business case for Aboriginal and Torres Strait Islander employment within your service area or across the organisation. The scope may include recruitment through pathway programs such as traineeships, cadetships and leadership pathways.
- Capture baseline data on current Aboriginal and Torres Strait Islander employees in your area to inform future developments.
- Partner with Aboriginal and Torres Strait Islander recruitment, employment and training services.
- Aboriginal and Torres Strait Islander staff have a professional development plan in place and a peer-to-peer support plan.
- Ensure that all staff are familiar with Mission Australia's *Aboriginal and Torres Strait Islander Workforce Development Plan 2024-2029*

Leadership

- Establish a mentoring program to support the leadership development of Aboriginal and Torres Strait Islander staff.
- Coach Aboriginal and Torres Strait Islander staff into leadership roles including the opportunity to attend leadership meetings and act in higher-duty positions where appropriate.
- Support Aboriginal and Torres Strait Islander staff to undertake further training and development that will develop their leadership capacity.
- Develop and implement awards to recognise Aboriginal and non-Indigenous employees who have made a significant contribution to your workplace.
- Support secondments for Aboriginal and Torres Strait Islander staff into higher-level and leadership roles.
- Non-indigenous leaders undertake training to build capability to lead and manage cultural safety in the workplace.
- Ensure that all staff are familiar with Mission Australia's *Aboriginal and Torres Strait Islander Workforce Development Plan 2024-2029* and *Learning and Development Strategy 2022-2025*

References

- Adult Learning Australia: Lifelong learning for a fairer Australia, <https://ala.asn.au/adult-learning/the-principles-of-adult-learning/>
- Australian Institute for Teaching and School Leadership Limited: AITSL: Building a culturally responsive Australian teaching workforce, <https://www.aitsl.edu.au/teach/intercultural-development/building-a-culturally-responsive-australian-teaching-workforce>
- Australian Public Service, Highly Capable, Future-Ready: Learning and Development Strategy, <https://www.apsc.gov.au/learning-and-development/highly-capable-future-ready-aps-learning-and-development-strategy>
- Mindtools: Kirkpatrick's Model: Analysing Learning Effectiveness, <https://www.mindtools.com/ak1yhhs/kirkpatrick-s-four-level-training-evaluation-model>
- SNAICC: Ensuring equality for Aboriginal and Torres Strait Islander Children in the early years, <https://www.snaicc.org.au/wp-content/uploads/2019/02/SNAICC-ECA-Discussion-Paper-Feb2019.pdf>
- The University of Queensland, Aboriginal and Torres Strait Islander Research and Innovation Strategy 2021-2025, <https://www.uq.edu.au/research/files/39775/20210223%20UQ%20Aboriginal%20and%20Torres%20Strait%20Islander%20Research%20and%20Innovation%20Strategy%202021-2025.pdf>.
- Victorian Legal Aid, Aboriginal and Torres Strait Islander Cultural Learning Strategy 2020-2025, <https://www.legalaid.vic.gov.au/aboriginal-and-torres-strait-islander-cultural-learning-strategy>.
- Western Australia Department of Health, Aboriginal Cultural Learning Framework, https://www.health.wa.gov.au/-/media/Files/Corporate/general%20documents/Multicultural/PDF/Cultural_Learning_Framework.ashx.
- Williams, R. (2008), Cultural safety; what does it mean for our work practice? Australian and New Zealand Journal of Public Health, 23:213-214

