

Aboriginal and Torres Strait Islander Cultural Capability Framework



Acknowledgement of country

We pay our respects to Elders past and present who guide us with their knowledge, memories, traditions and culture, and help us to achieve the best educational, wellbeing and life outcomes for Aboriginal and Torres Strait Islander staff, children and students.

Director-General foreword

Improving cultural capability in schools, early childhood education and care settings, and workplaces is ‘everyone’s business’, and a critical step in our Commitment to Aboriginal Peoples and Torres Strait Islander Peoples.

I expect all of us, in every school, early childhood education and care setting, and workplace, to be inclusive and visibly demonstrate cultural capability through our actions and values.

This framework is vital to delivering culturally responsive services, ensuring that Aboriginal peoples and Torres Strait Islander peoples feel safe, reach their full potential, thrive and achieve meaningful outcomes in our schools, early childhood education and care settings, and workplaces.

We realise that cultural capability embodies continuous learning that builds over time, and is not accomplished after one training session or at a single end-point.

Our school, early childhood education and care setting, and workplace leaders are fundamental to driving improvement in the cultural responsiveness of systems, policies, processes and practices, and driving action to improve cultural capability in their schools, early childhood education and care setting, or workplace.

Culturally capable and culturally safe schools, early childhood education and care settings, and workplaces not only support Aboriginal peoples and Torres Strait Islander peoples, it benefits us all.

Vision

As individuals and collectively we continue to build our cultural capability to make inclusive and culturally safe environments for Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, families, communities and Elders to feel valued and thrive.

Purpose

The framework provides a common understanding of what cultural capability looks like for the entire workforce and the transformative steps to realise the department’s Commitment Statement to Aboriginal Peoples and Torres Strait Islander Peoples in schools, early childhood education and care settings, and workplaces.

The framework supports us all to:

- ensure teaching, learning, service delivery, policy and programs reflect, and are appropriate to, the needs of Aboriginal peoples and Torres Strait Islander peoples – providing support to belong and succeed
- work effectively together with Aboriginal and Torres Strait Islander leaders, staff, students, families, local community and Elders – engaging, connecting and achieving meaningful outcomes
- act with cultural capability in our everyday work – knowing, doing, being.

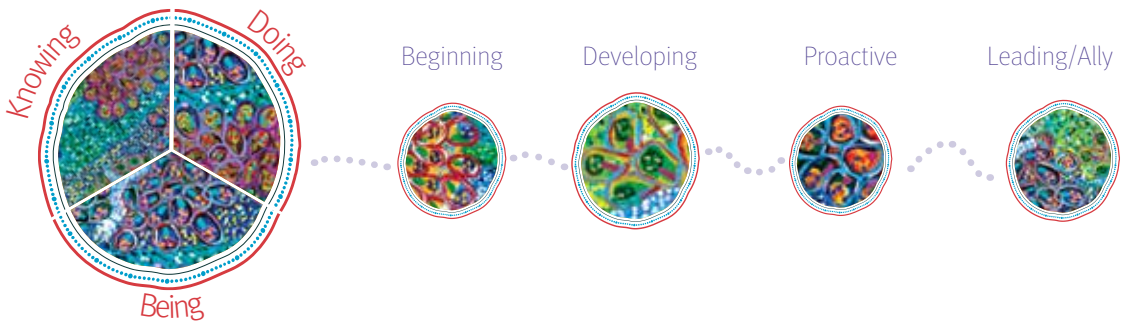
What is cultural capability?

It is the “integration of knowledge about individuals and groups of peoples into specific standards, policies, practices and attitudes to produce better outcomes for Aboriginal peoples and Torres Strait Islander peoples” (Department of Aboriginal and Torres Strait Islander Partnerships, 2018). Cultural capability is observable, measurable and clearly demonstrates outcomes for individuals, teams, managers, leaders, processes and systems in schools, early childhood education and care settings, and workplaces.

Knowing, doing and being

Cultural capability is a process of continuous learning in all three domains of effective practice, ‘knowing, doing, and being’:

- Knowing - Knowing and understanding history, culture, customs, beliefs and local circumstances.
- Doing - Culturally appropriate action and behaviour.
- Being - Awareness, authenticity and openness to examining own values, beliefs and biases and their impact on others. Having integrity and cultural sensitivity in decision-making.



Cultural capability approach

The framework describes three baseline capabilities and one teaching-specific capability.

Baseline cultural capabilities

These capabilities are for all staff and leaders, regardless of role, function, or classification in their schools, early childhood education and care setting, or workplace and include: valuing culture and history, leadership (self and people), and working together.

Teaching-specific cultural capability

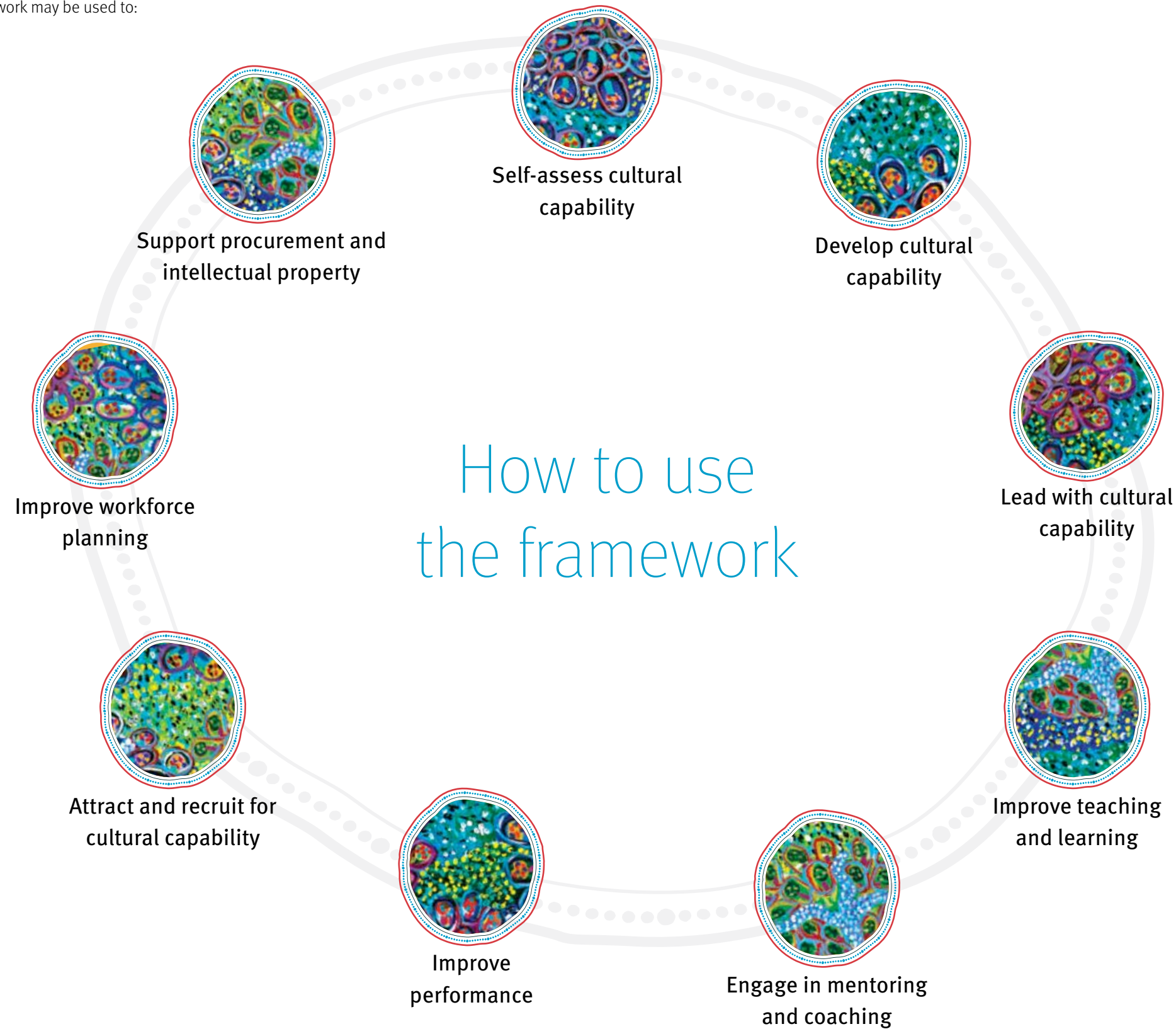
In addition to baseline cultural capabilities, staff performing a teaching function have a specific teaching and learning cultural capability due to their impact on outcomes for Aboriginal and Torres Strait Islander students, families and communities.

Snook, Scott, Nitin Nohria, and Rakesh Khurana, (2012, XV) The Handbook for Teaching Leadership: Knowing, Doing, and Being. Thousand Oaks, CA: Sage Publications

How to use the framework

The framework provides a foundation for both the individual and organisation to use as a guide for developing and practicing cultural capability. Principals, deputy principals, executives, program managers, team leaders and human resource practitioners can use the framework to develop practical approaches to strengthen Aboriginal and Torres Strait Islander cultural capability in schools, early childhood education and care settings, and workplaces.

The framework may be used to:



Coral Beds Down Under Artwork



© Copyright Josiah Omeenyo 2011

Artist biography

Josiah Omeenyo is from Lockhart River Queensland Australia and is a member of the Lockhart River Artists group. Josiah is well known for his coral reef themed paintings using spectacular colour combinations. He is not the only artist in his family, his mother and aunty are also involved with the Lockhart River artists. He uses paint on canvas and linen to share his stories with the world.

Notice of Custodial Interest of the Lockhart River Community: “This image embodies traditional ritual knowledge of the Lockhart River community in Queensland as painted by the artist. Dealing with any part of the images for any purpose that has not been authorised by the artist Josiah Omeenyo, a traditional landowner himself, is a serious breach of the customary laws of the Lockhart River community.”

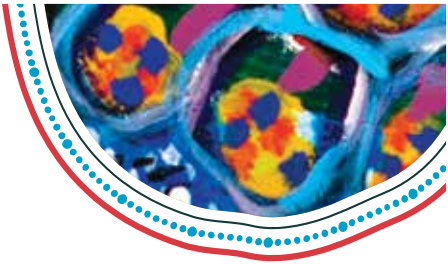
Acknowledgement of working party

We acknowledge the working party, who co-designed the framework. Numerous staff from across the state contributed, including principals, teachers, community education counsellors (early childhood, primary and secondary education); and staff in Inclusion and Diversity, Indigenous Policy, Indigenous Education, Recruitment, and School Improvement. External contributors include: Queensland Aboriginal and Torres Strait Islander Education and Training Advisory Committee, Queensland College of Teachers, Together Union and Queensland Teachers' Union.

1

Baseline cultural capability:
Valuing culture and history

In culturally capable schools, early childhood education and care settings, and workplaces each of us has a responsibility to develop a genuine understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ cultures and histories, and their lasting impact on Aboriginal peoples and Torres Strait Islander peoples.



Domains of effective practice

Continuum of learning

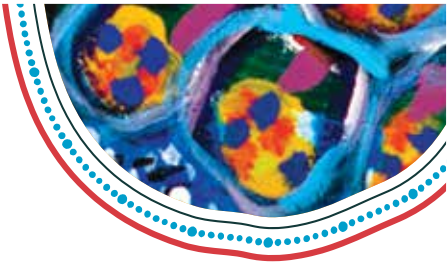
<p>Knowing</p> <p>K1.1 Understands the diversity of Aboriginal and Torres Strait Islander peoples, cultures, languages, protocols, practices, and kinship systems; and the requirements for different approaches with local communities.</p> <p>K1.2 Understands the significance of cultural events and celebrations such as NAIDOC, Sorry Day and Reconciliation Action Week.</p> <p>K1.3 Understands the impact of historical events, previous policies, and transgenerational trauma on the social and emotional wellbeing of Aboriginal peoples and Torres Strait Islander peoples in the local community.</p> <p>K1.4 Understands the local and current issues affecting Aboriginal peoples and communities and Torres Strait Islander peoples and communities, and the relevance of historical action on today.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to gather knowledge from a general perspective.	<p>Developing</p> <ul style="list-style-type: none">• Grows knowledge from a general perspective• Begins to learn local knowledge in a school, early childhood education and care setting, or workplace context.	<p>Proactive</p> <ul style="list-style-type: none">• Understands local community perspectives in a school, early childhood education and care setting, or workplace context• Continues to learn proactively.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Deeply understands local community perspectives in a school, early childhood education and care setting, or workplace context• Continues to build understanding.
<p>Doing</p> <p>D1.1 Undertakes and applies continuous learning of local history, culture and current issues to respond effectively to local Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, families, communities and Elders.</p> <p>D1.2 Engages in significant Aboriginal and Torres Strait Islander events and celebrations, and applies experiences.</p> <p>D1.3 Supports and includes local Aboriginal and Torres Strait Islander cultural protocols and practices in daily work.</p> <p>D1.4 Interacts and communicates respectfully with Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, families, community and Elders, adapting approach as required.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to learn and take steps to apply from a general perspective.	<p>Developing</p> <ul style="list-style-type: none">• Takes steps to explore, learn, apply, engage with, and support from a general perspective• Begins to consider local community perspectives in a school, early childhood education and care setting, or workplace context• Seeks advice as needed.	<p>Proactive</p> <ul style="list-style-type: none">• Applies continuous learning and practical local experience• Includes practices in daily work• Acts as a role model.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Drives local improvement from any role in schools, early childhood education and care settings, or workplaces• Communicates expectations with staff• Acts as an advocate.
<p>Being</p> <p>B1.1 Acknowledges, values, and shows respect for Aboriginal and Torres Strait Islander cultures, languages, protocols, practices, events and celebrations.</p> <p>B1.2 Appreciates that connections to family, community, country and culture are central to Aboriginal peoples’ and Torres Strait Islander peoples’ wellbeing.</p> <p>B1.3 Reflects and identifies one’s own personal and cultural biases and how these may impact one’s own perspectives, putting in place strategies to overcome biases, working toward eliminating racism through own actions.</p> <p>B1.4 Courageous in challenging inappropriate behaviours in others.</p> <p>B1.5 Supports truth-telling of history and is empathetic towards current issues experienced by Aboriginal peoples and Torres Strait Islander peoples.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to have awareness of self.	<p>Developing</p> <ul style="list-style-type: none">• Grows awareness of self• Begins to consider impact on others• Explores a practice of reflection.	<p>Proactive</p> <ul style="list-style-type: none">• Actively grows awareness of self• Examines own values, beliefs and biases, and impact on others• Applies regular reflective practice to build capability.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Highly aware of self• Examines own values, beliefs and biases, and impact on others• Continually applies a reflective practice and inspires others to reflect• Displays authentic drive in fostering meaningful change in schools or workplaces.

This capability may be applied together with [Queensland Government Cultural Capability Framework: Valuing culture capability](#), [Department of Education Leadership Strategy](#), [Engaging communities, empowering futures: engagement framework \(PDF, 4.9MB\)](#).

2

Baseline cultural capability:
Leadership

In culturally capable schools, early childhood education and care settings, and workplaces we place Aboriginal peoples and Torres Strait Islander peoples at the forefront of our decision making. Leadership is a practice rather than a position and we all demonstrate leadership at any level. We are all accountable for creating inclusive and culturally safe environments for Aboriginal peoples and Torres Strait Islander peoples to feel included, supported and empowered to act. For people with leadership responsibilities it is applied to setting the direction, engaging with the framework, and embedding culture.



Domains of effective practice

Continuum of learning

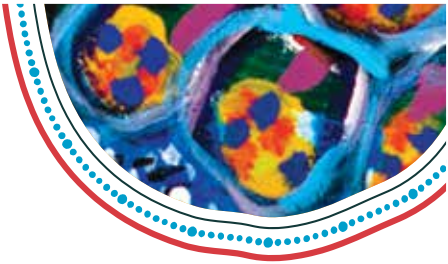
<p>Knowing <i>All (Self-leadership):</i> K2.1 Understands the department’s Commitment Statement, policies and plans relevant to Aboriginal peoples and Torres Strait Islander peoples. K2.2 Understands how the work impacts Aboriginal peoples and Torres Strait Islander peoples through teaching, service delivery, community engagement, policy formulation, program delivery, or research. K2.3 Understands the importance of having inclusive and culturally safe environments for Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, communities and Elders to feel a sense of belonging and connection in the schools, early childhood education and care setting, or workplace. <i>People leaders:</i> K2.4 Understands how to be an ally to create a shared vision and inclusive and culturally safe environments at the schools, early childhood education and care setting, or workplace for Aboriginal peoples and Torres Strait Islander peoples; and making improvements and change.</p>	<p>Beginning</p> <ul style="list-style-type: none">Begins to gather knowledge.	<p>Developing</p> <ul style="list-style-type: none">Grows knowledge from a general perspectiveBegins to learn local knowledge in a school, early childhood education and care setting, or workplace context.	<p>Proactive</p> <ul style="list-style-type: none">Understands local community perspectives in a school, early childhood education and care setting, or workplace contextContinues to learn proactively.	<p>Leading/Ally</p> <ul style="list-style-type: none">Deeply understands local community perspectives in a school, early childhood education and care setting, or workplace contextContinues to build understanding.
<p>Doing <i>All (Self-leadership):</i> D2.1 Learns and applies strategies with Aboriginal peoples and Torres Strait Islander peoples to create inclusive and culturally safe practices and environments. D2.2 Uses knowledge and understanding of how work impacts Aboriginal peoples and Torres Strait Islander peoples, and adapts approaches to create meaningful outcomes with staff, students, children in their early years, families, community and Elders. D2.3 Models inclusive behaviours and challenges inequities in schools, early childhood education and care setting, or workplace policies, processes and practices. <i>People leaders:</i> D2.4 Improves the cultural responsiveness of schools, early childhood education and care setting, or workplace systems, policies, processes and practices within their influence, and continues to adapt approach. D2.5 Co-creates a shared vision, and implements a plan for creating inclusive and culturally safe practices and environments, with Aboriginal and Torres Strait Islander leaders, staff, students, communities and Elders. D2.6 Ensures all levels of the local workforce represent the community they serve and establishes pathways for Aboriginal and Torres Strait Islander employment and careers. D2.7 Plans, sources, quality assures and evaluates effectiveness of cultural capability development for staff. D2.8 Assesses cultural capability of team, branch, division, school, early childhood education and care setting, implements development opportunities, and monitors improvement. D2.9 Remunerates Aboriginal peoples and Torres Strait Islander peoples for their time contributing to events, programs, services.</p>	<p>Beginning</p> <ul style="list-style-type: none">Begins to learn and take steps to apply from a general perspective.	<p>Developing</p> <ul style="list-style-type: none">Takes steps to explore, learn and apply from a general perspectiveBegins to consider local community perspectives in a school, early childhood education and care setting, or workplace contextSeeks advice as needed.	<p>Proactive</p> <ul style="list-style-type: none">Applies continuous learning and practical local experienceIncludes practices in daily workActs as a role model.	<p>Leading/Ally</p> <ul style="list-style-type: none">Drives local improvement from any role in the schools, early childhood education and care setting, or workplaceCommunicates expectations with staffActs as an advocate.
<p>Being <i>All (Self-leadership):</i> B2.1 Empathetic to and values inclusive and culturally safe practices and environments for Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, communities and Elders. <i>People leaders:</i> B2.2 Actively seeks opportunities to communicate the benefits of improving cultural capability at their schools, early childhood education and care setting, or workplace.</p>	<p>Beginning</p> <ul style="list-style-type: none">Begins to have awareness of self, and school, early childhood education and care setting, or workplace expectations.	<p>Developing</p> <ul style="list-style-type: none">Grows awareness of self, and schools, early childhood education and care setting, or workplace expectationsBegins to consider impact on othersExplores a practice of reflection.	<p>Proactive</p> <ul style="list-style-type: none">Actively grows awareness of selfExamines own values, beliefs and biases, and impact on othersApplies regular reflective practice to build capability.	<p>Leading/Ally</p> <ul style="list-style-type: none">Highly aware of selfExamines own values, beliefs and biases, and impact on othersContinually applies a reflective practice to build capability and inspires others to reflectDisplays authentic drive in fostering meaningful change in schools or workplaces.

This capability may be applied together with [Queensland Government Cultural Capability Framework: Leadership and Accountability](#), [Department of Education Leadership Strategy](#), [Engaging communities, empowering futures: engagement framework \(PDF, 4.9MB\)](#).

3

Baseline cultural capability:
Working Together

In culturally capable schools, early childhood education and care settings, and workplaces we develop relationships with, and connections to Aboriginal and Torres Strait Islander families, communities, Elders and other stakeholders to foster local decision making and co-design. Working in genuine collaboration brings Aboriginal and Torres Strait Islander perspectives into the design, delivery and evaluation of teaching, learning, systems, policy, programs and services, to create meaningful outcomes. In working together we enable self-determination for Aboriginal peoples and Torres Strait Islander peoples.



Domains of effective practice

Continuum of learning

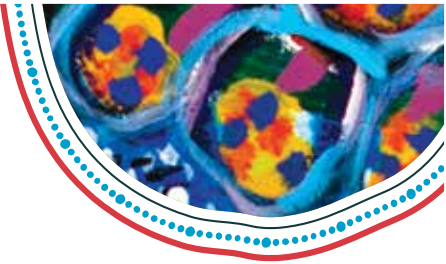
<p>Knowing</p> <p>K3.1 Understands the strengths and contribution Aboriginal and Torres Strait Islander leaders, staff, students, children in their early years, families, community and Elders make at the schools, early childhood education and care setting, or workplace, and the sources of knowledge that rests with Aboriginal peoples and Torres Strait Islander peoples.</p> <p>K3.2 Understands the structures, dynamics and protocols of engaging leaders, staff, students, families, communities and Elders respectfully, and the impact of past experiences of engagement and consultation.</p> <p>K3.3 Understands the significance of knowing who to connect with, sustaining a positive connection and collaborating with local Aboriginal and Torres Strait Islander staff, students, children in their early years, families, communities.</p> <p>K3.4 Understands the importance of local Aboriginal and Torres Strait Islander community participation in governance, decision making and co-design, to incorporate local ways of working and perspectives at the school, early childhood education and care setting, or workplace.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to gather knowledge from a general perspective.	<p>Developing</p> <ul style="list-style-type: none">• Grows knowledge from a general perspective• Begins to learn local knowledge in a school, early childhood education and care setting, or workplace context.	<p>Proactive</p> <ul style="list-style-type: none">• Understands local community perspectives in a school, early childhood education and care setting, or workplace context• Continues to learn proactively.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Deeply understands local community perspectives in a school, early childhood education and care setting, or workplace context• Continues to build understanding.
<p>Doing</p> <p>D3.1 Embeds Aboriginal and Torres Strait Islander perspectives and local ways of working in the co-design, delivery and evaluation of services, policy and programs.</p> <p>D3.2 Engages and collaborates genuinely with local Aboriginal peoples and Torres Strait Islander peoples, using appropriate protocols and shares ownership of solutions and decision making.</p> <p>D3.3 Builds strong and sustainable partnerships with Aboriginal and Torres Strait Islander communities and organisations to improve educational, economic and social outcomes.</p> <p>D3.4 Evaluates partnerships with Aboriginal and Torres Strait Islander peoples and organisations, continuing to adapt approach.</p> <p>D3.5 Builds on the strengths of Aboriginal peoples and Torres Strait Islander peoples, expanding and sharing what works in the schools, early childhood education and care setting, or workplace.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to learn and take steps to apply from a general perspective.	<p>Developing</p> <ul style="list-style-type: none">• Takes steps to explore, learn, apply and engage from a general perspective• Begins to consider local community perspectives in a school, early childhood education and care setting, or workplace context• Seeks advice as needed.	<p>Proactive</p> <ul style="list-style-type: none">• Applies continuous learning and practical local experience• Includes practices in daily work• Acts as a role model.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Drives local improvement from any role in the schools, early childhood education and care setting, or workplace• Communicates expectations with staff• Acts as an advocate.
<p>Being</p> <p>B3.1 Values the strengths and contribution Aboriginal peoples and Torres Strait Islander peoples make to the school, early childhood education and care setting, or workplace.</p> <p>B3.2 Shows sensitivity and respect for the protocols and dynamics of engaging Aboriginal and Torres Strait Islander leaders, staff, students, families, children in their early years, communities and Elders.</p> <p>B3.3 Is flexible and willing to adapt engagement and collaboration activities in working with local Aboriginal and Torres Strait Islander families and communities, to foster local decision making and co-design.</p>	<p>Beginning</p> <ul style="list-style-type: none">• Begins to have awareness of self.	<p>Developing</p> <ul style="list-style-type: none">• Grows awareness of self• Begins to consider impact on others• Explores a practice of reflection.	<p>Proactive</p> <ul style="list-style-type: none">• Actively grows awareness of self• Examines own values, beliefs and biases, and impact on others• Applies regular reflective practice to build capability.	<p>Leading/Ally</p> <ul style="list-style-type: none">• Highly aware of self• Examines own values, beliefs and biases, and impact on others• Continually applies a reflective practice to build capability and inspires others to reflect• Displays authentic drive in fostering meaningful change in schools or workplaces.

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4

Teaching specific cultural capability:
Teaching and learning

In culturally capable schools and early childhood education and care settings, we provide opportunity for Aboriginal people and Torres Strait Islander people to thrive in their early years and achieve success in our schools and early childhood education and care settings. Aboriginal and Torres Strait Islander children in their early years, and as students see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas. The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for each local community, enabling all students to engage in reconciliation, respect and recognition of the world’s oldest continuous living cultures.



Domains of effective practice

Continuum of learning

Knowing

- K4.1** Understands how local cultural effective connections, their language and experiences, engage and create meaningful learning for Aboriginal and Torres Strait Islander children in early years and students.
- K4.2** Understands the curriculum content, resources, and evidence-based teaching strategies for Aboriginal and Torres Strait Islander children in their early years and students.
- K4.3** Understands the diverse needs and preferred learning styles of Aboriginal and Torres Strait Islander children in early years and students, and how to best use these in teaching practices.
- K4.4** Understands Aboriginal and Torres Strait Islander student’s and children in their early years' local family connections and relevant background experiences.

Beginning

- Begins to gather knowledge from a general perspective.

Developing

- Grows knowledge from a general perspective
- Begins to learn local knowledge in a school, early childhood education and care setting, or workplace context.

Proactive

- Understands local community perspectives in a school, early childhood education and care setting, or workplace context
- Continues to learn proactively.

Leading/Ally

- Deeply understands local community perspectives in a school, early childhood education and care setting, or workplace context
- Continues to build understanding.

Doing

- D4.1** Sets explicit, challenging and meaningful learning goals together with each Aboriginal student and Torres Strait Islander student.
- D4.2** Designs and implements effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander children in their early years and students.
- D4.3** Provides opportunities for children in their early years and students to develop understanding of and respect for local Aboriginal and Torres Strait Islander history, cultures and languages.
- D4.4** Assesses learning needs with each Aboriginal student and Torres Strait Islander student and differentiates teaching practices accordingly.
- D4.5** Plans, assesses, provides feedback and reports on progress of students and children in their early years with consideration of cultural and linguistic backgrounds and proficiency of students EAL/D.
- D4.6** Includes local families and communities to inform Aboriginal and Torres Strait Islander histories, cultures and languages cross-curriculum priority and contextualise resources in the school.

Beginning

- Begins to learn and take steps to apply from a general perspective.

Developing

- Takes steps to explore, learn, apply from a general perspective
- Begins to consider local community perspectives in a school, early childhood education and care setting, or workplace context
- Seeks advice as needed.

Proactive

- Applies appropriate teaching strategies and practical local experience in unit/ lesson plans and individual learning programs
- Includes practices in daily work
- Acts as a role model
- Seeks assistance and guidance from local Aboriginal and Torres Strait Islander communities.

Leading/Ally

- Drives improvement from any role in the unit/lesson plans and individual learning programs schools, early childhood education and care setting, or workplace
- Communicates expectations with staff
- Acts as an advocate
- - Engages in collaborative planning with local Aboriginal and Torres Strait Islander communities.

Being

- B4.1** Supports and enables Aboriginal and Torres Strait Islander children in early years and students to identify and achieve their aspirations.
- B4.2** Recognises the diverse perspectives that Aboriginal and Torres Strait Islander children in their early years and students bring to the content being taught.
- B4.3** Shows flexibility and inclusive choices in the practice of effective teaching and delivery, to support Aboriginal and Torres Strait Islander children in early years and students to achieve meaningful educational outcomes.
- B4.4** Shows reciprocity and authentic engagement with Aboriginal and Torres Strait Islander children in early years, students, families, community and Elders.

Beginning

- Begins to have awareness of self.

Developing

- Grows awareness of self
- Begins to consider impact on others
- Explores a practice of reflection.

Proactive

- Actively grows awareness of self
- Examines own values, beliefs and biases, and impact on others
- Applies regular reflective practice to build capability.

Leading/Ally

- Highly aware of self
- Examines own values, beliefs and biases, and impact on others
- Continually applies a reflective practice to build capability and inspires others to reflect
- Displays authentic drive in fostering meaningful change in schools or workplaces.

This capability may be applied together with [Queensland Government Cultural Capability Framework: Responsive services capability](#), [AITSL Australian Professional Standards for Teachers](#), [State Schools Improvement Strategy 2021–2025](#), [AITSL Australian Professional Standard for Principals](#), [Capability Framework Teaching Aboriginal and Torres Strait Islander EAL/D learners](#), [State School Indigenous Education Cultural Capability](#)

Definitions

- **Aboriginal and Torres Strait Islander perspectives** – Perspectives are ways of seeing the world. Perspectives affect the way we interact with the environment and the perceptions we have about ourselves, our culture and the way we see others.
- **Ally-ship** – Describes a person who actively promotes and aspires to advance the department’s culture of inclusion for all peoples. An ally embodies what it means to belong through intentional, positive and conscious actions.
- **Co-design** – An agreement on a range of activities and processes used in the design of services and products that involve the peoples who use, or, who are directly or indirectly affected by, that product or service.
- **Cultural capability** – The integration of knowledge about individuals and groups of peoples into specific standards, policies, practices and attitudes to produce better outcomes for Aboriginal peoples and Torres Strait Islander peoples (Department of Aboriginal and Torres Strait Islander Partnerships, 2018).
- **Cultural safety** – A way of working with someone of different cultural backgrounds that does not diminish, demean or disempower someone (Nursing Council of New Zealand, 2009).
- **Culturally safe environments** – Workplace environments that have demonstrated behaviours, attitudes, policies and structures that are responsive in addressing unconscious bias, racism and discrimination and enable safety to be defined by those that receive the service (Binan Goonj, 2012)
- **NAIDOC** – National Aboriginal and Torres Strait Islander Day Observance Committee.
- **Self-leadership** – Ability to consciously influence your own thoughts and behaviour in order to achieve your personal goals or an organisation’s objectives. Self-led peoples make their own decisions and set personal targets.
- **Social and emotional wellbeing** – A holistic view of wellbeing that includes examination of the connections to body, mind and emotions, family and kinship, community, culture, land and spirituality (Gee, Dudgeon, Schultz, Hart and Kelly, 2013).
- **Transgenerational trauma** – Actions that pass from generation to generation due to historical collective events, which continue to negatively impact peoples’s behaviour, social and economic wellbeing (Human Rights Commission, 2018).

Drivers

There are significant agreements at the international, federal, and state levels of government for developing the department’s own cultural capability framework. The framework underpins a range of existing initiatives to lift cultural capability and our collective approach to deliver on these imperatives.

Alignment

The framework aligns to and may be used with relevant professional standards, plans and frameworks in our schools, early childhood education and care settings, and workplaces, such as: the department’s Cultural Capability Action Plan; Strategic Plan; State Schools Improvement Strategy 2021–2025; the department’s Advancing Education Action Plan; P-12 Curriculum, Assessment and Reporting Framework; State Schools - Every Aboriginal and Torres Strait Islander Student Succeeding strategy; the department’s Engaging communities, empowering futures - engagement framework; the department’s Leadership Strategy; the department’s Aboriginal and Torres Strait Islander Workforce Strategy; Australian Professional Standards for Teachers; Australian School Principal Standards; Leadership competencies for Queensland; the department’s Queensland Government’s Reconciliation Action Plan, Moving Ahead Plan; Queensland Government Cultural Capability Framework; National Agreement on Closing the Gap.

