

**CHC08 Community Services
Training Package Version 4**

CHCIC302A

Support Aboriginal and/or
Torres Strait Islander families to
participate in children's
services

Learner guide

Version 2

**Training and Education Support
Industry Skills Unit
Meadowbank**



Product Code: 5691

Acknowledgments

The TAFE NSW Training and Education Support Industry Skills Unit, Meadowbank would like to acknowledge the support and assistance of the following people in the production of this learner resource guide:

Writer:

Rebecca Evans
Teacher, Child and Family Services
TAFE NSW

Reviewer:

Mary Jacobs
Teacher, Child and Family Services
TAFE NSW

Contributor:

Lisa Wallmeyer
Teacher, Child Studies
TAFE NSW

Project Manager:

Gail Horwood
A/Education Programs Manager
TAFE NSW

Enquiries

Enquiries about this and other publications can be made to:

Training and Education Support Industry Skills Unit, Meadowbank
Meadowbank TAFE
Level 3, Building J,
See Street,
MEADOWBANK NSW 2114

Tel: 02-9942 3200

Fax: 02-9942 3257

CHCIC302A Support Aboriginal and Torres Strait families to participate in children's services

© The State of New South Wales, Department of Education and Training, TAFE NSW, Training and Education Support Industry Skills Unit, Meadowbank, 2012.

Copyright of this material is reserved to TAFE NSW Training and Education Support Industry Skills Unit, Meadowbank. Reproduction or transmittal in whole or in part, other than for the purposes of private study or research, and subject to the provisions of the Copyright Act, is prohibited without the written authority of, TAFE NSW. Training and Education Support Industry Skills Unit, Meadowbank.

ISBN 978-1-74236-400-1

SAMPLE

Developed by Training & Education Support Industry Skills Unit, Meadowbank
© TAFE NSW 2012

Table of contents

INTRODUCTION	7
1. General introduction	7
2. Using this learner guide	7
3. Prior knowledge and experience	9
4. Unit of competency overview	10
5. Assessment	16
SECTION 1: IDENTIFYING OWN CULTURE	17
Cultural Identity	19
SECTION 2: UNDERSTAND IMPACT OF COLONISATION ON INDIGENOUS COMMUNITIES	33
Historical View from an Aboriginal Perspective	35
Historical and political factors	38
SECTION 3: SUPPORTING CHILDREN'S CROSS-CULTURAL UNDERSTANDING AND RELATIONSHIPS	63
Historical impact and the effect of culture	65
Some statistics that may shock	74
SECTION 4: SUPPORT THE CULTURAL IDENTITY OF ATSI CHILDREN AND FAMILIES ...	77
Understanding diversity of culture and language	79
SECTION 5: PROMOTING INCLUSIVE POLICIES, VALUES, ATTITUDES AND BEHAVIOURS THAT REFLECT ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE	93
Promoting inclusive environments	95
SECTION 6: STRATEGIES TO SUPPORT ATSI CHILDREN'S PERSONAL IDENTITY	111
Strategies to assist Aboriginal and/or Torres Strait Islander children	113
REFERENCES	124
APPENDIX	135
RESOURCE EVALUATION FORM	138

Section 1: Identifying own culture

Element and performance criteria:

1. Identify influence of own cultural identity on interactions with Aboriginal and/or Torres Strait Islander people and communities.

- 1.1. Identify significant events in own family history which may influence own current beliefs and values
- 1.2. Identify aspects of the environment which influence own cultural identity
- 1.3. Examine aspects of family history and personal cultural identity for impact on personal values and potential impact on interactions with Aboriginal and/or Torres Strait Islander children and families

2. Support the cultural identity of Aboriginal and/or Torres Strait Islander children and families.

- 3.1. Identify and consult with appropriate persons to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups
- 3.2. Obtain knowledge about the cultural identity of any Aboriginal and/or Torres Strait Islander children and families currently involved in or receiving services from the children's services organisation
- 3.3. Process information in a culturally sensitive way including identification of how and with whom information can be shared
- 3.4. Provide opportunities for Aboriginal and/or Torres Strait Islander children and families to share context and cultural knowledge
- 3.5. Provide opportunities for children and families to enhance their experience of cultural diversity
- 3.6. Demonstrate respect for Aboriginal and/or Torres Strait Islander languages in the workplace context

At the end of this section you should be able to:

- Identify significant events in own family history which may influence own current beliefs and values
- Identify environment which influences own cultural identity.
- Describe or examine aspects of own family history and personal cultural identity for impact on personal values and potential impact on interactions with Aboriginal and/or Torres Strait Islander children and families.
- Identify and consult with appropriate persons to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups.

- Obtain knowledge about the cultural identity of any Aboriginal and/or Torres Strait Islander children and families currently involved in or receiving services from the children's services organisation.

Topic overview

This learning topic requires you to:

- read the suggested text or resource
- respond to a scenario or case study
- write a response
- reflect about ideas and information.

Getting started

Before you begin make sure you have the following resources. You will also need to arrange the following:

- Access to Internet.
- Spend some time with your teacher or facilitator working through and discussing activities preferably with other learners.
- Your imagination and empathy skills.
- Self reflective Skills
- Prime Minister Kevin Rudd, 2008. Apology Speech to the Stolen Generation.

Cultural Identity

Cultural identity is a distinctive human trait, recognising and relating to features of your physical and social environment. It is what you know and feel, part of your upbringing, your family, beliefs, values and attitudes. It can be hard to define, it is different for everyone.

Your culture embodies those things in your life that make you and your family unique. You live your culture through your daily routines, rituals and how you interact with the world. 'Your culture', for you is safe, it can be forever changing yet for others they will have a totally different perspective on you and how you function within the community. Your 'family culture' gives you the sense of who you are and where you belong, be it positive or negative.

Locke (1992, cited Dau, 2001) suggests:

All individuals are, in some respects, like other individuals, as a result of cultural group membership. The cultural group serves as a basis for individual to become humanised. Each individual becomes fully human through the process of participation in a cultural group or groups.

Australian culture and society have changed dramatically in the second half of the nineteenth century. Influences on our culture are a result of an ever changing population and the acceptance of other varied ethnic groups.

Culture is a way of life. It is the way we think, how we interact and the goods we produce. It is expressed through our values, expectations, beliefs and language. It is internalised from birth, mainly through the family, but also through the media and your schooling years.

Values are the judgments we make about what are important in our lives. They are standards. Family culture and values are inextricably linked.

Activity 1.1



Write a response

Think about what you say to a new person when you meet them. What is the important information you tell people, about who you are, your family or where you are from?

You might like to think about these possible conversation starters:

- Do you tell them your name?
- Where you live?
- What you do for a living?
- What school or study you are doing?
- Your nationality?
-

Does this change if you meet someone from another country?

What extra information or how does the information change when you are introducing yourself?

Think about your nationality, family culture and social networks.

- Nationality
- Birthplace and Birth Order
- Family values and obligations
- Expectations
- Beliefs
- Families use of language

Now you have this information look at your life more deeply.

Influences on "Who you are!"

A simple exercise in exploring, 'what makes you – YOU'

Take a moment ;

Think about what music you like and why?

- Did someone introduce this to you?
- Is your music different to your friends and why?
- Is there music you know well and are familiar with that you don't tell your friends about?
- The 80's is a popular music style; many people born after the 80's, still know this music well. Why? Where have you heard it? Who played it for you?

Does this have anything to do with your influences over your life? We as human are both a product of our environment and our natural genetic make-up. Cultural influences like customs - family traditions, music, religion and language - are part of our environment.

Now it's time to think about those influential people in your life, as you were growing-up.

Activity 1.2



Write a response

Who is the person/s that has influenced you while growing up?
What values and attitudes did this person/s try and teach you?

Think about:

- Always celebrating special family occasions.
- Following your faith.
- Work ethic.
- Finishing school to get a good job.
- Always having fun.
- Doing your best.
- Winning at sport or enjoying the game.
- Having friends and family over at anytime- even on a school night.
- Finishing all your dinner.
- Keeping a clean house.
- Family obligations.

The values and attitudes that have influenced me are:

Lined area for writing a response.