

Aboriginal and Torres Strait Islander Cultural Capability Framework overview



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.

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.

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.

Purpose

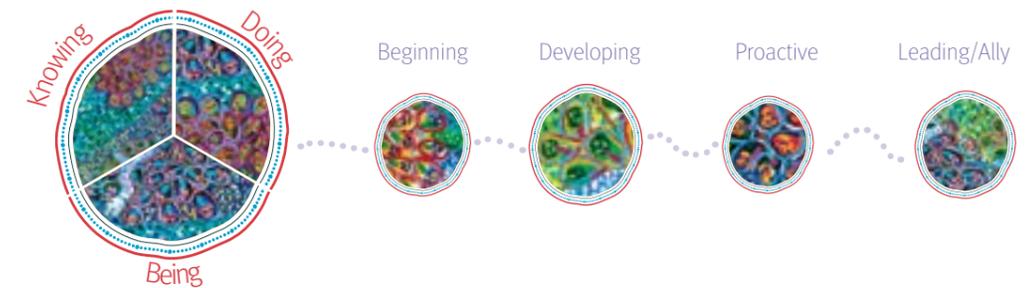
The framework provides a common understanding of what cultural capability looks like for the entire workforce and the transformative steps to realise the department’s [Commitment Statement to Aboriginal Peoples and Torres Strait Islander Peoples \(PDF, 8MB\)](#) in schools, early childhood education and care settings, and workplaces.

Cultural capability is a process of continuous learning in all 3 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.

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.



The framework has 4 key baselines for creating cultural capability in schools, early childhood education and care settings, and workplaces:

1 Baseline cultural capability:
Valuing culture and history

Each of us has a responsibility to develop a genuine understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ culture and histories, and their lasting impact on Aboriginal peoples and Torres Strait Islander peoples.

2 Baseline cultural capability:
Leadership

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.

3 Baseline cultural capability:
Working together

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.

4 Teaching specific cultural capability:
Teaching and learning

We provide opportunity for Aboriginal peoples and Torres Strait Islander peoples to thrive in their early years and achieve success in our schools and early childhood education and care settings.

Learn more about the domains of effective practice and assess where you are on the continuum of cultural capability - are you at the beginning, developing, proactive or leading/ally stage?