



PROCEDURE NAME:	Cultural Competency – Culturally and Linguistically Diverse People	NO.	1.5.3
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Related Policy:	1.5 Person Centred Care and Cultural Competency		

1. PURPOSE

QEC recognises the valuable contributions made by and the strength and diversity of Cultural and Linguistically Diverse People and their communities, past, present and future. This document sets out embed cultural respect into QEC practice.

2. SCOPE

This procedure applies to all Board Members, QEC staff, visitors, clients, external organisations, stakeholders and program partners.

3. DEFINITIONS

Cultural and Linguistically Diverse People are those who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture.

Migrant are people who have left their country of origin voluntarily to seek a better life for a range of personal and economic reasons. They have made the choice to leave, had a chance to plan and prepare for migration and can return at any point if they wish to.

Asylum Seeker are people who has applied for recognition and protection as a refugee but has not had their application for refugee status finally decided. Asylum seekers who are found to be owed Australia’s protection under the Refugees Convention and who satisfy health, Character and security requirements are granted a permanent Protection visa.

Refugee are people who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion is outside the country of his or her nationality and is unable or owing to such fear, is unwilling to avail themselves of the protection of that country.

Culture the customary beliefs, social forms and material traits of a racial, religious or social groups. Also it refers to the set of shared attitudes, values, goals and practices that characterize a system, company or corporation.

Cultural Competence is a set of congruent behaviours, attitudes, and policies that enable a system, agency or professionals to work effectively in cross cultural situation.

Cultural Awareness is understanding cultural difference, cultural diversity and an awareness that cultural differences may necessitate a different approach to people of that other culture.

Cultural Respect is attitudes and values that accept and promote the uniqueness, diversity and strengths of the other culture.

Cultural Responsiveness the ability and skill to relate effectively with people of another culture.

4. PROCEDURE

QEC recognises and respects Cultural and Linguistically Diverse People and the contributions they have made to Australian society. QEC is located in one of the most culturally diverse cities in Australia.

While culturally specific services act a safe harbour for migrant families, QEC seeks to establish a workforce that reflects the diversity of the families it supports. QEC works in partnership with communities and through Community Peers to support workers to facilitate culturally specific groups for families and within communities to develop communities' strengths. QEC aims to builds respect for and understanding of Cultural and Linguistically Diverse People and their culture within all QEC programs.

The following principles guide QEC's work with CALD families:

- An ecological perspective how the child and families sit within their community
- Empowerment to ensure children, families and communities make their own decisions and responsibility for their lives while staff guide and scaffolded their learning
- Work in partnership with community members, recognising and strengthening the relational style of informal community leaders , especially women
- Develop models for clustering services which meets the needs of individual communities and allow for community members to easily access the service.

All QEC staff regularly participate in education and training which enhances the understanding, awareness and needs of CALD people to avoid stereotyping, bias and develop the understanding of the perspectives of specific groups. This ensures a workforce which is culturally competent.

QEC will participate in activities which display commitment to CALD culture and issues.

QEC seeks information from all clients about their cultural needs and communication preferences. Interpreters are arranged for clients who request an interpreter service. The following number and pin is used to book interpreters:

- VITS phone number: (03) 9280 1955
- PIN: 37093.

QEC also respects and welcomes the cultural safety of children from CALD backgrounds and uses the following strategies:

- Asking children and families about their culture and cultural support needs
- Recognising occasions which are important to different cultures and dietary requirements
- Actively seeking out and talking to families about how they would like to be involved.

5. RELATED QEC DOCUMENTS

- 1.5.1 Cultural Competency – Aboriginal and Torres Strait Islander People
- 1.5.2 Cultural Competency – Demonstration of Respect
- 1.5.3 Person Centred Care – Clients with a Disability

6. RELATED LEGISLATION AND EXTERNAL DOCUMENTS

- Achieving Outcomes for Children and Families from Culturally and Linguistically Diverse Backgrounds. ARACY 2008
- National Framework for Protecting Australia's Children 2009-2020
- <https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-cult-ling-diverse.pdf>
- Culturally & Linguistically Diverse Families – web resources, Australian Institute of Family Studies, www.aifs.gov.au

7. KEY WORDS

Cultural, linguistically diverse, competency, CALD, NESB, cultural awareness

8. APPENDIX

None