

Bicultural brilliance

A toolkit for working with and as Bicultural Workers



This toolkit was produced in partnership by enliven, the Department of Health and Human Services, Monash Health Refugee Health and Wellbeing, South East Community Links and Red Cross (July 2018).

Shokria Hakimi
facilitating table
discussion



Acknowledgements

The 'Bicultural brilliance – A toolkit for working with and as Bicultural Workers' was created with input and inspiration from many people. Outstanding commitment from these people created the opportunity to deliver two highly successful forums and supported the development of this toolkit.

To our peers in the south eastern Melbourne Community Strengthening Taskgroup, thank you for the initial inspiration for this work and encouraging us to organise the forums. To our peers at cohealth, thank you for sharing your experiences with us and supporting us on the journey.

To the individuals listed below who joined the working group, you all worked so hard turning the idea into reality. Thank you all for your time, energy and resources.

- **Yvette Shaw** Department of Health and Human Services
- **Chiedza Malunga** Monash Health Refugee Health and Wellbeing
- **Anna Brazier** enliven
- **Mitchell Bowden** enliven
- **Andrea Shepherd** South East Community Links
- **Sara Shinkfield** Red Cross

To the wonderful bicultural staff who supported the working group to design both forums, facilitated table discussions and activities, and delivered various presentations: Kumar Narayanaswami, Shokria Hakimi, Fatima Haidari, Weda Mohseni, Kanmani Barthasarathy, Ali Yaghobi, Tripana De, Saba Irfan and Sahar Batool (photographer).

And finally, to the participants at both forums for bringing positive 'can-do' attitudes with you on both days. Thank you for sharing so generously and enthusiastically and for providing us with the information to act as building blocks for the development of this toolkit.

Background

This toolkit has been developed to promote the strengths and potential successes of Bicultural Workers. A Bicultural Worker, as referred to in this toolkit, is defined as:

“A person employed to work specifically with people or communities with whom they share similar cultural experiences and understandings, and who is employed to use their cultural skills and knowledge to negotiate and communicate between communities and their employing agency.”

Addressing the strengths and complexities of bicultural youth and family work©

Centre for Multicultural Youth 2011

The initiative included small focus groups aimed at designing a series of forums that were delivered in May and June 2018.

Forum 1 was attended by over 50 Bicultural Workers, paid and volunteer staff. The purpose of this forum was to develop a rich understanding of the breadth of activity that Bicultural Workers do. Subsequently, attendees were asked to assist in the development of this toolkit, providing suggestions and recommendations for improvement in the practice of recruiting and working with Bicultural Workers, based on their professional and lived experiences.

Forum 2 was attended by 26 Managers from organisations and Government departments either currently or with plans to work with Bicultural Workers. This forum drew on the collated recommendations and suggestions of attendees from Forum 1. Attendees assisted with refining the material in this toolkit, building on the insights obtained at the previous forum.

This toolkit is grounded in the recognition of the measurable strengths, skills and competencies Bicultural Workers inherently have and that when organisations support these to flourish, they are rewarded in many varying ways. Some of the strengths of having a culturally diverse workforce identified by attendees of Forum 1 are listed below.

1. Increased opportunities for engagement through:
 - a. optimising personal and social capital and community connections to enhance service credibility and perceived approachability within the community
 - b. enabling cross-cultural understanding and learning opportunities that lead to better client/community outcomes
 - c. assisting to break down barriers that impede access
 - d. brokering connectedness between the community and the service system
2. Improved organisational culture and environments that are:
 - a. based on trust and openness
 - b. empathic and display understanding for community issues
 - c. trusted by the community
 - d. open to learning and create new knowledge
3. Effective use of community and organisational resources

Contents

Preamble

This toolkit has been developed to support both paid and volunteer Bicultural Workers. It also provides useful tools and tips for managers and organisations recruiting or working with bicultural staff. With a focus on three key areas it sets out a framework to support best practice to sustain the recruitment and retention of a quality bicultural workforce.

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Recruitment

Recruiting for Sustainability A guide for Managers	Gaining meaningful employment A guide for Bicultural Workers
<ol style="list-style-type: none"> 1. “Lack of referee” or access to private transport should not disadvantage applicants 2. Recognise transferable and other experience, and avoid focusing solely on “local experience” 3. Provide opportunities for short-term trials/training opportunities as part of the selection process (eg. traineeships and secondments to other areas) 4. Deliver cultural awareness training to all staff during ‘onboarding’ regardless of whether they are bicultural or not 5. Look at socio-demographic data to ensure recruitment reflects cultural trends 6. Treat bicultural volunteers the same as paid staff eg. extend invitations to staff functions, offer to be a referee etc 7. Where possible, cater for cultural and religious requirements (eg. a multifaith space) <p>Resumes/application documents</p> <ol style="list-style-type: none"> 8. De-identify the resume and application and look for skills/experience 9. Simplify the application process and related forms (eg. translated and easy English forms) making sure it is clearly spelled out what documents need to be attached 10. Include a welcome message on job advertisements encouraging people from different cultural backgrounds to apply 11. Ensure job advertisements clearly list the details of the contact person <p>Interviews</p> <ol style="list-style-type: none"> 12. Ensure interview panels and those who review applications have diversity in membership 13. Recognise that as “self-promotion” is frowned upon in many cultures, friendly probing questions may need to be used to ensure interviewees have the opportunity to talk about their experiences and strengths 	<ol style="list-style-type: none"> 1. Have a plan and set goals for what you would like to be doing in 5 years 2. Volunteer with/for programs as a step towards your goals 3. Find a mentor who can support with goal setting and career planning 4. Do your homework – learn about the local area, the organisation (its values and objectives) and the role you are applying for 5. Practise using a computer for searching for jobs and filling out forms. Have someone who can help you with filling out online forms if you need <p>Resumes/application documents</p> <ol style="list-style-type: none"> 6. Tailor your resume for each job you apply for 7. Don’t be afraid to ask for help answering Key Selection Criteria questions, or to call and ask questions about a position 8. Pay attention to instructions about what documents to attach 9. Get someone to read over your job applications 10. Make sure you answer emails, phone calls and letters as quick as you can when applying for a position <p>Interviews</p> <ol style="list-style-type: none"> 11. Do practise interviews with friends/colleagues/mentors 12. Practise talking with confidence about your strengths and promoting your skills 13. Plan ahead for your interview including how you will get there and where you will park 14. Be on time for interviews/appointments or call to let them know you are running late

14. Ensure applicants receive useful and genuine feedback that can assist them to improve.

15. Bring a cheat sheet (or notes) that you can use as a prompt during the interview

16. Always call and ask for feedback on your application (and interview if you had one).

Case study

Komak - Community Engagement Early Response Uniting Connections

Uniting was funded by DHHS to deliver the 'Komak' program with the Afghan communities in south east Melbourne.

Komak is a culturally sensitive community strengthening and resilience building program. Komak is building protective factors for young people and supporting families to better connect to

services through a range of initiatives, including: improving job access; strengthening leadership in young people and women; increasing women's social participation; engaging fathers; building trust and relationships with religious and community leaders and enhancing sector cultural competence.

Komak also provides a secondary consultation service to local agencies assist them to deliver culturally appropriate services to the Afghan community.

Since initial funding the program has gained recognition and community members are engaging with the program activities. Community leaders are starting to engage more substantially with the work of the program and the program has been refunded following a positive external evaluation.

The program hired three Afghan workers roughly reflective of the age, gender and ethnic diversity within the local Afghan community. Achieving this mix required a more extensive and deliberative recruitment process. In addition to formal channels of advertisement, existing community and stakeholder networks were utilised to reach more broadly into the community and to find appropriate candidates.

Keys to success

Be open-minded and think carefully about how to ensure the right people are recruited for the role. You may have to use a range of strategies including using community leaders and networks for advice, connections and recommendations.

Once recruited, provide staff with clear position descriptions and workplans outlining their roles and responsibilities.

Be clear about expectations.

Create a 'safe' workplace and provide regular supervision with the time and space for bicultural staff to develop.



Rights and responsibilities

Working conditions and tasks A guide for Managers	Expectations and responsibilities A guide for Bicultural Workers
<p>Boundaries</p> <ol style="list-style-type: none"> 1. Ensure key documents exist and provide clarity around role expectations and boundaries (eg. Position Description and workplan co-produced with workers) 2. Conduct thorough induction and training ensuring instructions and expectations are clearly understood 3. Consider overseas backgrounds and international experience when determining appropriate tasks for workplan 4. Ensure access to work mobiles and email addresses if expecting workers to contact community members/clients 5. Be realistic about the representativeness of workers' voices. Don't assume or expect that they can speak on behalf of all members of a community <p>Communication</p> <ol style="list-style-type: none"> 6. Ensure workers have access to formal and structured supervision, and use this to check in on their workload and wellbeing 7. Manage interpersonal disputes effectively, sensitively and in a timely manner (don't let it fester) 8. Where required, ensure key documents (eg. policies) are in easy English or translated <p>Cultural sensitivity</p> <ol style="list-style-type: none"> 9. Ensure composition of workforce is reflective of the community in which it exists (see HealthWest Workforce Mutuality resources) 10. Establish respectful work environments where people feel safe and are free to express themselves culturally 11. Understand the culture of the workforce and have flexibility in policies to support it (eg. flexi-time during Ramadan) 	<p>Boundaries</p> <ol style="list-style-type: none"> 1. Make sure you understand your role and what you need to do – if you don't, ask your manager 2. Be clear with clients/community members about your boundaries and what you are responsible for as a worker 3. If there is a conflict of interest (eg. you know something about a client/community member because they are part of your community), tell your manager 4. Know your limits and learn how to say "no" to more work when you have too much work to do 5. Learn about your entitlements (eg. leave, superannuation, wages). You have the right to ask your manager or your Human Resources team about these 6. If you find it hard, ask your manager to help you with prioritising the tasks that you have been given <p>Communication</p> <ol style="list-style-type: none"> 7. If your manager does not offer you supervision (meeting with them regularly to talk about your work), ask for it 8. Be open and transparent with your manager – tell them what you enjoy about the job and what is challenging you 9. Respond to emails/phone calls/text messages from your manager and colleagues, or get back to them as soon as you can 10. If you find it hard to keep up with the speed of conversations in meetings, ask people to slow down or explain. You can also ask your manager after the meeting to help you understand <p>Professionalism</p> <ol style="list-style-type: none"> 11. Be on time to work and stick to break times

<p>12. Approve leave for important cultural days/events</p> <p>13. Learn key phrases to promote cultural safety (eg. saying “hello” in their language)</p> <p>14. Be open to non-western ways of working (eg. verbal over written, relationships over tasks)</p> <p>Other</p> <p>15. Standardise remuneration of “Bicultural Work.”</p>	<p>12. Respect the job and timelines that you are asked to meet. Let your manager know early if you cannot meet timelines</p> <p>13. Learn from colleagues or a mentor about workplace norms and social expectations</p> <p>14. Plan your leave/time-off ahead of time when you know things are coming up (eg. school holidays, Ramadan)</p> <p>15. Acknowledge your own biases and don’t discriminate.</p>
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Case study

Free to choose, empowered to respond Red Cross

The project aims to empower communities to prevent and respond to issues of forced marriage. It flips traditional approaches on their head, suggesting the expertise lies with the community who is affected by the issue and acknowledges that solutions already exist and can be uncovered by collaborating with communities, via Bicultural Workers.

Through a process of self-identification, Bicultural Workers were engaged in co-designing and sharing key empowerment and prevention messages with the community through locally led solutions and techniques.

A direct success of working with and acting on the advice of Bicultural Workers is the willing engagement of over 400 people in seven different communities around a typically sensitive issue such as forced marriage.

Keys to success

Acknowledge the cultural and methodological expertise that Bicultural Workers bring and ensure these are respected through genuine co-design processes.

Ask about and understand the lived reality of Bicultural Workers. For example, taking phone calls outside of work hours is not a standard expectation of staff in Australia. However, Bicultural Workers often receive calls outside of work and because of their roles in the community they may feel obliged to answer. This should be recognised through the provision of work mobiles for inside working hours, or through acknowledgement of the time spent responding to community enquiries outside hours.

Test the flexibility of finance systems to ensure staff are paid properly in recognition of the value of their work.

Professional development

Personal and professional development A guide for Managers	Valuing opportunities and supporting colleagues A guide for Bicultural Workers
<p>Foundations for development</p> <ol style="list-style-type: none"> 1. Establish a culture of learning (eg. a “Learning Organisation”) where staff at all levels are open to learning from and teaching each other 2. Establish a “safe to fail” culture where the organisation is brave and takes chances on workers 3. Establish mechanisms for shadowing/buddying/mentoring with colleagues of the workers’ choice 4. Have an open discussion with each employee on what they need to know – legal/ethical issues/sensitivities 5. When applying for grants, allocate funding for professional development of workers 6. Minimise use of jargon, acronyms and complex language <p>Developing workers</p> <ol style="list-style-type: none"> 7. Ensure workers have clear ideas and goals for their career progression, as well as a back-up plan 8. Ensure all workers have a personal/professional development plan (may be included in workplan or separate) that outlines how goals will be supported by the organisation (see Appendices) 9. Provide regular supervision and use it to provide positive feedback and build workers’ confidence 10. Provide opportunities for improvement by training in areas of interest to the individual 11. Provide honest and timely feedback for areas of improvement 12. Address barriers that impede workers’ chances of promotions/progression/secondments (eg. English language skills, the “gap” that will be left if they move to another position) 13. Promote opportunities for accreditation/registration in relevant disciplines 14. Develop workers’ “soft skills” 	<p>Building blocks</p> <ol style="list-style-type: none"> 1. Have a plan and set goals for what you would like to be doing in 5 years. Talk to your manager about your plan so they can help you put it into place 2. Use supervision to talk to your manager about the areas you need help with or want to get better at 3. Find a mentor – someone you respect and trust and who can help you reach your goals (doesn’t have to be someone in the organisation) 4. Always ask for feedback on your application and interview, even if you get the job <p>Learning and growing</p> <ol style="list-style-type: none"> 5. Be open to learning about new ways of being in a workplace 6. Take opportunities that are given to you to learn new things 7. Keep a record of all learning, training, or professional development you do. Add these to your resume when they are related to jobs you are applying for 8. Working/volunteering at an organisation for a long time does not mean that you have the right to a job or promotion. The best person for the job has the right to it 9. It is ok to make mistakes, everyone does! Make sure you let your manager or colleagues know about your mistake. Then try to learn from them and think about what you could do differently next time 10. There may be times when you are asked to do some training that you are not interested in. If you do not think that it is important for you, talk

- a. workplace norms and social expectations
- b. managing up
- c. having challenging conversations
- d. giving presentations
- e. writing professional emails and documents

Valuing workers

- 15. Value workers' knowledge by raising awareness of bicultural work through the professional development process
- 16. Provide opportunities for Bicultural Workers to lead development/education activities targeting non-bicultural colleagues including those at management level regarding cultural needs and customs
- 17. Don't over-use and exploit the personal and social capital that workers bring with them to the job.

to your manager about it. If your manager thinks it is important for your role, then respect their views

Supporting the team

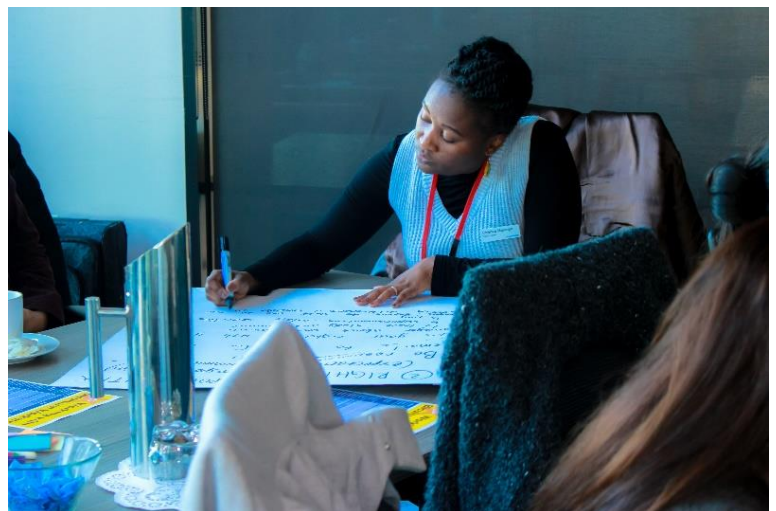
- 11. Support colleagues to learn about your culture and if needed, about how to be culturally sensitive – most of them are interested in hearing your stories and perspectives
- 12. Don't be afraid to share ideas that you have about different ways of working/doing things with your colleagues and manager – your opinions matter!

Case study

Afghan and Tamil Community Strengthening enliven

enliven has worked alongside both Afghan and Tamil communities to improve health literacy and health service access using volunteer peer educators.

In addition to building community capacity, the projects also had a significant focus on the development of the volunteers.



Each volunteer's personal and professional goals were explored through the completion of an Individual Learning and Development plan. Project budget was allocated for each volunteer to undertake personally identified training and development activities which project staff assisted them to undertake. Additional development opportunities were provided as a means of harnessing volunteer competencies through the provision of a small number of internal paid opportunities for discrete pieces of work.

Keys to success

Ensure Bicultural Workers (paid and voluntary) have access to learning and development opportunities in the same way that other staff do.

Support Bicultural Workers to develop a plan for their learning and development and assist them with identifying training opportunities that align with their plan.

Resources

The resources compiled in this section were obtained by various forms of research, during consultation with sector experts, or submitted by forum participants. Resources have been reviewed by the working group and deemed to be of potential value for organisations interested in enhancing practices relating to bicultural work.




The working group welcome the submission of potential additional resources for inclusion in this toolkit. For more information about the resources in this toolkit, or to submit a resource for consideration, please contact:

Yvette Shaw

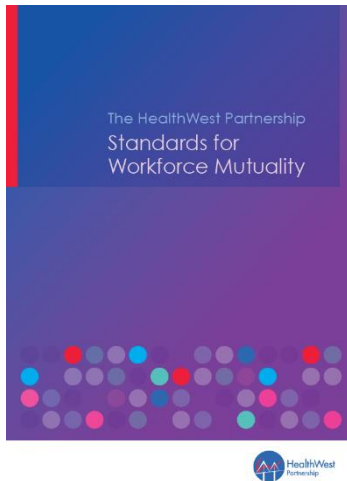
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Resource	Description
<p>Addressing the Strengths and Complexities of Bicultural Youth</p> <p>Centre for Multicultural Youth (CMY) September 2011</p>  <p>CMY is a Victorian not-for-profit organisation supporting young people from migrant and refugee backgrounds to build better lives in Australia.</p>	<p>A report on consultations with organisations employing Bicultural Workers to engage refugee and migrant young people and their communities.</p> <p>The aim of this resource is to provide a definition of bicultural youth and family work; background context for organisations around the strengths and complexities of bicultural youth and family work practice and; practical tips, strategies and examples of how community organisations can best support bicultural workers to negotiate the challenges of this type of work.</p> <p>http://cmy.net.au/publications/addressing-strengths-and-complexities-bicultural-youth</p>

The HealthWest Partnership Standards for Workforce Mutuality

HealthWest
May 2017



HealthWest brings together 53 health care providers, community organisations and local councils in a voluntary partnership.

The partnership is committed to supporting an integrated approach to strengthening our local communities' health and wellbeing.

At HealthWest we're using workforce mutuality to guide our membership's efforts in making our collective workforce more representative of the diversity in our community.

Achieving workforce mutuality is not an endpoint but will be an ongoing process. HealthWest is committed to this process and to supporting our members in building their own capacity to improve workforce mutuality.

http://healthwest.org.au/wp-content/uploads/2018/05/HW_WorkforceMutualityStandards_1stedition.pdf

Position Statement on "Workforce Mutuality in Melbourne's west"

HealthWest
May 2017



Workforce mutuality in Melbourne's west

This position statement outlines HealthWest Partnership's commitment to achieving workforce mutuality in the health and community sectors across the western region of Melbourne in order to improve access, equity, health and wellbeing outcomes for diverse communities.

What is workforce mutuality?

Workforce mutuality describes the extent to which the diversity of an organisation or a sector's workforce reflects the diversity of the community. Workforce mutuality is mutually reinforcing for both the community and for health and community organisations. It increases the effectiveness of organisations to support members from diverse backgrounds, while improving the social determinants of health by creating new employment pathways and greater engagement with community. Workforce mutuality ensures the participation of people from diverse backgrounds in their own healthcare system.

HealthWest Partnership has identified workforce mutuality as a key priority that is closely related to health literacy, community participation and cultural responsiveness.

Why is workforce mutuality a priority for HealthWest?

HealthWest Partnership's catchment is one of the most culturally and linguistically diverse (CALD) regions in Australia. Across the communities we serve 33.2% of the population were born in a non-English speaking country while 42.2% speak a language other than English at home. There are also over 3,000 Aboriginal and Torres Strait Islander people living in our catchment area. (ABS Census, 2013) Community members are diverse in other ways, including but not limited to gender and sexual identity, ability, age and religious affiliation.

Workforce mutuality is essential to promoting the equity of diverse communities. A growing body of evidence shows that a workforce that reflects the diversity of the community it serves brings with it unique knowledge, skills and capacities that can result in positive health and social outcomes. Workforce mutuality can have the following benefits for diverse communities and the organisations that serve them:

- More responsive organisations and systems
- Greater diversity of leadership at board and senior executive levels
- Improved access to services
- More jobs, training and employment pathways
- Greater innovation and new markets
- Greater understanding, trust and communication with diverse communities

What is HealthWest's doing?

HealthWest Partnership is committed to enhancing workforce mutuality in the health and community sectors across the western region of Melbourne. We recognise that workforce mutuality is not an endpoint but rather an ongoing process and we commit to engaging in this process. HealthWest will support capacity building initiatives and collaborations across our membership that work towards increasing workforce mutuality. We will advocate for workforce mutuality across our membership, encouraging the principles and practices of mutuality to be adopted and embedded at all levels of an organisation, including HealthWest's own internal practices and policies. HealthWest will also involve diverse communities in this ongoing process, enabling them to identify their own community needs and to help plan and implement new practices that will help increase our collective workforce mutuality.

Endorsed by HealthWest Partnership Board
May 2017

We recently launched a Position Statement on "Workforce Mutuality in Melbourne's west" outlining our commitment to workforce mutuality, which you can read [here](#). In the second part of 2017 we established a Workforce Mutuality Taskforce that will help drive workforce mutuality programs and initiatives among our membership. We have also released a set of standards for workforce mutuality that will provide our members with a roadmap to guide their workforce mutuality initiatives and enable organisations to assess their practices against indicators of good practice.

http://healthwest.org.au/wp-content/uploads/2014/11/HealthWest_WorkforceMutualityPositionStatement.pdf

For more information contact: Martin Plowman, Workforce Mutuality Project Officer at HealthWest Partnership, at martin.plowman@healthwest.org.au

Talking about health and experiences of using health services with people from refugee backgrounds Final Report

Victorian Refugee Health Network
September 2016



The Victorian Refugee Health Network was established in June 2007 to facilitate greater coordination and collaboration amongst health and community services to provide more accessible and appropriate health services for people of refugee backgrounds.

This report captures the value Bicultural Workers play in helping services engage with people from refugee backgrounds, including people seeking asylum.

http://refugeehealthnetwork.org.au/wp-content/uploads/Report_2016_September_Victorian-Refugee-Health-Network_Talking-About-Health_FINAL-WEB.pdf

Afghan Community Engagement – Building Community Capacity to better understand and access primary Care

South East Melbourne Medicare Local
May 2015



This report outlines the process and value of working with bicultural staff to build health literacy with community members from refugee backgrounds.

<http://enliven.org.au/wp-content/uploads/2018/06/Afghan-Community-Engagement-Health-Literacy-Project-SEMML-Final-Report-2015.pdf>

Working with Refugees and Bicultural work with Refugees

AMES Australia
February 2018

**Bicultural Work
With Refugees**



Participant's Handbook

Margaret Piper



**Work With
Forced Migrants**



PARTICIPANTS' HANDBOOK

Margaret Piper



CHCSET002: Undertake Bicultural Work with Refugees in Australia

CHCSET001

For 60 years AMES Australia has helped new and recently arrived refugees and migrants to settle in to Victoria.

AMES Australia offers much more than just teaching English – working not only with new arrivals but also with the community, business and Government to develop sustainable and effective settlement solutions for the whole Victorian community.

Training materials to support two new units in the National Training Framework:

Working with Refugees (CHCSET001: Work Effectively with Forced Migrants) - a general overview for anyone whose work brings them into contact with refugees or other forced migrants, be they settlement workers, teachers, employment officers, nurses or a worker in any one of many other fields.

Bicultural Work with Refugees (CHCSET002: Undertake Bicultural Work with Forced Migrants in Australia) - explicitly intended for people from a refugee background who are working or want to work with refugees.

These resources are available free of charge to Registered Training Organisations (RTOs) and agencies wanting to enhance the skills of their staff.

<https://www.ames.net.au/ames-bookshop/working-with-refugees-and-bicultural-work-with-refugees>

Making it happen



Tools

This section of the toolkit has a number of examples, templates and guides to assist managers and organisations to implement some of the suggestions in this toolkit.

1. Example Afghan Community Engagement Worker Position Description
2. Individual Learning and Development plan template
3. Agreement template and example questions for strengths-based and solution-focused supervision



POSITION DESCRIPTION

Title: Komak Community Engagement Worker
Business Unit:
Location:
Employment Type:
Reports to:

ORGANISATION INFORMATION

Uniting works alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

Uniting is the services and advocacy arm of the Uniting Church. We've been supporting people and families for over 100 years. We are 7000 skilled, passionate and creative people providing over 770 programs and services.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we celebrate our diversity and welcome all people regardless of ethnicity, faith, sexual orientation and gender identity. We acknowledge Aboriginal and Torres Strait Islanders as Australia's First Peoples and as the traditional owners and custodians of the land on which we work.

Our purpose: To inspire people, enliven communities and confront injustice.

Our values: We are imaginative, respectful, compassionate and bold.

POSITION PURPOSE

Program and Position Information:

Uniting Connections has been funded by Department of Health and Human Services (DHHS) to implement the Community Engagement Early Response Model (Komak) in partnership with community stakeholders. "Komak", means "help" or "support" in Dari, and provides prevention and engagement activities in the Afghan community to increase inclusion and belonging, and strengthen community capacity and resilience.

Komak also provides early intervention opportunities for parents, peers, community members and service providers to support individuals, particularly vulnerable young people. Elements of the Komak program include:

- Referral and support
- Community engagement
- Early response + prevention
- Maintenance of a Local Reference Group to guide and monitor program implementation
- Expert consultation and support panel
- Evaluation of the program.

Occasional travel may be required to various Connections sites (across the South East).

Budget: *nil*

People: *nil*

Relationships:

Internal:

- Komak Program Coordinator, Program Leaders, Team Leaders and other Uniting staff members as required

External:

- DHHS personnel, Agency and Community representatives as required
-

KEY RESPONSIBILITY AREAS

- Promotion of Komak and other services to community members and key stakeholders, to raise awareness of the service
 - Referral of community members to appropriate support services
 - Family and community outreach
 - Provide support to the Coordinator to deliver Komak-specific activities to respond to gaps in service delivery and enhance social cohesion
 - Develop and assist with social and cultural events to support the local community and improve connections to services
 - Provide support to deliver culturally appropriate and responsive services
 - Support volunteer and community capacity to respond effectively to community needs and concerns, including varying forms of anti-social behaviors
 - Ensure that services are client focused and service delivery is compliant with all regulatory standards and funding requirements
 - Deliver workshops and training sessions to community members and professional stakeholders
 - Entry of performance data and maintain accurate and up-to-date case notes
 - Develop collaborative relationships with other agencies providing client services
 - Liaise with schools and network service providers
 - Broker services appropriate to the families' needs
 - Advocate for families to access appropriate services
 - Participate in regular supervision with supervisor
 - Set priorities and manage time appropriately
 - Comply with Uniting program policies and procedures
 - Other projects as required
 - Comply with relevant Occupational Health and Safety standards
 - Ensure child safety at all times; raise and report any concerns about child safety immediately.
-

PERSON SPECIFICATION

Qualifications and experience

Essential

- A degree in Social Work, Psychology or a related tertiary qualification relevant to child and family welfare
- Demonstrated understanding of the issues that 'at risk youth' experience
- A commitment to the family-centred approach and the family strengthening and empowerment models of practice
- Victorian Driver Licence
- Satisfactory Police and Working with Children Checks
- A sound understanding of the 'Best Interests' framework and Child Youth and Family Act (CYFA) 2005
- Understanding of Afghan ethnic diversity and inter-ethnic historical dynamics.

Desirable

- The ability to communicate in Afghan languages will be highly regarded
- Project experience, and experience working in community development.



A bit about you

First name		Role	
Last name		Date you started this role	

Your interests and future aspirations (where do you see yourself in 5 years?)

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Your goals and how you will reach them

Goal	How you will reach it	By when
1.		
2.		
3.		

Agreed plan for upcoming 12 months

Next steps	By whom	By when
1.		
2.		
3.		

Individual Learning and Development Plan review

Agreed date of review:		Staff member who will do review:	
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Signatures

Volunteer name:		Staff member name:	
Volunteer signature:		Staff member signature:	
Date signed:		Date signed:	

Supervision Agreement

Date:	Supervisee:	Supervisor:
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Section 1: Learning Agenda – Supervisee aims

For an existing employee the below section is completed with reference to the Supervisee's Workplan/Development Plan

Supervisee strengths (personal and professional)	
Personal challenges of the Supervisee's professional role	
Supervisee career development goals/Supervisee professional opportunities and interests	
Supervisee preferred learning styles	
Supervisee's previous experience of supervision	

Section 2: Supervisory Relationship

What expectations and hopes do we bring to supervision?	
How will we manage confidentiality?	<i>The discussion in each supervision session will usually be confidential between the two participants. If the supervisor needs to share supervision records or matters raised in supervision with someone else, they will inform the member of staff. If the member of staff wishes any information they share to remain confidential they should say so, and the supervisor will discuss whether this is possible.</i>
The Supervisor and Supervisee will prepare for each supervision by	
Difficult issues will be addressed in supervision. Issues will be resolved by?	
What preferences does the supervisee have about receiving and giving feedback?	
Agreed responsibilities	
Agreed questions that may be useful to be asked in supervision.	<i>Look through the lists of example questions and determine which are most useful for your personalised supervision. Add additional questions and or additional sections to your personalised supervision template and use this at each supervision.</i>

Strengths-based supervision question guide

As a supervisor, as well as relying on general supervision skills and experience, we have to learn how to adapt to each individual supervisee that we work with. Our best teacher is the unique supervisee who is with us in the room.

Example questions supervisors can ask to help them learn about their supervision practice:

- What's going well in your practice generally?
- What do you enjoy about the work?
- What's not so easy?
- How do you cope with that?
- What tells you that you can keep on growing and learning in this profession?
- What do you look for in supervision?
- How does supervision contribute to your practice?
- How do you make supervision work for you?
- How do you help your supervisor (me) to supervise you well?
- When you walk away from a supervision session, what makes you feel that we've both done a good job?
- What could we do between us that would make supervision even more useful to you and your clients?

At the beginning of each supervision:

- What's your goal in coming to supervision today?
- What would you like to accomplish in supervision today?
- What would you like to have happen in the next hour, so you'd know it was worth your while coming?
- How will you know afterwards that today's meeting was useful?

Near the end of each supervision:

- On a scale of 0 — 10, where 10 = the best session you could possibly have and 0 = the opposite, where would you rate this session?
- What would we have done differently in supervision if the session had been at X + 1?
- How can we go on moving up the scale in the future?
- What do we each need to do to go on improving our supervision sessions?

Example questions for a solution-focused discussion about client work

Approaching a case or issue:

- What strengths did you demonstrate in the issue or case we're about to discuss?
- I appreciate your clear description of times when things with this client/family aren't going as well as you'd like. That is useful information for me. Also, could you tell me about times when you're not experiencing these difficulties?
- What's different about the times when you seem to be having successes with this or similar clients?

Listening to a case description:

- I'm impressed with the way you . . .
- Interesting how the client responded to you when you said . . .
- How did you know that might be a useful direction to take?

When the worker focuses on the client:

- What would you like to have done instead?
- Tell me about times when you don't have that problem?
- What alternatives went through your mind before you did that?
- When you do that in the meeting (when that happens), what do you suppose the client or family is thinking?
- What, do you think, the client would like to see you do differently?
- How do you think the client might have responded?

When the worker describes specific interventions:

- What do you think you did there?
- What were you trying to accomplish there?
- How would that have been useful?
- With hindsight, what might you have done differently?
- How do you think the client might have responded if you had done that?

When noticing the client's improvement or change:

- What did you do that might have influenced this change?
- How did the client manage to do that?
- What do you think the client found helpful (in you) so that they could move forward? Do other clients find that quality helpful?
- How did you do that?

Reference:

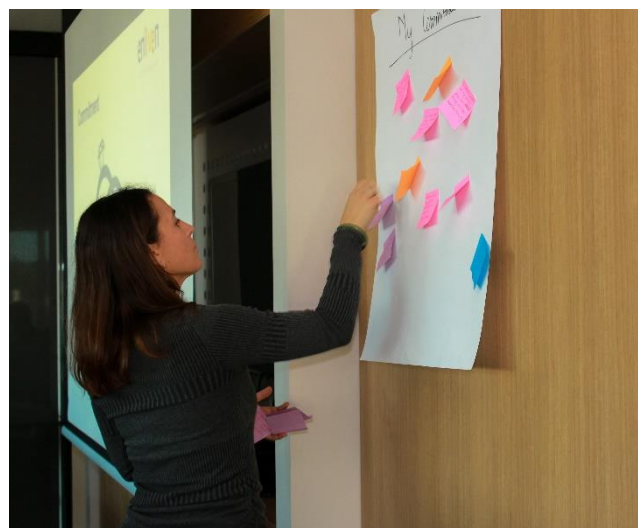
Briggs JB & Miller G; Success enhancing Supervision, in Nelson T (Ed): Education & Training in Solution Focused Brief Therapy, 2005, Haworth Press — adapted by CW, 2008.

Commitments for change

At the conclusion of Forum 2, attendees were asked to write their own personal or organisational commitment. They were asked to consider a commitment they would like to make in relation to the way they recruit, support and work with Bicultural Workers. Below are the commitments that were received.

“I will...

- create more opportunities for giving workers feedback and building their confidence”
- ensure all staff have an individual learning and development plan”
- slow down in meetings, allowing time for the internal translation that some staff may be doing”
- encourage mothers whom are attempting to re-enter the workforce to volunteer”
- investigate how we can pay people for their time instead of expecting them to always volunteer”
- create our own case studies and learning tools that we can use across our agency”
- make an effort to learn other cultures’ key phrases and celebrate with them”
- promote personal development of my colleagues”
- be brave when managing Bicultural Workers; knowing when it is and isn’t ok to ask for more”
- reflect on my own assumed expectations of work culture and take time to explore with staff”
- take time to show the bicultural volunteers that work for us how much we appreciate and value them”
- celebrate the success of our Bicultural Workers”
- develop a culturally appropriate and competent document with the upper level management staff at my organisation”
- not make assumptions; rather take time to understand the cultural backgrounds that staff come from and respect those with different values”
- host internal events to celebrate bicultural work and share culture”
- source demographics to inform a strategy for workforce mutuality”
- advocate for more reflexive/reflective practice in the organisation – recognising power and privilege”
- learn more about the political situations of the countries in which our Bicultural Workers come from, as well as cultural celebrations and customs”
- advocate for a Bicultural Worker supervision and support policy”
- nominate bicultural colleagues for awards”
- acknowledge and support Bicultural Workers’ personal and social capital”
- set up a system for staff to experience/mentor/buddy with staff from other organisations to gain experience”
- be more mindful when in supervision with my team members”
- feedback to leadership group some key learnings from the forums”
- look at budget for bicultural staff as well as ensuring staff have buddies”



The working group welcome your contributions to this toolkit. If you would like to add anything, including your own 'Commitment for change,' please contact:

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Bicultural brilliance

A toolkit for working with and as Bicultural Workers