

## Supporting culturally reflective practice

### LEADERS SERIES

Aboriginal and Torres Strait Islander peoples should be aware that this resource may contain images, audio or names of people who have passed away.

### Module 5: Seeking knowledge and context

**Welcome to the fifth module of Emerging Minds' series for leaders focusing on culturally reflective practice with Aboriginal and Torres Strait Islander children, families and communities. This module is about seeking knowledge and context when considering strategies to engage with in practice.**

While many Aboriginal and Torres Strait Islander people are willing to share knowledge about their culture and history, it is important for non-Indigenous practitioners to take responsibility for their own learning. It is also important for practitioners to understand that some history can be highly traumatising to recount, and some knowledge cannot be shared for various cultural reasons. In your role as a leader, you can encourage your team to be mindful of developing their learning carefully and respectfully with these things in mind.

The strategies that non-Indigenous practitioners use to support Aboriginal and Torres Strait Islander families need to consider the diversity of context for that family's unique experiences, including their culture, family processes, parenting practices and community setting. There isn't one story when working with Aboriginal and Torres Strait Islander families; every community and individual has a different history and context. As such, every relationship practitioners develop will need a different approach. It is, therefore, essential for you and your team to take on a 'learner' stance and embed cultural curiosity into your interactions with children and families.



### Reflective questions

- Have you considered whether you are the right person to work with this Aboriginal and/or Torres Strait Islander person? Is there someone more suitable with whom they have an existing relationship that they might find it easier to open up to? Have you asked the person who they feel would best be able to support them?
- How do you consider the roles that both clinical and non-clinical care can provide to this person?
- Do you value Aboriginal and Torres Strait Islander workers as equal knowledge holders to non-Indigenous practitioners? How could an Aboriginal and Torres Strait Islander worker offer support to the person you are working with?

## Strategies to support learning

- Provide a foundation for your interactions by learning about the history of Aboriginal and Torres Strait Islander communities in your area. Find out more about their local historical and cultural context, as well as their current experiences.
- Who are the Traditional Owners and Elders of the Land/s you are on?
- How can you build strong relationships within ACCHOs to develop partnerships?
- How can you learn about your local Aboriginal or Torres Strait Islander community's historical and cultural context and experiences?
- Remember that it is not the responsibility of Aboriginal and Torres Strait Islander people to educate you; it is important for you to develop your own understandings and strategies.

Scan the following QR code to read this module on [emergingminds.com.au](https://emergingminds.com.au) (via Bitly):



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