

Caring for Jarjums

Strong, proud and safe



Learning outcomes

- Identify the experiences and impacts for Aboriginal and Torres Strait Islander people removed from their families and communities under government policies
- Describe data relating to the over-representation of Aboriginal and Torres Strait Islander children
- Discuss the legislative basis, purpose and elements of the Child Placement Principle
- Identify the additional carer responsibilities when providing out-of-home care for Aboriginal and Torres Strait Islander children
- Discuss an example of a cultural support plan

Content of session

Purpose:

To consider culturally sensitive legislative principles and responsibilities when providing out-of-home care for Aboriginal and Torres Strait Islander children.

Content:

- The Stolen Generations – experiences and impacts
- Child Placement Principle and the Cultural Support Plan
- Focus on culture
- Putting into practice



Stolen Generations - reflection

At your table, discuss the following questions:

1. **What** do you know or have heard about the Stolen Generations?
2. What is **the source** of your knowledge? (from an Aboriginal or Torres Strait Islander person; school/uni; books; TV or film etc)
3. What do you think were some of the differences for the Stolen Generations, if compared to non-Indigenous Australian children who were removed from their families and placed into State care?

Lessons from the past

Donna Meehan's testimony

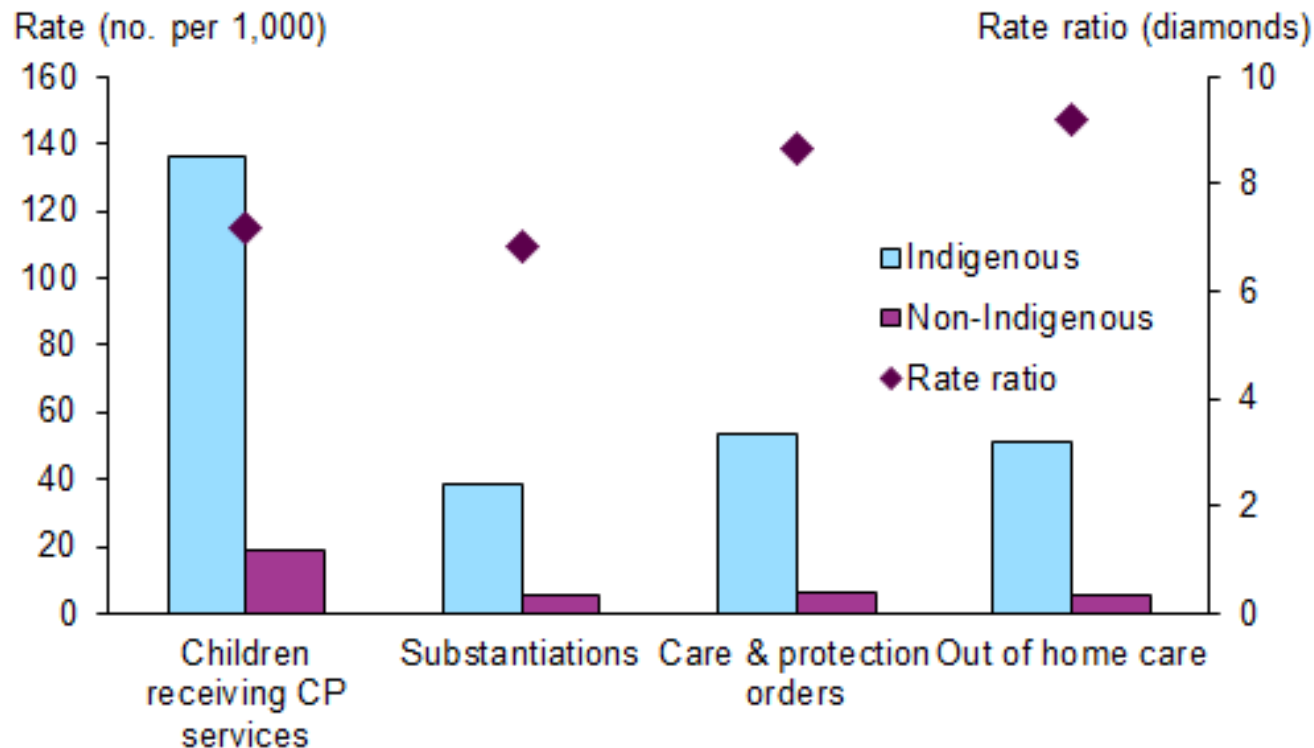


Source: Stolen Generations' Testimonies

<http://stolengenerationstestimonies.com/index.php/testimonies/974.html>

Over-representation

Children in different components of the child protection system by Indigenous status (rate), 2013-14.



Source: Australian Institute of Health and Welfare, <http://www.aihw.gov.au/child-protection/children-receiving-services/#indigenous>

Mind your language



- Aborigines
- The acronym - ATSI
- Part Aboriginal/Aborigine
- Half caste or quarter caste or octoroon
- Urban or remote Aboriginal/Aborigine



- Aboriginal people/s
- Torres Strait Islander people/s
- Australian Indigenous
- By regional name
 - Murri – Qld, north NSW
 - Koorie – NSW and Victoria
 - Nunga – SA
 - Nyoongah – WA
 - Anangu – Central Australia
 - Palawah – Tasmania
 - Yolngu – NT

Child Placement Principle

*There is a misperception that the **child placement principle** is only about a placement hierarchy for out-of-home care. It is **not** simply about where or with whom a child is placed. The history and intention of the Child Placement Principle is about keeping Aboriginal and Torres Strait Islander children connected to their family, culture and community.”*



SNAICC ‘Aboriginal and Torres Strait Islander Child Placement Principles: Aims and Core Elements’ June 2013

Elements in the Child Placement Principle

- **Protecting** the cultural rights and identity of Aboriginal and Torres Strait Islander children
- **Partnering** with the Recognised Entities (RE)
- **Placement** prioritisation
- **Preserving** connections with family, community and culture



What does this mean for me?

If you are caring for an Aboriginal and Torres Strait Islander, then you have **additional** responsibilities. You need to:

- Facilitate and support the child's contact with parents, other family members, as well as their contact with their community/language group (per the child's case plan)
- Help the child to be connected with their culture
- Play a role in preserving and enhancing the child's Aboriginal and/or Torres Strait Islander identity

Activity

What do you think?

- Discuss the four statements in table groups.
- Do you agree or disagree with the statements? Why? Record your thinking/reasons.



The Starting Point: The child's Cultural Support Plan

- Records the child's clan, language/community group
- Identifies the activities that will support the child's sense of cultural identity
- Documents the support and help the carer requires in order to maintain/support the child's culture
- Lists others who will be involved in developing the child's cultural identity



Why is culture important?

“ The best way to ensure that Aboriginal and Torres Strait Islander children in out-of-home care today do not endure the same sense of loss of identity and dislocation from family and community as the Stolen Generations, is to actively support them to maintain or re-establish their connection to family, community, culture and country”.

Source: SNAICC ‘Aboriginal and Torres Strait Islander Child Placement Principles: Aims and Core Elements’ June 2013

Identity

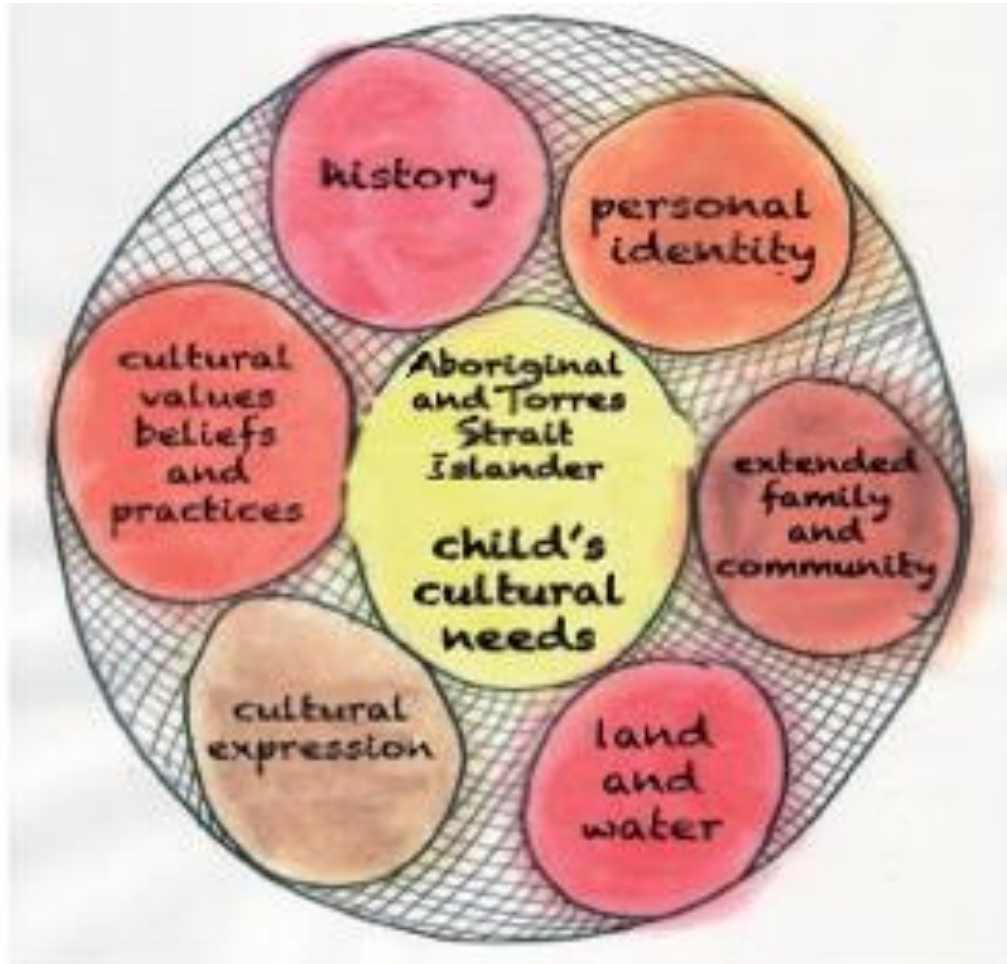
“Being Aboriginal has nothing to do with the colour of your skin or the shape of your nose. It is a spiritual feeling, an identity you know in your heart. It is a unique feeling that may be difficult for non-Aboriginal people to understand.” Linda Burney of Wiradjuri descent

“We are a community and people by history, spirituality, locations, country, thinking, politics, treatment, laws, cultures and most importantly, our stories”.

Readers letter, Koori Mail



Domains of child's cultural needs



SNAICC "Aboriginal and Torres Strait Islander Children's Cultural Needs" 2012
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