

SKILL

ADVOCACY

Speaking out about issues important to you and your community and supporting individuals or groups to be heard is an important part of being a bi-cultural worker.

This is particularly important when working with disadvantaged groups or groups who commonly experience discrimination.

- Bi-cultural workers can advocate for their communities' voices to be heard and influence decision making that affects them.
- Where systemic barriers for communities are identified take active steps to address them - cultural beliefs, ways of knowing and tradition can also be advocated for.
- Give feedback about ways to improve systems and processes to facilitate cultural safety/accessibility and community representation



ADVOCACY

SKILL

COMMUNITY CONSULTATION AND CO-DESIGN

Bi-cultural workers talk with their community to find out what they think about an issue or an idea. They work together to develop (co-design) projects, resources or plans that respond to their priority interest or needs, in a culturally appropriate and accessible way.

- Community consultation may occur in a focus group or activity setting. The aim is to gather feedback or ideas, to hear people's thoughts about a topic or learn about their experiences.

- Co-design is a collaboration between people who are impacted by an idea, challenge or situation. It aims to create tangible outcomes that respond.



COMMUNITY
CONSULTATION
CO-DESIGN

SKILL

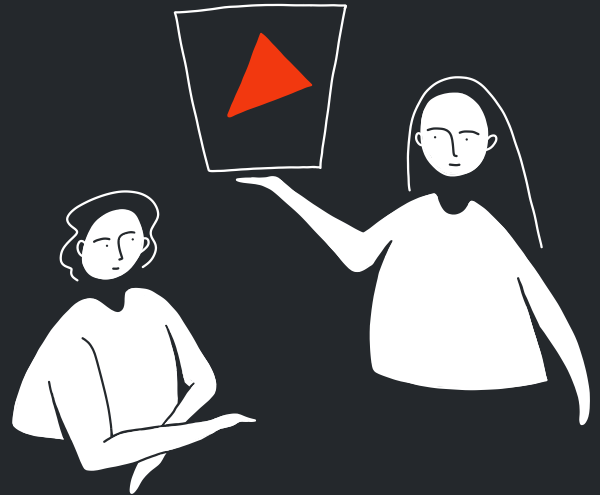
COMMUNITY EDUCATION

Bi-cultural workers utilise their language and cultural skills to deliver capacity building to their communities.

It is a bi-cultural workers role to ensure the information is understood and accessible to them.

- Bi-cultural workers may work with other professionals to deliver specialised information sessions

- They may develop and deliver workshops themselves



COMMUNITY EDUCATION

SKILL

COMMUNITY ENGAGEMENT

Bi-cultural workers specialise in building relationships with community groups to understand their interest and needs - working collaboratively with these community groups to address issues that impact their well-being.

- Community engagement builds trust and relationships with community groups
- It can be with one culture or across many
- Community engagement can lead to collaboration and working together for social change



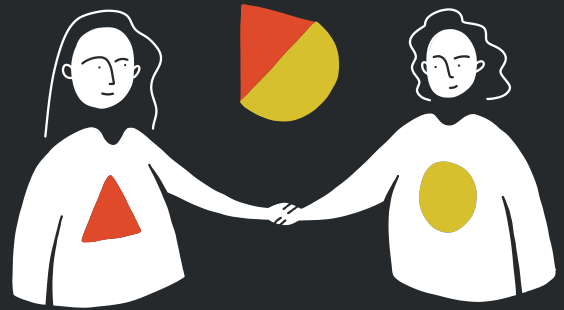
COMMUNITY ENGAGEMENT

SKILL

CULTURAL BRIDGING

The sharing of cultural information between organisations, groups or individuals you are working with, to encourage mutual understanding, respect and acceptance of difference, specifically in relation to; cultural ways of knowing, traditional practice and belief systems.

- Cultural bridging aims to ensure all parties understand each other
- Cultural bridging helps people move beyond stereotypes and assumptions, encouraging deeper understanding of difference
- Fear of difference becomes lesser and we create more opportunities for trust and collaboration



CULTURAL BRIDGING

THEORY

CULTURAL SAFETY

A culturally safe environment is one where people from different cultural backgrounds feel safe and secure in their identity, culture and community.

- Bi-cultural workers advocate for cultural safety in their workplace and when engaging with the community
- Cultural safety is about respect, embracing different world views, ways of knowing, thinking and doing. It means recognising our own bias.
- Cultural safety means you respect cultural norms and protocols and you do not discriminate



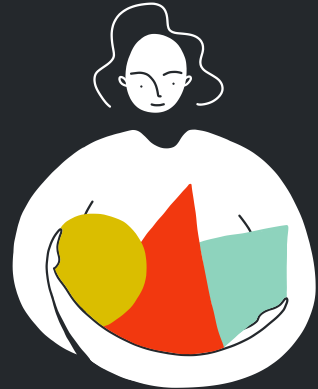
CULTURAL
SAFETY

THEORY

INTERSECTIONALITY

Is a theory that people experience privilege or disadvantage depending on their race, class, gender identity, sexual orientation, religion, age, disability, or other aspects of the self. These different aspects of oneself do not exist separately but are interwoven together and are experienced differently depending on the individual experience and the context.

- As a bi-cultural worker it is important to consider the unique experiences of privilege and disadvantage experienced by every individual
- Diversity, power and disadvantage exists within every community, therefore we must avoid generalisations based on an individual belonging to a group
- Remember, every individual's experience is unique!



INTER- SECTIONALITY

SKILL

PROJECT DEVELOPMENT AND PLANNING

Project planning is where you plan, organise and complete a project within a time frame. This can include developing and delivering workshops, events, or activities in your community. A project should have clear objectives (goals), timelines and expected outcomes.

At the end of a project you should evaluate it by using surveys, focus groups or reflective activities to determine what the outcome or the impact of the project was and to assess whether you achieved the objectives.

- Bi-cultural workers may work on projects individually or as a group
- Other things to consider include; budgets, timelines, stake holder management, risk assessments and report writing.



PROJECT DEVELOPMENT & PLANNING

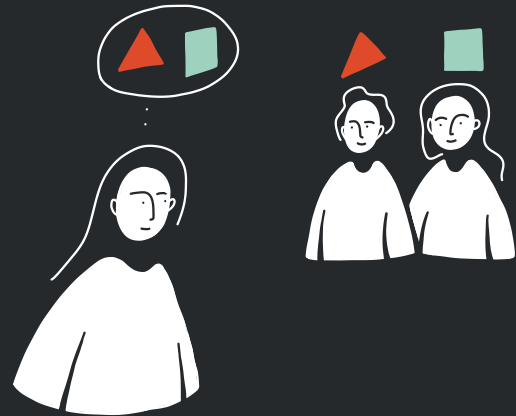
THEORY

UNCONSCIOUS BIAS

Forming positive or negative opinions about people or situations automatically and unconsciously - our brain sometimes makes quick judgments and assessments of people and situations. These thoughts are influenced by; the media, governments, our education our background, cultural environment and personal experiences.

Our unconscious bias can influence how we react or behave towards individuals or situations.

- Bi-cultural workers must acknowledge and understand their own bias when engaging with community and organisations
- Encourage people to share their perspectives and support critical conversations by asking "What do other people think?"
- By presenting different perspectives/world-views individuals can identify their own unconscious bias



UNCONSCIOUS BIAS

THEORY

COMMUNITY LED

Community led practice means working together to create and achieve the goals of the community. Community voices lead conversations and actions build on community strengths; it focuses on solutions rather than problems.

- Bi-cultural workers commit to sharing power and privileging the voices and experiences of community members.
- Project objectives are developed in collaboration with all parties involved
- Bi-cultural workers explicitly ask for participants ideas and opinions
- Check in regularly to make sure the project continues to align with what participants/communities want



COMMUNITY
LED

THEORY

STRENGTH BASED

Strength based practice is an approach that focuses on strengths rather than on problems. It recognises that every individual/community has strengths, resources and resilience that can be drawn upon to achieve their goals.

This approach also advocates for self-determination; it encourages individuals and groups to take control of decisions affecting their lives.

- Bi-cultural workers should trust and value the expertise of community members
- Recognise community strengths and the value of community-based support systems, draw upon them whenever possible

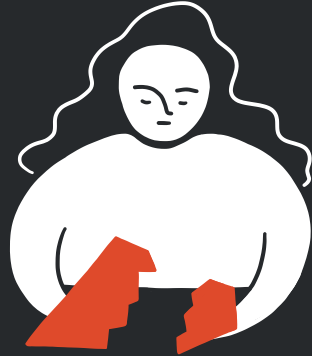


STRENGTH
BASED

TRAUMA INFORMED

Trauma informed practice is a strength-based approach that understands the impact and how to respond to people who have experienced trauma.

- Bi-cultural workers should create spaces where people feel culturally, emotionally, and physically safe
- Recognise when activities or conversations may be triggering
- Let people know they can leave, reach out or be referred to support services
- Encourage the group to listen and respect individual experiences
- Sensitively navigate different cultural norms as they relate to trauma



TRAUMA
INFORMED