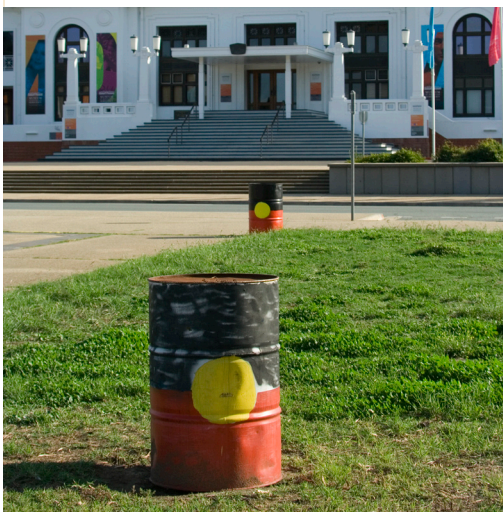




ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL COMPETENCE COURSE



The Centre for Cultural Competence Australia (CCCA) is an organisation that is dedicated to the training and development of individuals and organisations in the field of 'Aboriginal and Torres Strait Islander Cultural Competence'.

Founded by professionals and experts within the fields of Indigenous research and development; technology; and communications, the purpose of the organisation is to provide ready access to the knowledge and skills required to establish and work within a culturally competent framework.

The aim of the Centre is to 'close the gap' through education.



TAFE Accreditation

To ensure the relevance of the Aboriginal and Torres Strait Islander Cultural Competence Course, CCCA has partnered with TAFE NSW to provide an additional benefit to individuals and organisations in terms of training and development.

The CCCA Aboriginal and Torres Strait Islander Cultural Competence Course has been accredited by TAFE. All TAFE enrolment and certificate fees are included within the course fee.



Peak Body Accreditation

The Aboriginal and Torres Strait Islander Cultural Competence Course is also accredited with a number of additional peak industry bodies, granting eligibility for Quality Assurance and Continual Professional Development requirements.



Aboriginal and Torres Strait Islander Advisory Panel

To ensure the relevance and accuracy of our training courses, CCCA is supported by an Aboriginal and Torres Strait Islander Advisory Panel comprised of leading Indigenous community leaders, academics and experts in a variety of fields from across the nation.



Online Learning

All CCCA courses are online, making it possible for even the busiest individuals and organisations to schedule and complete training and development.

The key benefits of online training include:

- 24x7 availability
- Flexible learning environment – individuals can complete the training at their own pace and at times convenient to themselves
- Online assessments ensures a higher level of individual engagement and learning
- Online allows for comprehensive content inclusion that drives not only cultural awareness but provides the skills to change behaviours, resulting in cultural competence
- Cost effective training solutions compared to face to face training



CCCA Annual Membership

To support ongoing personal development and to ensure the relevance of the qualification CCCA provides an annual membership for individuals with year one fees covered in the course price.

Membership provides ongoing access to the course resources, as well as additional training modules developed per annum to ensure a current knowledge base of Aboriginal and Torres Strait Islander affairs.



Aboriginal and Torres Strait Islander Cultural Competence Course Curriculum

The CCCA Aboriginal and Torres Strait Islander Cultural Competence Course has been developed by a collaboration of some of Australia's leading Indigenous and non-Indigenous academics and professionals, with extensive experience in working with Indigenous peoples and in Indigenous contexts, as well as the training of individuals and organisations in Aboriginal and Torres Strait Islander Cultural Competence.

The training course has been developed to provide individuals of all levels with a practical and engaging learning environment.

COMPONENT ONE

Why be Culturally Competent?

Component One details the issue of why an individual and/or organisation should aim to be culturally competent, describing the benefits to three major stakeholders:

- Firstly, Aboriginal and Torres Strait Islander people who access or are otherwise affected by services provided by that individual or organisation (including an overview of racism);
- Secondly, Aboriginal and Torres Strait Islander employees of that individual or organisation; and
- Thirdly, Non-Indigenous individuals and employees.

COMPONENT TWO

Aboriginal & Torres Strait Islander Peoples

Component Two introduces the Aboriginal and Torres Strait Islander peoples. It provides an overview of population demographics and gives a basic understanding of appropriate terminology, language groups and identity. This component also introduces Aboriginal philosophy, exploring the Dreaming.

COMPONENT THREE

Kinship, Culture & Worldviews

Component Three further explores Aboriginal philosophy, particularly examining the differences between Aboriginal and Torres Strait Islander and Western worldviews, and the connection to land. Aboriginal kinship is described, accompanied with examples of the practical implications of kinship systems. Brief overviews are also provided of a variety of aspects of Aboriginal cultures.

COMPONENT FOUR

Initial Contact: Dispossession & Extermination

Component Four identifies evidence of Aboriginal occupation of Australia from as early as 60,000 years ago, and details the European 'discovery' of Australia and colonisation. This component provides an insight into the predominant Western (non-Indigenous) worldview at the time of European colonisation of Australia, explaining the Great Chain of Being and Social Darwinism and how this influenced terra nullius and the initial approaches to dealing with Aboriginal peoples – dispossession and extermination. Some case examples of massacres and Aboriginal resistance fighters help illustrate the frontier violence of the period.

COMPONENT FIVE

Early Colonisation: Protection & Segregation

Component Five provides an overview of the Protection and Segregation period, noted for the introduction of the so-called 'protection policy'. The 'Aborigines Protection Act' and the forced removal of Aboriginal peoples from their traditional lands to reserves and missions is detailed. This component also introduces the line of thought at the time relating to Aboriginal peoples being a 'dying race' and that those of mixed race could be absorbed into European white society, and how this set the stage for the subsequent policy of 'Assimilation'.

COMPONENT SIX

Assimilation: Policy & Practice

Component Six examines the events occurring over the period 1930 to 1964, particularly relating to the Assimilation era. It details how Aboriginal peoples were viewed during this period through a case study of the 'Exemption Certificate'. The philosophy of 'Absorption' as the argument behind Assimilation is described, followed by an explanation of the Assimilation policy and the forcible removal of Aboriginal children. This is supported by a summary of the findings of the Human Rights and Equal Opportunity Commission's National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families released in 1997.

COMPONENT SEVEN

Aboriginal Agency: Protest & Resistance

Component Seven examines Aboriginal protest and resistance efforts by reviewing the case studies of the Day of Mourning and Protest, the Aboriginal Stockmen's Strike in Western Australia, the Gurindji Land Rights Strike, the Freedom Rides and the Referendum.

COMPONENT EIGHT

Recent Times: Self-Determination, Reconciliation & The Intervention

Component Eight addresses events occurring over the period 1972 to current day, reviewing the policies of 'Self-Determination' and 'Self-Management', and 'Reconciliation'. The Royal Commission into Aboriginal Deaths in Custody, land rights and Native Title, 'the Intervention' and 'the Apology' are all explored. This module then provides an overview of the current situation of Aboriginal and Torres Strait Islander peoples in terms of health and wellbeing.

COMPONENT NINE

A Focus on Torres Strait Islander Peoples

Component Nine provides an overview of Torres Strait Islander peoples and cultures, including how these groups were specifically affected by the events of colonisation and subsequent policies targeting Aboriginal and Torres Strait Islander peoples.

COMPONENT TEN

Cultural Competence in Practice

Component Ten provides a useful guide for working with Aboriginal and Torres Strait Islander communities addressing issues such as personal presentation and conduct, communication, roles, responsibilities, obligations, working within the kinship network, and respect for cultural protocols.

Engaging Community

This final activity requires the participant to develop their own locally-specific 'Engaging Community' Action Plan. Hints are provided to help the participant successfully and comprehensively develop their own Action Plan, which can be saved as a PDF for future reference upon completion. This activity may be completed by the individual on their own, or in situations where a number of participants completing the course work in the same region this activity may be workshopped as a group.

Price

\$ Price determined by quantity of licences ordered*

Please enquire for a quotation.

** Discounts apply for volume orders. Prices include individual online access to training course; TAFE enrolment and certification fees; Year 1 CCCA Membership fee.*

Contact

For more information on the Indigenous Cultural Competence Course please contact:

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or call 1300 240 944