



**MacKillop
Family
Services**

Building multicultural practice in out-of-home care

**A guide to support
and measure culturally
responsive practice for
multicultural children
and young people
living in residential
out-of-home care.**

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Executive summary

Purpose and audience

The Building Multicultural Practice in Out-of-home care: Framework for Implementation is a practice-informed resource designed to support leaders and multicultural leads in out-of-home-care (OoHC) services, with relevance across various OoHC models nationally.

It provides a coherent, organisation-wide roadmap to embed culturally responsive, trauma-informed and strength-based practice for children and young people from multicultural backgrounds.

Why this framework, and why now

Multicultural children and young people in OoHC often experience disrupted identity, belonging and continuity of culture.

When culture is centred (not treated as peripheral) identity, belonging and wellbeing are strengthened, improving care experiences and outcomes. The framework responds to this evidence and to sector expectations that culture be integral to safety and quality, not an 'add-on.' It also aligns with the Multicultural Framework Review roadmap that calls for an uplift in culturally responsive services, capability and leadership across systems—especially for children and young people.

What the framework offers

The guide translates key principles into practical steps that organisations can put into action. It includes:

- (i) a readiness checklist to help organisations assess how ready they are and identify areas for improvement;
- (ii) clearly articulated leadership roles, including who is responsible for supporting multicultural practice (Cultural Practice Lead; Multicultural Advisors);
- (iii) key activities and tools that support culturally responsive practice, such as: Cultural Consultations; Multicultural Support Plans [MSPs]; culturally responsive practice training; Communities of Practice/advisory groups; an anti-racism resource); and
- (iv) guidance for evaluation.

Collectively these elements help create an authorising environment, where roles are clearly defined and culturally responsive practices are embedded – ensuring cultural safety is consistently upheld in everyday care.

How it works in practice

- **Leadership and governance.** Senior leaders visibly champion and prioritise the work. They embed it into strategy and quality systems, allocate resources and remove barriers— making it clear that cultural responsiveness is core business. The Cultural Practice Lead provides strategic direction, practice support, supervision and workforce development. Multicultural Advisors are compensated and supported to provide consultative guidance to care teams.
- **Cultural Consultations.** These are structured, documented meetings where key team members come together to explore how a child or young person's culture is being understood and supported. Each consultation results in clear actions, responsibilities, and timelines.

- **Multicultural Support Plans (MSPs).** These individualised plans (with template and practice guidance to be finalised/ adapted locally) centre identity, language, family, community and faith in care and case management. They include endorsement processes and regular reviews to ensure they remain relevant and effective.
- **Workforce capability.** Culturally responsive practice is built into onboarding and refreshed annually through mandatory, role-specific training. Staff are supported through mentoring, reflective practice and accessible learning formats.
- **Communities of Practice and advisory groups.** These regular forums – each with a distinct but complementary purpose – create space for peer learning, case reflection, identifying gaps, and making shared recommendations.
- **Anti-racism.** The anti-racism guide offers practical support for responding to racism in a safe and trauma-informed way, while also highlighting the broader organisational commitment to equity and inclusion.
- **Language and scope.** The guide encourages careful, evolving use of terms, and recognises that the experiences of Aboriginal and Torres Strait Islander young people are distinct and must be guided by First Nations-led authority.

A concise theory of change.

If organisations:

1. create an authorising environment and resource key cultural roles;
2. embed Cultural Consultations and Multicultural Support Plans (MSPs) into everyday practice;
3. build and sustain workforce capability through training and support; and
4. foster peer learning and take action against racism

then staff will grow their cultural capability and accountability. This means cultural identity, safety and belonging will be consistently prioritised in planning and daily care. As a result, multicultural children and young people in OoHC will have better experiences, improved wellbeing and more equitable outcomes. This approach aligns with national directions for strengthening culturally responsive services and workforce capability.



Measuring progress

The framework recommends meaningful and ethical evaluation that:

- Sets clear goals
- Involves young people and families in the process
- Tracks how well cultural safety, staff capability and practice improvements are being delivered
- Assesses how well the approach is embedded across the organisation (e.g., in policies, supervision, and data systems).

Some example indicators include:

- The number and quality of CSPs
- Frequency of Cultural Consultations and whether actions are followed through
- Completion rates for training and reflective supervision

- Staff self-assessments of their cultural humility
- Young people and families feedback on their sense of cultural safety and cultural connection.

Using this resource

This guide is designed to be flexible and relevant across all jurisdictions. It can be adaptable to suit different service settings and models. By placing culture at the centre of safe, high-quality OoHC, it equips leaders and multicultural leads with the tools, roles and supports needed to implement and sustain meaningful change.



Using this framework: Quick start guide

Who this is for

- Executive leaders, service directors and governance committees responsible for OoHC.
- Cultural Practice Leads and Multicultural Advisors who support culturally responsive practice across care teams. See detailed role descriptions for more information on pages 47 and 51.

What is this framework?

A practical, organisation-wide guide to implement and sustain culturally responsive practice for multicultural children and young people in OoHC. It includes:

- Structured Cultural Consultations
- Multicultural Support Plans (MSPs)
- Workforce training and anti-racism capability
- Communities of Practice and advisory groups
- Ongoing evaluation and improvement.

What this framework is not

- It's not a clinical model of care.
- It's not a substitute for First Nations-led frameworks or guidance. When working with Aboriginal and Torres Strait Islander children, young people, and families, leadership must come from First Nations organisations and voices.

Getting started: Five actions in your first 4–6 weeks

- 1. Create an authorising environment.**
Share an executive statement of commitment. Nominate a responsible executive and remove barriers to participation (e.g., time, budget, staff backfill).
- 2. Appoint or confirm a Cultural Practice Lead (CPL).** Clarify their role, reporting lines and resources. Ensure access to cultural supervision or mentoring.
- 3. Recruit Multicultural Advisors.** Use the encounter-conversation approach to identify Multicultural Advisors. Confirm compensation or adjust workloads to reflect their contribution.
- 4. Schedule Cultural Consultations.** Begin consultations for all multicultural young people. Start or refresh CSPs. Document decisions, assign actions, and share minutes.
- 5. Set up your advisory group or community of practice.** Lock in meeting schedules, learning focus, and evaluation methods that centre lived experience.

Alignment and accountability

- Child Safe Standards & organisational governance
Use the [Organisational Readiness Checklist](#) to embed cultural safety into policies, supervision, data, and quality systems.

- **National multicultural policy settings**

This framework aligns with national priorities around inclusion, anti-racism, workforce capability, and service access for multicultural communities.

What success looks like (early indicators)

Uptake

- Percentage of staff in key roles trained
- Number of Cultural Consultations conducted
- Number of CSPs in place

Experience

- Care teams report increased confidence
- Young people and families report feeling safer, more connected, and supported in their cultural identity and healing.

Systems in action

- Policies are updated to reflect culturally responsive practice
- Communities of Practice (CoP) are up and running, supporting peer learning and reflection
- Regular reporting to leadership tracks progress on cultural safety and outcomes.



Why change now?

The case for culturally responsive out-of-home care (OoHC)

1. Australia's diversity is growing

Australia is one of the most culturally diverse countries in the world:

- 51.5% of people were born overseas or have at least one parent born overseas (ABS, 2021).
- 5.8 million people speak a language other than English at home (ABS, 2021).

Mainstream services— such as OoHC—must reflect this reality and embed culturally responsive practice as a core part of their service delivery.

2. Required policy and regulation

- **The National Principles for Child Safe Organisations** (Principle 4) mandates services are provided to all children in culturally safe, inclusive ways including those from multicultural backgrounds. This is a national standard - not optional (AHRC, 2018).
- **Safe and Supported: the National Framework for Protecting Australia's Children 2021–2031** calls for system-wide strategies that adapt to the needs of multicultural children and young people (Commonwealth of Australia (DSS), 2021).
- **The Multicultural Framework Review** urges government services to embed multiculturalism, improve access and equity, and strengthen interpreting services. OoHC organisations must act now to align with these expectations (Commonwealth of Australia, Department of Home Affairs, 2024).

3. Children in OoHC need culturally safe, ongoing care

As of 30 June 2024:

- 44,900 children were in OoHC
- 69% had been in care for two years or more (AIHW, 2025).

Long-term care makes cultural connection, identity support and culturally safe relationships even more critical.

4. Racism undermines safety and outcomes

National evidence shows racism is widespread across systems like education, health, and justice - and it harms negatively racialised communities. Culturally safe, anti-racist practice is a **child safety issue**, not just a "diversity" issue. (AHRC, 2022).

5. We need better data and accountability

There is no single, national definition of cultural and linguistic diversity (CALD).

- Multiple data points are needed to identify CALD status and tailor services (AIHW, 2025)
- **The Multicultural Framework Review** recommends activating CALD data protocols and improving national data systems. OoHC organisations that strengthen their data now will be ready for future reporting requirements (Commonwealth of Australia, Department of Home Affairs, 2024).

6. A practical, evidence-informed solution is available

This framework operationalises three guiding principles—**culturally responsive**, **trauma-informed**, and **strengths-based**—into practical tools, including:

- Defined roles
- Cultural Consultations
- Multicultural Support Plans
- Training
- Evaluation

It gives leaders a clear roadmap for implementation.



What if we do nothing? What if we act?

Risks of inaction

- **Compliance risk.** Organisations may fail to meet national state/territory child safe standards, especially around equity and cultural safety.
- **Practice risk.** Without culturally responsive care, young people may continue to experience racism or cultural exclusion, families may be disengaged, and placement stability may be impacted – especially for multicultural young people. (*See the [National Anti-Racism Framework for evidence on systemic racism.](#)*)
- **Data risk.** Inadequate data systems mean organisations can't track outcomes for multicultural young people or meet emerging requirements outlined in the Multicultural Framework Review.
- **Reputational and workforce risk**
When cultural safety isn't embedded, culturally diverse staff may feel excluded, leading to lower retention and reduced capability across teams.

Benefits of action

- **Improved child safety and wellbeing**
Identity, belonging and cultural connection are actively supported in everyday care planning and practice. (MSPs, Cultural Consultations and anti-racism guidance help make this real)

- **Alignment with National Frameworks.**

This approach connects directly to key national directions:

- Child Safe Principles
 - Safe and Supported Framework
 - Multicultural Framework Review
- **Better performance and learning.**
Stronger data systems to monitor cultural safety, evaluate change, and demonstrate impact over time.
 - **Stronger workforce capability and confidence.** Clear roles (Cultural Practice Lead; Multicultural Advisors), structured supervision and peer learning support complex cross-cultural work.

What happens next? A 12-month starter plan

1. Create an authorising environment.

- Endorse the framework at the Executive level
- Appoint a Cultural Practice Lead
- Resource a Multicultural Advisor network
- Embed cultural safety in governance and quality systems.

2. Use the Organisational Readiness Checklist

- Assess baseline capability
- Identify quick wins (e.g., interpreter access, translated materials)
- Prioritise medium-term investments.

3. Activate core practice mechanisms

- Begin Cultural Consultations for all multicultural children in care
- Embed and regularly review Multicultural Cultural Support Plans (CSPs) in casework
- Deliver training in culturally responsive practice and anti-racism
- Link learning to supervision and CoPs.

4. Close priority data gaps

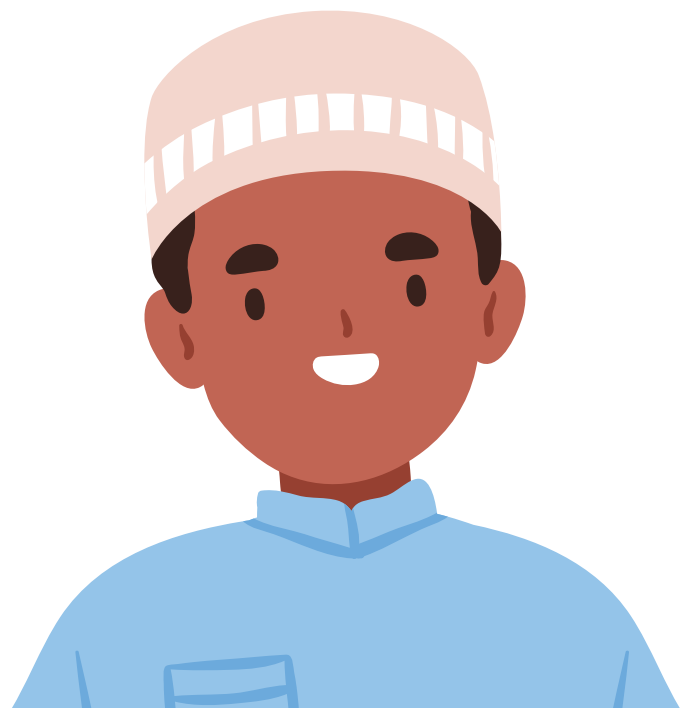
- Introduce minimum CALD data items at intake and review points:
 - language(s) spoken
 - country of birth
 - parental countries of birth
 - race
 - ethnicity
 - cultural identities.

Align with national guidance and Multicultural Framework Review recommendations.

For specific implementation resources including:

- Theory of change
- EPIS-Phase Implementation Roadmap
- Logic Model.

Please see Appendix 2, 6 and 8.





Guiding principles

These principles govern leadership, systems, and practice across OoHC. They are to be read alongside the organisational readiness checklist and core program components. Their intent is to embed culture, healing and equity as routine features of safe, high-quality care.

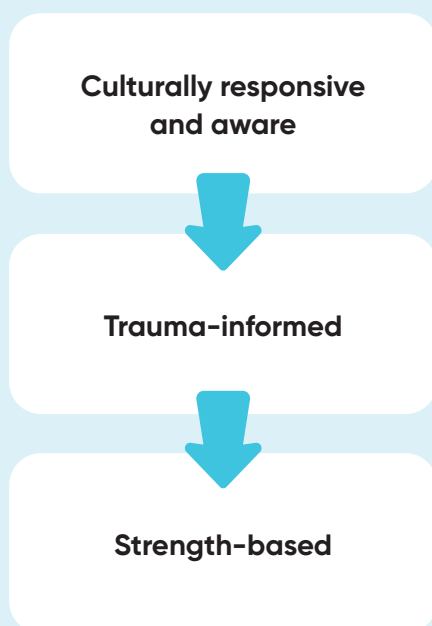
Cross-cutting commitments

These commitments apply to all principles and areas of practice:

Anti-racism and equity– We actively identify and address racism and structural inequities in policies, decision-making, and daily practice.

Participation– Children, families, and cultural communities are partners in assessment, planning, and review—reflecting their right to be heard and involved.

Co-creation and collaboration– We include people with lived experience—those who have accessed services—in the design and improvement of programs and practices.



In this resource we will focus on organisational-level strategies. We acknowledge that OoHC practitioners will also benefit from these guiding principles in their direct practice with young people, families and communities.

Principle 1: Culturally responsive and aware

Principle 1: Culturally responsive and aware

Culturally responsive practice recognises that each young person has a rich and multi-faceted cultural identity, that is shaped by language, family, religion, migration history and lived experience. In OoHC, this identity can often be disrupted. Multicultural Advisors play a vital role in helping young people reconnect and reimagine culture in a way that honours their cultural journey. This is achieved through supporting the wider care team and stakeholders to acknowledge the unique connections and importance of culture in a young person's life.

This work is not done in isolation – it's most effective when supported by an organisation that actively values and embeds cultural responsiveness at every level. These strategies outline how organisations can create the conditions for culturally responsive practice to thrive:



1. Recognise Culture & Communicate Responsively

- Treat culture as dynamic and core to identity
- Support staff to ask questions and avoid assumptions
- Use clear cross-cultural communication tools (interpreters, visuals, plain language)

2. Build Relationships Through Trust & Community Context

- Centre practice on trust-building, patience, and connection
- Involve family, kin, and cultural communities – not just individual casework

3. Strengthen Capability Through Reflection & Learning

- Acknowledge the complexity of culturally responsive work
- Invest in ongoing professional development, reflective supervision, and peer learning

4. Partner for Collective Impact

- Collaborate across teams, services, and cultural organisations
- Build relationships with communities and co-design supports
- Share knowledge to strengthen system-wide responsiveness

Principle 2: Trauma-informed

Principle 2: Trauma-informed

Young people in OoHC often face disruptions to safety, relationships, identity, and belonging. For those from migrant and refugee backgrounds, this can be compounded by displacement, racism, loss of cultural connection, migration trauma and systemic injustice. A trauma-informed approach recognises these experiences and provides care that is safe, predictable, and nurturing, while working to prevent re-traumatisation.

Adopting a trauma-informed framework is essential for organisations that support children and young people in care. It provides a structured approach to embedding safety, trust, and healing into both organisational culture and everyday practice. A trauma-informed organisation prioritises physical, emotional, social, and moral safety—not just for young people, but for staff and carers as well.

For children and young people from diverse cultural backgrounds, trauma-informed care must also be culturally responsive. This means recognising the impact of cultural displacement, racism, and intergenerational trauma, and responding with empathy, consistency, and cultural humility. When trauma-informed principles are embedded across all levels of an organisation, they become more than a set of practices—they reflect a shared commitment to inclusion, empowerment, and long-term wellbeing. The following strategies outline how Multicultural Advisors, carers and staff can create environments that are both trauma-informed and culturally responsive.

Organisation

1. Embed safety and inclusion across the organisation

Use a trauma-informed framework (e.g., Sanctuary Model, CARE program) to shape a culture of safety and belonging. Make emotional, cultural and psychological safety a priority.

2. Strengthen workforce capability and reflection

Equip staff with training, supervision and support to respond to trauma and bias. Build a culture of reflection around power, identity and emotional safety.

3. Design systems for healing and equity

Review programs, planning tools and decision-making to centre cultural identity, voice and healing. Partner with communities and track outcomes that matter to multicultural young people and their families.

Principle 3: Strengths-based

Principle 3: Strengths-based

This approach focuses on recognising and building upon the inherent strengths, cultural legacies, and resilience of young people and their families, rather than emphasising deficits or problems.

In multicultural contexts, strengths-based practice affirms identity and promotes cultural safety. It encourages practitioners to value and prioritise cultural knowledge, language, traditions, and community connections as protective factors that support healing and wellbeing. This is especially important for children and young people who may have experienced trauma, displacement, or systemic disadvantage.

Key elements of strengths-based practice include:

- Young people and families are empowered to define their own aspirations and pathways
- Recognises families and young people as experts in their own lives
- Cultural responsiveness, which respects diverse ways of knowing, being, and doing
- Hope, fostered through affirming strengths and building trusting relationships

By adopting a strengths-based lens, practitioners can support multicultural young people in care to develop a positive sense of self, strengthen their cultural identity, and build their capacity to thrive. These approaches also enhance practitioner confidence and promote more collaborative, respectful relationships with young people and families.



The importance of language

Why language matters

Language matters in culturally responsive practice. It shapes how we engage with young people, reflects their identities, and builds trust. As your organisation works to implement this framework, it's important to recognise that language is constantly evolving – and must be used with care, intention, and humility.

In this document, we use terms like multicultural, migrant and refugee backgrounds, and cultural identity. These terms are not fixed and may not fully reflect each young person's lived experience. We encourage ongoing reflection and dialogue about language across teams and programs.

Language also means recognising the distinct experiences of First Nations young people. While there may be points of intersection with multicultural communities, the experiences of Aboriginal and Torres Strait Islander young people are shaped by colonisation, systemic discrimination, and the ongoing impacts of historical child removal. It is vital that we do not conflate these experiences. In the context of this project, we acknowledge that we do not have the cultural authority to speak on behalf of First Nations communities. Guidance must come from First Nations-led organisations and voices.

Principles for respectful and inclusive language

Using respectful language helps build trust and ensures that children, young people, families, and communities feel seen, heard, and valued. These principles support culturally safe and inclusive communication across all settings.

1. Ask, don't assume

- Always ask for and record preferred names (including correct spelling and diacritics), pronunciations, and pronouns.
- Confirm how individuals describe their own cultural or ethnic identity—and be aware that this may vary across different contexts (e.g. home, school, faith, community).

2. Be specific

- Where safe and appropriate, refer to a person's specific language(s), country or region of origin, cultural or faith group.
- Avoid vague or general terms like "ethnic" or "migrant background" when more accurate and respectful descriptors are available.

3. Use strengths-based language

- Focus on experiences, not labels.
Say: *"Children and young people experiencing racism"*
Avoid: *"At risk of racism"*

4. Avoid othering

- Don't define people by what they are not.
Avoid: *"Non-English speaking"* or *"Non-Australian"*
Say: *"Multilingual"* or *"Speaks [language] and English"*

5. Be trauma- and displacement-aware

- Some children and their families may have experienced forced migration, family separation, or racism.
- Avoid interrogative questions about their migration story.
- Let children choose how much they want to share—or not share at all.

6. Respect distinctions between groups

- Aboriginal and Torres Strait Islander children have distinct rights, data standards, and policy frameworks (e.g. The Aboriginal Torres Strait Islander Child Placement Principle).
- Do not substitute one group for another—acknowledge and foreground these distinctions clearly.

Working with interpreters and translators (minimum standard)

- When to use: Use qualified interpreters whenever language differences could affect understanding, consent, safety planning or therapeutic work. Never use children or peers as interpreters.
- How to use: Brief the interpreters on the purpose, terminology and sensitivities; speak to the child, not the interpreter; debrief to identify issues for follow-up.
- Access: [TIS National](#) provides phone, video and on-site services, including a Free Interpreting Service for eligible providers. Include your organisation's process for booking TIS National and recording interpreter use in the case file.



Organisational readiness checklist

Using a readiness checklist for culturally responsive care

Implementing a trauma-informed and culturally responsive framework is a significant change process that requires thoughtful preparation and sustained commitment. To support this journey, organisations are encouraged to complete the readiness checklist as a foundational step. This tool is designed to help organisations assess their current practices and identify areas for growth in embedding culturally responsive practice.

Importantly, the checklist is not a stand-alone solution – it should be used alongside ongoing reflection, consultation with staff and community, and action planning. It is intended to be a living tool, revisited and updated as the organisation evolves, learns, and deepens its commitment to safe, inclusive, and healing environments for children and young people.

When utilising the check list, keep the following in mind:

- **Engage diverse voices** – Involve staff from different roles, cultural backgrounds, and lived experiences to strengthen the process. Use the checklist in workshops or team discussions to promote shared understanding and collective ownership.
- **Link to practical actions** – Connect checklist items to clear steps, timelines, and responsibilities.
- **Identify gaps and strengths** – Use the tool to highlight progress as well as areas needing attention.
- **Integrate into existing systems** – Embed the checklist into governance, accreditation, and continuous improvement processes.
- **Centre cultural safety** – Make cultural responsiveness a core organisational value, not an “add-on.”
- **Support ongoing learning** – Use findings to guide training, mentoring, recruitment, and partnerships.



Key roles and responsibilities

Why this section matters

Culturally responsive practice succeeds only when roles, decision rights and supports are explicit. This section clarifies how leadership, the Cultural Practice Lead (CPL) and Multicultural Advisors (MAs) work with care teams to centre culture in everyday decisions, consistent with the framework's guiding principles (culturally responsive and aware; trauma-informed; strengths-based).

The role of leadership

Culturally responsive leadership is an approach that actively recognises, values and integrates cultural responsiveness into an organisation's practices, policies and relationships. It goes beyond acknowledging cultural diversity and focuses on actively upholding inclusive practices that create cultural safety for staff and clients. While many organisations have made progress in increasing workforce diversity, the extent to which culturally diverse staff feel safe, valued, and included within organisational culture is often less visible. Creating a culturally safe organisation requires more than diverse hiring – it must have structures that listen to, elevate, and act on the voices of staff from all backgrounds. This includes leadership being accountable for inclusive practice.

Leadership commitment and strategic integration are essential to the success of this framework. For culturally responsive practice to be embedded meaningfully across the organisation, senior leaders must actively endorse and champion the project. This includes integrating its principles into organisational strategy, workforce

development, care planning and quality improvement processes. When leadership visibly prioritises and supports the initiative, it creates an authorising environment that empowers staff to step confidently into their roles. It signals that culturally responsive practice is a core organisational priority – one that is backed by a shared commitment to equity and inclusion.

Endorsement and involvement from leadership positively impacts program implementation by:

- **Creating an authorising environment.** When leaders visibly support a program, it signals to staff that the initiative is a priority. This builds confidence and gives permission for staff to engage deeply with the work.
- **Allocating resources and removing barriers.** Leaders have the authority to allocate adequate funding, staffing, and time to support implementation. Their involvement helps remove systemic barriers that may otherwise stall progress.
- **Modelling commitment and accountability.** When leaders actively participate in training, reflection, and communication about the program, it sets a tone of shared responsibility and cultural humility across the organisation.
- **Empowering staff and building momentum.** Staff are more likely to feel empowered and motivated when they know leadership is behind them. This fosters a culture of trust, innovation, and collective ownership.

Cultural Practice Lead

Role description

The Cultural Practice Lead (CPL) is responsible for embedding culturally responsive practice across the organisation, with a focus on supporting young people from multicultural backgrounds living in OoHC. This role provides strategic leadership, practice guidance, and workforce development to ensure cultural safety, identity support, and community connection are central to care delivery. For a sample position description, see Appendix 3.

To ensure that this role is effective, the following is recommended:

- Embed the role within senior practice or leadership teams to ensure cultural responsiveness is integrated into decision-making.
- Clearly define responsibilities, reporting lines, and scope of the role, including the decision-making authority of the role. The CPL should have the mandate to influence policy, practice, and workforce development.
- Communicate the role's purpose across the organisation to build understanding and support.
- Support the CPL to influence recruitment, onboarding, supervision, and leadership development with a cultural lens.
- Cultural safety should be a shared responsibility—not just the responsibility of multicultural staff. Train all staff in cultural responsiveness.
- Provide dedicated time, budget, and staffing support to allow the CPL to carry out their work meaningfully. Without resources, the role risks becoming symbolic rather than impactful.
- Standard supervision may not address the unique pressures of cultural leadership. Support the CPL by providing access to cultural supervision or mentoring from someone with shared lived experience or cultural understanding.
- Formally recognise the emotional toll this work can take in role descriptions, supervision, and workload planning. Where possible, build a team or network of cultural advisors and champions to share responsibility and support.



Multicultural Advisors

Multicultural Advisors work in a consultative role to care teams and stakeholders in fostering culturally safe and inclusive environments for multicultural young people in OoHC. Advisors do not work directly with young people or families, but provide insights, advice and coaching to staff. In this role, Multicultural Advisors provide expert guidance and support to ensure that multicultural young people in OoHC maintain strong connections to their cultural identity, heritage, and community. The role supports culturally safe practice, contributes to cultural support planning, and works collaboratively with carers, caseworkers, and community partners to promote inclusivity, cultural awareness, and effective and respectful communication.

Key responsibilities

- Provide tailored advice, resources and practical strategies to care team members to support culturally responsive care. This may include informal education around cultural norms, traditions, and practices relevant to the young people in their care.
- Participate in Cultural Consultations with care teams to offer cultural insights, recommendations, and connections that promote identity, belonging, and wellbeing. For more information, refer to the Cultural Consultations section on (page 29).
- Advocate for the cultural needs and rights of young people within the care system, ensuring their voices and identities are respected and upheld.

- Contribute to organisational initiatives by supporting workshops, developing resources, and engaging in Communities of Practice and/or Advisory Group meetings, where applicable.

Recruitment process

- Expression of Interest sent out by organisation (Appendix 4)
- Encounter conversation takes place (informal interview with Cultural Practice Lead) – see below for suggested questions to guide the conversation.

Encounter conversations

Purpose: An encounter conversation (also described as a cultural interview), can be employed in the process of recruiting Multicultural Advisors. The art of an encounter is to meet, listen and discern. The purpose of the encounter conversation is to ensure we use a process that addresses power imbalances.

It offers an opportunity for all parties to ask questions and have more of a conversational dialogue vs a question-and-answer process. The encounter conversations also help enrich storytelling, reflections and ultimately accessing deeper insights into an individual's cultural lens. It allows deeper conversations regarding an individual's openness and cultural humility, especially around areas of privilege and bias.

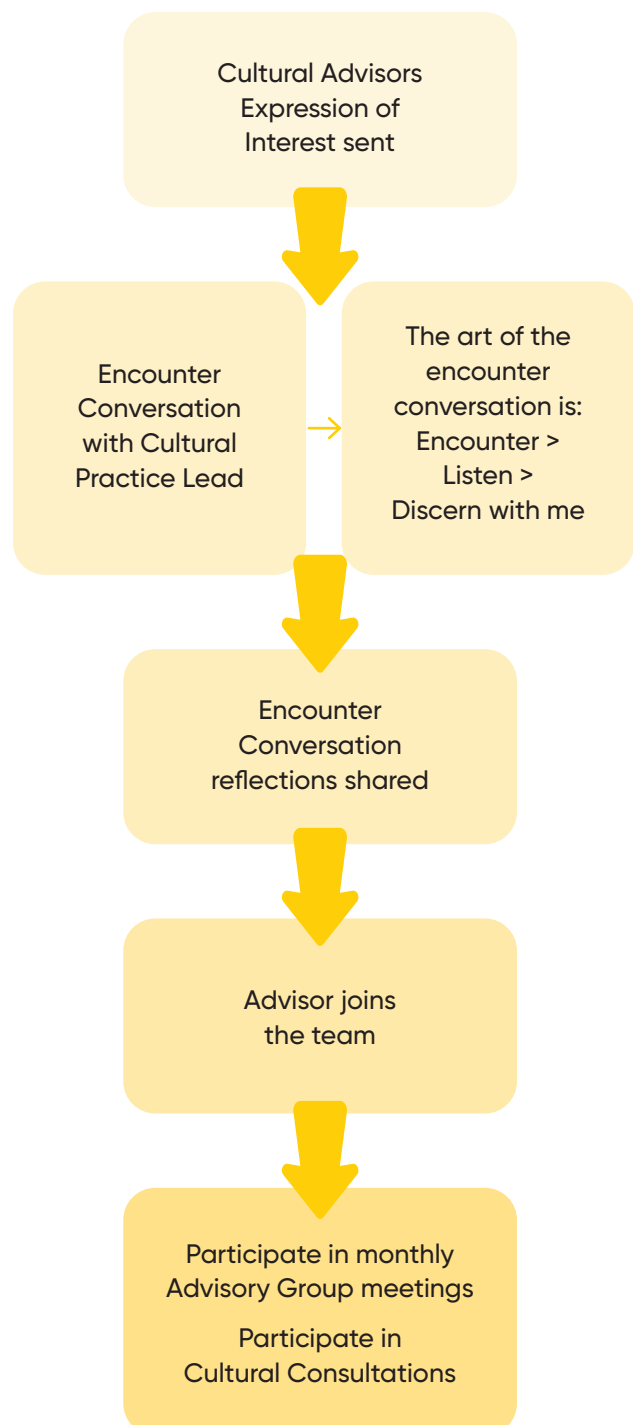
Encounter conversation reflective questions

The encounter conversations always start with an Acknowledgement of Country
Example questions to ask:

- Tell me about your migration journey?
- What made you apply for this role?
- What are you hoping to get out of being part of this program?
- Share the story behind your name.
- What does culture mean to you?
- Tell me more about your experiences of discrimination and racism and how you navigate this?
- What are you most proud of about your culture?
- Tell me more about your experiences of cultivating culturally responsive practice?
- What does cultural safety mean to you or what makes you feel culturally safe, seen and included?

These questions are only a guide, and each encounter conversation will be led by the individuals participating. The fundamental questions that are referenced in the guiding principles of cultural responsiveness must be explored.

Cultural Advisors recruitment



Compensating Multicultural Advisors: Valuing lived experience and professional contribution

Multicultural Advisors bring critical cultural knowledge, lived experience, and community insight to support young people in OoHC. Their contributions are not only valuable – but they are also essential to culturally safe and responsive care.

It is important that advisors are paid for their time and expertise. Compensation:

- Recognises the value of lived experience as a form of professional expertise.
- Promotes equity, ensuring advisors – often from communities historically underpaid or asked to volunteer – are not expected to contribute without fair remuneration.
- Supports sustainability, enabling advisors to commit time and energy to the program without financial strain.

- Strengthens accountability, as paid roles come with clear expectations, boundaries, and support structures.
- Paying advisors affirms their role as respected professionals and partners in care, not just community volunteers. It also signals to young people that their cultures and communities are valued within the system.

We recommend that the role of a Multicultural Advisor is a paid role or adequately compensated via recognition and acknowledgement of this being part of their paid role. For example, if a staff member is a case manager, their caseload should be reflective of the additional responsibility of being a Multicultural Advisor.





Core components of the framework

This section outlines the essential components that underpin the operationalisation of the framework and implementation of a Multicultural Advisor Program for young people in OoHC. These elements work together to embed culturally responsive practices, elevate lived experience, and strengthen connections between care systems and diverse communities.

The framework includes:

- 1. Cultural Consultations** – Engaging Multicultural Advisors to provide cultural insight and guidance tailored to an individual young person's needs.
- 2. Multicultural Support Plans (MSP)** – Developing personalised plans that reflect each young person's cultural identity, community connections, and support requirements.
- 3. Culturally responsive practice training** – Equipping practitioners with the knowledge and skills to deliver culturally safe and inclusive care.
- 4. Communities of Practice & Advisory Groups** – Creating spaces for shared learning, collaboration, and ongoing input from Multicultural Advisors and community representatives.

Together, these components support a holistic, sustainable, and culturally grounded approach to care.



Cultural Consultations

What this is?

A structured, reflective meeting led by a Multicultural Advisor (with the Cultural Practice Lead as needed) that supports a care team to centre culture in decisions and daily care for a specific child/young person.

When to use?

- Within 30 days of placement (and at significant transitions).
- When identity, belonging, language, faith, migration history or racism are salient to wellbeing/safety.
- At review points for the MSP or case plan.

Who is involved?

The care team is the key group of people important to a young person's care. The care team maintains and supports a young person's care arrangement and continued connection to parents, siblings, wider family, network, community, and culture. This may include support workers, youth workers/residential carers, case managers/workers, clinical staff, child protection workers, and other health professionals. For the Cultural Consultations to be effective and impactful it is imperative that key stakeholders are present.

How the consultations run?

The consultations is a deep dive into the care of a young person, ensuring that culture is meaningfully considered, embedded and integrated into their everyday experience of care. We know that when culture is centred, it strengthens identity, belonging and wellbeing – and leads to better outcomes.

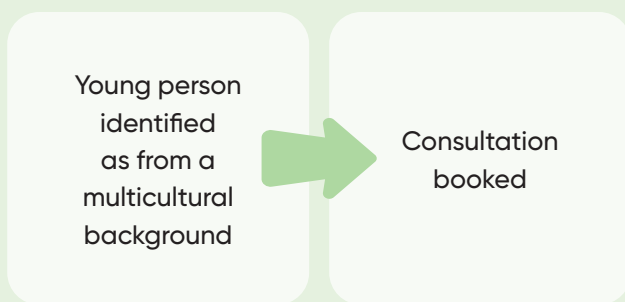
To ensure consultations are productive and well-informed, it is recommended that key information be shared in advance. This may include, but is not limited to, the following:

- Background information, e.g., age, family, how long the young person has lived in OoHC
- Family interactions and observations
- Migration journey, if applicable
- Cultural background, including any work that has already been done in this space
- Language and communication
- Family involvement
- How connected the young person is to their culture
- Customs, routines and rituals.

The consultations brings together key members in a care team to discuss how culture is influencing and being considered in the young person's care. Multicultural Advisors guide reflective conversation, coaching the team to:

- Recognise cultural strengths and sacredness
- Identify opportunities to strengthen cultural safety and connection (guided by the young person)
- Navigate any misunderstandings, challenges or gaps in understanding within care teams
- Supporting bridging the gap between the system and families.

Common themes that may arise in Cultural Consultations include: cultural identity, language, migration experience, family dynamics, grief and loss, rituals, taboos, and/or community connection. It is also common that young people will have different connections to culture. Some young people will want to further learn and explore what culture



means to them whereas others will not.

Cultural consultations should be organised for all young people from multicultural backgrounds. Making this expectation explicit ensures that cultural support is not applied selectively or only in response to identified issues. Instead, it becomes a standard part of care planning and practice, affirming each young person's cultural identity and promoting equity across the system.

Clarity and accountability in Cultural Consultations

It is essential that all stakeholders involved in a Cultural Consultation are clearly informed of the purpose of the meeting, the roles and responsibilities of each participant, and the intended outcomes. This transparency

ensures meaningful engagement and supports culturally safe decision-making.

To maintain accountability and continuity:

- The consultation should be formally recorded, with key points and decisions documented.
- Minutes should be circulated to all relevant parties promptly after the meeting.
- Recommendations and action items arising from the consultation must be clearly delegated, with responsibilities assigned and timelines established.

These practices help ensure that cultural advice is not only heard but acted upon, reinforcing the integrity and impact of the Multicultural Advisor Program.

How to run it (60–90 minutes)

- Preparation (before the meeting)
 - Circulate a one-page brief covering: identity factors, language needs, migration history, family/kin network, existing cultural practices/rituals, education and health considerations.
 - Confirm roles, decision rights and psychological safety arrangements (e.g., how to raise concerns about bias).
- Opening (5 min)
 - Acknowledgement of Country; purpose; ground rules.
- Narrative & strengths (15 min)
 - What the young person values about culture; what helps them

feel safe/seen; existing connections and strengths.

- Meaning-making & barriers (25 min)
 - Explore where culture is absent, overlooked or contested in current care; identify risks (e.g., cultural isolation; racist incidents).
- Planning (25–35 min)
 - Agree on 3–5 specific actions (e.g., language access; faith observance; cultural mentors; family/kin contact; community group linkages) with owners and dates.
- Close (5 min)
 - Confirm how the plan will be documented in the CSP and the case plan; schedule a review.
- Outputs to record
 - Consultation notes (summary and decisions) For example: date; participants; whether an interpreter was used; key themes; actions agreed (with owners/dates); consultation

review date.

- Safeguards/ethical considerations
 - Avoid essentialising culture; privilege the young person's evolving self-definition.
 - Use trauma-informed facilitation; anticipate the impact of racism and displacement.
 - Apply informed consent for any family/kin/community involvement.
- Practice indicators
 - Actions integrated into the CSP within 10 working days or within a time frame agreed by the organisation.
 - Care team reports increased confidence.
 - Reduction in preventable escalations linked to cultural disconnect (monitor over time).



Multicultural Support Plans

What is a Multicultural Support Plan?

A Multicultural Support Plan (MSP) is an individualised plan that aims to develop or maintain young people's cultural identity through connection to family, community and culture while they are living in OoHC. MSPs help to document and assist culturally responsive planning and decision making, centering the best interests of the young person.

A MSP is a vital tool in implementing culturally responsive practice in OoHC. It ensures that a young person's cultural identity, language, traditions, and community connections are recognised, respected and actively supported throughout their care journey. MSPs help organisations to:

- **Embed cultural planning into everyday practice**, rather than treating it as an optional or one-off activity.
- **Demonstrate accountability**, by documenting cultural needs and actions.
- **Create structured opportunities to partner with families, kin, and cultural communities.**

By placing culture at the centre – not the periphery – of care and healing, MSPs contribute to more meaningful, inclusive, and effective support for young people from multicultural backgrounds.

A template for a MSP is available in Appendix 9. It's recommended that this template be used as a starting point for developing a MSP for young people from multicultural backgrounds. The template should be

adapted to suit the specific organisational context, including local practices, community relationships, and service delivery models. Tailoring the MSP ensures that cultural support is both individualised and practically implementable, while maintaining consistency with the core principles of culturally responsive care outlined in this framework.

Core elements

- Voice and choice (young person's goals; preferred name/pronouns; language preferences).
- Identity anchors (heritage, language(s), faith/spirituality, rituals, celebrations, food, stories).
- Family/kin/community (safe connections; cultural mentors; community groups).
- Everyday practices (home routines, observances, school/community participation, health).
- Anti-racism & safety (prevention strategies; incident response; trusted adults).
- Review cadence (dates, measures, who attends).

Good Practice Recommendations for Creating a MSP:

1. Start with the child or young person's voice

Why: Cultural identity is personal and evolving.

How: Use age-appropriate, creative methods (e.g. storytelling, drawing, mapping) to explore what culture means to them.

Tip: Ask open-ended questions like “What makes you feel connected to your culture?” or “What traditions are important to you?”

2. Engage families and cultural advisors

Why: Families and cultural advisors offer insight into heritage, traditions, and community connections.

How: Involve them in planning conversations, reviews, and decision-making.

Tip: Respect cultural protocols and ensure interpreters are used when needed.

3. Use a strengths-based and identity-focused lens. What to explore:

- Cultural identity, heritage and traditions
- Language(s) spoken
- Religion, faith or spiritual beliefs
- Community connections
- Celebrations, food, music, and stories
- Health, education

4. Embed cultural safety principles

Why: Cultural support is not just about activities—it’s about creating safe, affirming environments.

How: Ensure the plan addresses cultural safety in daily care, communication, and relationships.

Tip: Include strategies to prevent cultural disconnection or identity loss.

5. Integrate the MSP into care and case management

Why: Cultural support should be embedded into the care of all young people.

Tip: Ensure carers and staff are trained and supported to implement the plan.

6. Endorsement

Seek formal endorsement from leadership and/or cultural governance bodies, partner organisations (e.g. CMY).

7. Review and update regularly

Why: Cultural identity evolves, especially for young people.

Tip: Use feedback to adapt the plan and celebrate cultural milestones.

Recommendation: Develop resources to build workforce capability in cultural support planning

To support staff in confidently and competently completing CSPs for young people from multicultural backgrounds, it is recommended that organisations develop tailored resources that build workforce capability and embed culturally responsive practice. Examples of effective resources include:

Multicultural Cultural Support Plan Practice Guide – A written resource offering step-by-step guidance, culturally responsive considerations, an example CSP, and practitioner self-reflection prompts.

Multicultural Cultural Support Plan Webinar – A recorded session featuring cultural advisors and practitioners sharing practical insights and recommendations to support high-quality CSP development.

These tools help demystify the CSP process, promotes consistency, creativity, and flexibility, and empowers staff to centre culture in care planning.



Workforce capacity building: CRP training and anti-racism

In line with principle 1, organisations should actively consider how they will build the capacity of their workforce to practice in a culturally responsive way. A key strategy for achieving this is through providing **Culturally Responsive Practice (CRP) training** that is specifically tailored to the OoHC context. CRP training should be designed to:

- Prepare Multicultural Advisors to engage confidently and effectively in their roles.
- Equip the broader workforce with the knowledge, skills, and attitudes needed to embed culture as a core aspect of their everyday practice.
- Promote shared understanding of cultural safety, identity, and healing across all levels of service delivery.

The following section outlines good practice recommendations for implementing CRP training alongside this framework.

Good practice recommendations for implementing CRP training

1. Targeted and embedded learning

Make CRP training mandatory for key roles, including Multicultural Advisors, case managers/ workers, support workers, youth workers/ residential carers, and clinical staff.

Embed CRP training into onboarding of new staff. Offer annual refresher sessions, mentoring and reflective practice to reinforce culturally safe practice and learning over time.

2. Accessible and inclusive delivery

Offer flexible time slots to meet the needs of all staff, including shift workers, casual, part-time, and regional teams. Provide interpreters, captioning or printed materials where needed, and allocate protected time or relief staffing to support attendance.

3. Evaluate impact and adapt

Use feedback from staff, carers, and cultural advisors to assess training effectiveness. Monitor changes in practice, confidence, and cultural safety outcomes for children and young people.

4. Link training to practice tools

Provide staff with practical tools such as Multicultural Cultural Support Plan templates and identify any other support needs and/ or resources.



A guide for navigating racism in OoHC As organisations work to embed culturally responsive practice, conversations about racism and discrimination inevitably arise. This is because culturally responsive practice does not simply involve learning about different cultures; it also requires recognising and addressing the power imbalances, stereotypes and structural inequities that shape people's experiences.

For young people in OoHC particularly those from Aboriginal and Torres Strait Islander communities and other racially and culturally diverse groups—these dynamics can profoundly affect their safety, identity and sense of belonging.

This practical resource is designed to support staff in responding to incidents of racism involving young people in a trauma-informed, culturally responsive and compassionate manner. It is important to recognise that the guide is not a stand-alone or comprehensive solution for addressing racism within an organisation. Rather, it serves as a supplementary tool to initiate and guide constructive conversations, build staff capability and complement broader organisational efforts toward equity and inclusion.



Advisory Groups and Communities of Practice (CoPs)

Advisory Groups

The Advisory Group is led by the Cultural Practice Lead and includes cultural advisors. Its role is to guide the direction of the program and contribute to the development of culturally responsive resources and practices.

Meeting frequency: It is recommended that meetings occur fortnightly or monthly during the initial phase (2 hours per session), with flexibility to shift to every six weeks based on group agreement and operational demands.

Meeting purpose and focus:

- Support the development of culturally responsive resources.
- Identify emerging issues, needs, and resource gaps.
- Review and refine consultation processes and procedures.
- Monitor program progress and contribute to its ongoing design.
- Review relevant policy and procedure frameworks.
- Support the implementation and evaluation of the program.
- Address critical/urgent program issues and ensure consistency in practice.

Decision-making: Management level decisions requiring ratification or authorisation should be referred to the relevant level of management.

Communities of Practice

A Community of Practice (CoP), as defined by educational theorist, Etienne Wenger, is a group of people who share a concern or passion for a topic and come together to learn, reflect, and improve their practice. In the context of this framework, CoPs are recommended in addition to Advisory Group meetings, as they serve a distinct purpose.

Purpose of Communities of Practice:

- Provide a dedicated space for knowledge sharing, reflection, and skill-building.
- Strengthen culturally responsive practice across the organisation.
- Identify gaps in practice, training, and resources.
- Enable collaborative advocacy, planning, and the development of shared recommendations.
- Promote ongoing learning on topics such as unconscious bias and culturally responsive practice.

By fostering collaboration and continuous learning, Communities of Practice help embed cultural responsiveness into everyday practice and decision-making.

How do CoPs support the Multicultural Advisor program?

Multicultural advisors often work in complex spaces, supporting cross-cultural understanding, while navigating spaces that reflect their own lived experiences. The CoP provides a dedicated space to share and reflect on cases, drawing on collective wisdom through deep listening, witnessing, and discussion. These sessions foster learning, strengthen culturally responsive practice, and help identify gaps in knowledge, resources, and training.

Additionally, it is a space for advocacy, collaborative planning and the development of shared actions and recommendations. Through ongoing discussions on topics like Unconscious Bias and Cultivating Culturally Responsive Practice, CoPs support continuous learning and help embed culturally responsive practice across the organisation.



Good practice recommendations for program evaluation

Evaluating the implementation of a Cultural Advisor Program is essential to ensure it is meeting its intended goals and delivering meaningful outcomes for young people from multicultural backgrounds. Regular evaluation helps organisations:

- Measure impact and identify areas for improvement.
- Strengthen practice by learning from lived experience and feedback.
- Adapt and evolve the program in response to changing needs and contexts.

A thoughtful evaluation process supports continuous learning and reinforces the commitment to culturally safe and responsive care.

Best practice recommendations for evaluating Cultural Advisor Program:

1. Define clear program objectives

- Ensure the program has well-articulated goals, such as improved knowledge of culturally responsive practice among staff.
- Align objectives with broader frameworks (e.g., Multicultural Framework Review) and Multicultural Cultural Support plans.

2. Use participatory and inclusive evaluation methods

- Involve young people, families, carers, and cultural advisors in the evaluation design and process.

- Where possible, include the voices of young people to understand their lived experience of cultural connection.

3. Assess cultural safety and responsiveness

- Evaluate how the program contributes to culturally safe environments, including staff attitudes, communication practices, and cultural knowledge.

4. Evaluate staff capability and practice change

- Assess how Multicultural Advisors influence staff practice, including shifts in cultural humility and/or confidence engaging young people and families in conversations about culture.
- Monitor uptake of cultural consultation and mentoring across teams.

5. Review organisational support and integration

- Examine how well the program is embedded within organisational structures, policies, and supervision frameworks.
- Consider whether Multicultural Advisors are supported through formal roles, training, and leadership pathways.

6. Ensure ethical and culturally safe evaluation practices

- Use culturally appropriate methods and evaluators with lived experience or cultural expertise.

Appendix 1: Culturally responsive care: Organisational readiness checklist

1. Leadership & Commitment

- Does the leadership of the organisation affirm the organisation's commitment to cultural safety and culturally responsive practice?
- Culturally responsiveness practice is embedded in strategic plans, policies and procedures.
- There is a designated Multicultural Practice Lead/ Champion. To ensure the role is truly effective, it needs to be supported by an authorising environment – see page 47.
- Does your organisation have culturally diverse representation in leadership and decision-making roles? Or Does the organisation have strategies in place to recruit and retain staff from diverse cultural backgrounds, including pathways into leadership?



2. Workforce Capability

- Staff receive regular training on culturally responsive practice, anti-racism, and unconscious bias.
- Staff reflect the cultural diversity of the communities served.
- Culturally informed supervision or mentoring is available for staff.
- Have key roles (e.g. carers, team leaders, practice leads) been updated to include responsibilities related to cultural safety, responsiveness, and trauma-informed practice?
- Are there training and mentoring opportunities for staff to build cultural capability and trauma-informed practice, including support for those in newly formalised cultural roles?

3. Community Engagement

- The organisation has established relationships with multicultural communities and leaders.
- Programs are co-designed with input from culturally diverse children, families, and communities.
- Feedback from multicultural children, young people and families is actively sought and used to improve services.

4. Policies & Practices

Policies explicitly address cultural safety, inclusion, anti-discrimination, and racism.

Cultural identity is considered in all aspects of care planning and placement decisions. For example, have organisational policies been reviewed and updated to formally recognise the role of cultural advisors and champions within decision-making, planning, and care processes?

Interpreters and translated materials are readily available and used appropriately.

Has the organisation developed clear role descriptions, payment structures, and engagement protocols to fairly compensate cultural advisors and consultants for their time, expertise, and lived experience?

5. Environment & Resources

The physical environment reflects cultural diversity (e.g., signage, artwork, reading materials).

Culturally appropriate resources and activities are integrated into programs.

Celebrations and observances of cultural events are supported and encouraged.

6. Data & Evaluation

- Cultural identity data is collected ethically, respectfully and used to inform service delivery.
- Outcomes for children and young people from multicultural backgrounds are monitored.
- The organisation evaluates its cultural responsiveness regularly and transparently.

7. Healing & Strengths-Based Practice

- Cultural strengths and protective factors are recognised and built into care plans.
- Staff are trained in trauma-informed and culturally responsive models (e.g., Sanctuary Model, Care Program).
- Practices support identity, belonging, and connection to culture and community.



Appendix 2: Theory of Change

Our **Theory of Change** articulates the strategic vision and long-term impact we seek: a high-quality OoHC system where multicultural young people experience cultural safety, identity affirmation, and equitable outcomes. It identifies the systemic challenges we must address, the shifts required in practice and mindset, and the mechanisms that will drive meaningful change.

To operationalise this vision, our **Logic Model** translates these strategic intentions into tangible inputs, activities, and outputs. It provides a clear roadmap for implementation—detailing the resources, partnerships, and processes that will enable us to deliver culturally responsive care. The Logic Model ensures that our day-to-day actions are aligned with our broader goals, and that we can monitor progress through measurable outcomes over time.

Together, these models provide a cohesive framework that links **why** change is needed with **how** it will be achieved. They guide our work with communities, care teams, and system leaders, ensuring that every step we take is purposeful, evidence-informed, and grounded in the lived experiences of multicultural young people, families and community.

Problem we are trying to solve

Multicultural young people in OoHC often experience disrupted cultural identity and belonging, inconsistent cultural safety in everyday care, and exposure to racism and systemic bias. These challenges stem from systems and practices that were not designed with their lived experiences in mind. As a result, their wellbeing, placement stability, and long-term outcomes are significantly compromised.

What we must change

Culture must be recognised as central—not peripheral—to safety and healing in OoHC. Care teams must be equipped with the capability, tools and authorising environment to deliver culturally responsive, trauma-informed, and strengths-based practice.

Young people, families, kin and cultural communities must be consistently engaged in care planning, decision-making and review processes.

Organisations must build and sustain culturally safe systems – including governance, workforce development, data practices, supervision, evaluation, and partnerships) – aligned with the National Principles for Child Safe Organisations.

Core mechanisms

- Authorising leadership & infrastructure – including executive endorsement, dedicated resourcing, Cultural Practice Lead role, paid Multicultural Advisors, and policy/procedure updates – create the conditions for culture to be centred in care. (See “Role of leadership” and CPL sections.)
- Practice supports Such as Cultural Consultations, Multicultural Cultural Support Plans (CSPs), targeted training, Communities of Practice, and anti-racism guidance – shift everyday decisions and interactions towards culturally responsive care. (See “Core components” and CSP sections.)
- Continuous learning mechanisms – including readiness checks, reflective supervision, and participatory evaluation – strengthen fidelity and drive ongoing improvement. (See readiness checklist and evaluation sections.)

Activities we will deliver

- Identify and support a Cultural Practice Lead. Recruit, orient and compensate Multicultural Advisors.
- Deliver Cultural Consultations for each young person from a multicultural background.
- Co-develop and review Multicultural Support Plans. Provide tailored training and anti-racism resources.
- Convene CoPs and Advisory Group forums. Adapt policies and procedures to embed cultural safety; collect and use data to inform continuous improvement.
- Align activities with the structure and intent of the current framework.

Outputs

- Multicultural Advisors onboarded. Cultural Consultations delivered. Increased proportion of young people with an endorsed CSP.
- Staff trained in culturally responsive practice;
- CoP and Advisory Group meetings held;
- Policies and procedures amended; evaluation instruments implemented; dashboards established to monitor progress.

Outcomes (0–12 months)

- Care teams report improved confidence and cultural humility. Greater use of interpreters and culturally safe communication practices. Young people’s cultural preferences are documented and acted upon through CSPs.
- Early reduction in reported incidents of racism and microaggressions in care settings.
- These outcomes are underpinned by the frameworks three guiding principles.

Outcomes (1–3 years)

- Stronger identity, belonging and cultural connection for young people. More consistent engagement with family, kin, and cultural communities.
- Fewer placement disruptions linked to cultural mismatch or identity conflict.
- Strengthened workforce capability and retention through supervision and reflective practice.
- Organisational systems – including governance, recruitment, supervision, and quality assurance – demonstrate embedded cultural safety.

Impact (3–5+ years)

- A culturally safe, anti-racist, high-quality OoHC system where multicultural young people thrive. They experience equitable outcomes in wellbeing, education and participation, and maintain sustained connections to family, culture and community.
- This vision aligns with the direction of the Multicultural Framework Review, which calls for culturally responsive mainstream services, stronger data systems, and anti-racism embedded across care and support systems.

Appendix 3: Cultural Practice Lead description

Key responsibilities include:

Cultural mentorship

- Provide mentorship to support staff to be culturally aware, responsive and safe.
- Champion the importance of Multicultural Advisors in leadership forums and planning processes.
- Establish culturally safe support networks where Multicultural Advisors can debrief, reflect, and recharge.
- Provide culturally informed supervision.

Cultural education and awareness

- Be a part of supporting the development of educational resources and activities that promote cultural understanding, inclusivity, and diversity.
- Collaborate with the Staff Learning and Development team [or equivalent] to integrate culturally diverse perspectives and content into the training offered at [organisation].
- Contribute to development of best practice resources including Multicultural Cultural Support Plans for multicultural young people.
- Promote cultural humility, anti-racism, and inclusive practice.

Practice leadership

- Lead the development, implementation, and review of Multicultural Cultural Support Plans.
- Provide advice and consultation to staff on culturally responsive practice.

Systems & quality improvement

- Monitor the quality and consistency of Multicultural Cultural Support Plans and implementation.
- Contribute to policy and procedure development, compliance reporting, and continuous improvement.
- Support data collection and evaluation of cultural outcomes.

Strategic influence

- Advise leadership on cultural safety strategy and organisational development.
- Represent the organisation in sector forums, working groups, and partnerships.
- Contribute to advocacy and reform efforts to improve outcomes for multicultural children and young people.



Appendix 4:

Expression of interest:

Multicultural Advisor program

Dear Colleagues,

We are excited to invite expressions of interest for participation in our Multicultural Advisor Program, a key initiative designed to support children and young people from multicultural backgrounds. This program is part of our broader commitment to inclusive, culturally responsive practice and continuous improvement across our services.

The Multicultural Advisor Program aims to:

- Promote cultural understanding and inclusion across our organisation.
- Support children and young people in embracing their cultural identities.
- Enhance the cultural capability of staff and care teams through mentoring and guidance.

About the role

Multicultural Advisor will contribute to the development and delivery of culturally informed practices within their existing roles. They will provide coaching, support, and cultural insight to teams working with children and young people from diverse backgrounds. Advisors will play a vital role in helping young people build confidence, strengthen their sense of identity, and feel a sense of belonging in both their cultural communities and the broader Australian society.

Who we're looking for

We are seeking individuals who are:

- Passionate about cultural inclusion and equity.
- Committed to supporting the wellbeing and identity of children and young people from multicultural backgrounds.
- Willing to share their cultural knowledge and lived experience to support others.

Participation in the program offers a meaningful opportunity to contribute to a more inclusive and culturally safe environment for all.

Please ensure you have read the Cultural Advisor Program – Role Overview provided alongside this EOI.

How to apply

Recruitment of Multicultural Advisors will occur on an ongoing basis.

For more information or to express your interest, please contact:

[Insert contact name and title]

[Insert email address or phone number]

Thank you for your commitment to fostering cultural safety, inclusion, and respect across our organisation.



Appendix 5: Multicultural Advisor – position description

Position title

Multicultural Advisor – Multicultural Children and Young People

Position purpose

The Multicultural Advisor provides expert guidance, coaching and support to ensure that multicultural children and young people in out-of-home care maintain strong connections to their cultural identity, heritage, and community. The role supports culturally safe practice, contributes to cultural support planning, and works collaboratively with carers, caseworkers, and community partners to promote inclusivity, cultural awareness, and effective and respectful communication.

Key responsibilities

Cultural support planning

- Contribute to supporting the development and review of Multicultural Support Plans for children and young people.
- Provide cultural insights, recommendations, and connections to support identity, belonging, and wellbeing.
- Assist in identifying culturally appropriate resources, mentors, and community events.

Practice support and consultation

- Offer advice to staff and carers on culturally responsive care practices.
- Participate in care team meetings, placement decisions, and case reviews where cultural considerations are relevant.
- Support staff in navigating cultural complexities with empathy and respect.

Community engagement

- Build and maintain relationships with multicultural communities, cultural organisations, and faith groups.
- Facilitate connections between children and their cultural communities.
- Promote opportunities for cultural celebration, storytelling, and language preservation.

Education and advocacy

- Provide informal education to staff on cultural norms, traditions, and practices.
- Advocate for the cultural needs and rights of children and young people within the care system.
- Support the organisation's commitment to cultural safety and inclusion.

Intersectional care

- Being able to apply an understanding of overlapping identities and systemic oppressions interact to impact care experience.
- Critical reflexivity, continuously examining own biases, power and privilege.
- Being able to support the delivery of individualised, culturally responsive and holistic support.

Key selection criteria

- Lived experience or in-depth knowledge and understanding of different cultures.
- Knowledge of cultural practices, migration experiences, and identity development in multicultural children and young people.
- Familiarity with the challenges faced by multicultural children and their families, including issues of cultural identity, language barriers, and racial discrimination.
- Experience working in child, youth, or family services (preferred).
- Strong communication and relationship-building skills.
- Ability to work collaboratively across teams and with external stakeholders (e.g., child protection, case managers, house supervisors and community partners).
- Commitment to cultural safety, inclusion, and trauma-informed practice.

Multicultural Advisor role

- Membership can be fixed term for 12 months with an option to review.
- The Multicultural Advisors are required to attend monthly online meetings for approximately 2 hours.
- Depending on demand, additional time may be required for Cultural Consultations with staff across OoHC programs.



Appendix 6: EPIS-Phase implementation roadmap

Why EPIS?

The **EPIS framework - Exploration → Preparation → Implementation → Sustainment** – is widely used in public service systems. It reflects how organisations realistically adopt and embed new practices over time. This roadmap helps organisations and/or teams move from **“why” to “how”**, with flexibility built in to suit different readiness levels and resources.

Phase A: Exploration (months 0–3)

Goal: Build the case, assess readiness, and define scope.

Objectives:

- Develop a shared, evidence-based rationale for change
- Assess organisational readiness and risks
- Co-design scope, governance and success measures.

Key actions

Conduct a baseline scan: number of multicultural children/young people; current CSP use/quality; interpreter usage; incidents of racism; placement stability.

Complete the **Organisational Readiness Checklist** with mixed-role groups; summarise the strengths and gaps.

Establish key roles: Executive Sponsor, Cultural Practice Lead (or interim if needed), and a time-bound steering committee and advisory group (with Multicultural Advisors).

Draft high-level budget and benefits case.

Identify pilot sites, success metrics, and policy and system-level barriers – such as how interpreters are funded, how data is collected and used, how culturally diverse staff are recruited and supported, and how equity is addressed across different cultural and social identities.

Deliverables (checkpoint for moving forward)

Readiness report: A summary of how prepared the organisation is, using a simple traffic light system:

- **Red:** High risk or major issues. Needs urgent attention or is not ready.
- **Amber:** Medium risk or partial readiness. Some concerns or gaps to address.
- **Green:** Low risk or fully ready. On track or in good shape.

Scope and success measures: A clear outline of what the pilot will focus on and how you'll know it's working.

- **Governance charter:** A document that defines who is involved, their roles, and how decisions will be made.
- **Initial budget and risk register:** A draft budget and a list of potential risks with plans to manage them.
- **Consultation protocol:** A guide for how Cultural Consultations will be carried out respectfully and effectively.

Risks and mitigations

Leadership changes → secure written endorsement and budget line.
Workforce capacity → protect time in rosters.

Phase B: Preparation (months 3–6)

Goal: Build the infrastructure and prepare the workforce.

Objectives:

- Put enablers in place (roles, tools, policies).
- Prepare care teams for culturally responsive practice.

Key actions

- Confirm and fund Cultural Practice Lead role
- Recruit and compensate Multicultural Advisors using your EOI and encounter-conversation process; confirm supervision/mentoring

- Finalise referral pathways for Cultural Consultations
- Publish CSP template and practice guides (including formats for different learning styles)
- Integrate anti-racism guidance
 - Develop training modules (Multicultural Advisor orientation; role-based care team training)
 - Schedule Communities of Practice.
 - Create a simple data dictionary & dashboard aligned to Child Safe Standards.
 - Agree on data governance protocols and feedback loops to support implementation.

Deliverables

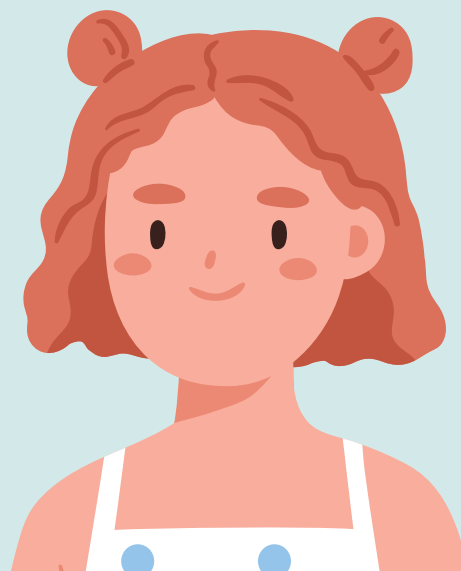
- Implementation plan with roles and responsibilities: A clear plan that outlines:
 - What needs to be done
 - Who is involved
 - Who is responsible for each task
 - Who needs to be consulted or kept informed

This is often called a **RACI matrix**, which stands for:

- **R** = Responsible (the person doing the work)
- **A** = Accountable (the person who makes sure the work gets done)
- **C** = Consulted (people who give input)
- **I** = Informed (people who need updates)

An example RACI has been included in Appendix 7.

- training calendar
- toolkit (templates, checklists, examples)
- evaluation plan
- communications pack.



Phase C: Implementation (months 6–18)

Goal: Deliver, coach, and learn through iterative cycles.

Objectives:

- Deliver consultations and CSPs
- Support care teams through training, consultations and supervision
- Use data to refine and improve

Key actions

- Schedule and deliver consultations for eligible young people – minute, assign and track actions.
- Ensure input from young people, families and kin.
- Deliver training (induction and refreshers), reflective supervision and CoPs.
- Document practice adaptations and escalate systemic barriers.
- Run 90-day **Step–Plan–Do–Study–Act** improvement cycles using dashboard data.
- Share brief “learning notes” to leadership and sites.

Deliverables

- 3-, 6-, 12-month progress reviews
- Mid-point lessons-learned report
- Policy/procedure adjustments
- Executive/Board presentation.

Step	What It means
Plan	Identify an area to improve
Do	Try a new approach or solution
Study	Look at the results using dashboard data
Act	Adjust based on what worked or didn't

Phase D: Sustainment (months 18+)

Goal: Embed the program and expand its reach.

Objectives:

- Establish roles, funding, and practices as ongoing commitments
- Scale to other models and jurisdictions

Key actions

- Integrate roles and funding into business-as-usual (budgets, position descriptions, supervision)
- Include cultural safety checks in quality assurance, including audits, reviews and accreditation processes
- Conduct annual evaluations with input from young people and families
- Publish improvement plans and outcomes snapshots
- Adapt and scale based on learnings

Deliverables

- Sustainment plan
- Annual outcomes snapshot
- Cross-jurisdiction adaptation guide

Alignment tip: Ensure the EPIS roadmap maps directly to your frameworks core components - leadership, CPL/Advisors, consultations & CSPs, training, CoPs/Advisory Group meetings, evaluation and anti-racism resources - so the narrative flows seamlessly from vision to action.



Appendix 7: Example RACI matrix

RACI stands for:

R=Responsible A=Accountable C=Consulted I=Informed

Activity	Leadership	Cultural Practice Lead	Multicultural Advisor	Case Manager/ Clinical Staff	House Supervisor/ Carer	Evaluation
Trigger & schedule Cultural Consultation	I	A	R	R	C	I
Prepare consultation information (background, language, migration, family)	I	C	C	R	R & C	I
Draft Multicultural Support Plan	I	A	C	R	C	I
Endorse MSP for implementation	R	A	C	A	C	I
Implement MSP actions (routines, rituals, community links)	I	C	C	R	R	I
Respond to racism incidents	R & I	A	C	R	R	C
Staff CRP training	A	R	C	I	I	C
Data capture (identity fields; outcomes)	A	C	C	R	R	I
Evaluation & reporting	A	C	I	R	I	R

Appendix 8: Logic Model

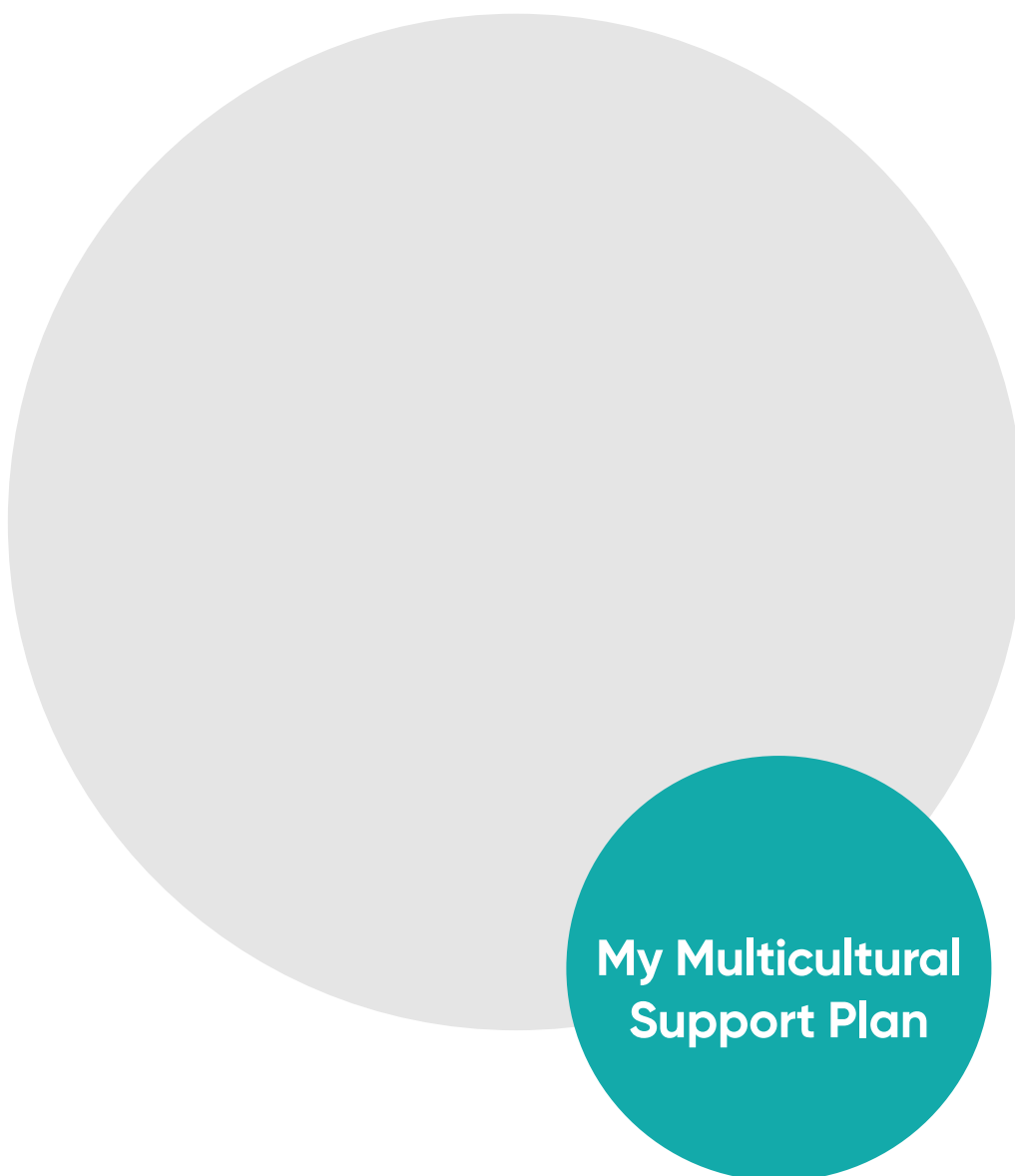
Logic Chain		
Input (enablers)	Activities	Outputs
<ul style="list-style-type: none"> Executive sponsorship and leadership endorsement. Cultural Practice Lead (CPL) role established and supported. Multicultural Advisors recruited and compensated. Partnerships with community organisations and cultural support providers (e.g., CMY). Development of training resources, templates, checklists, and data infrastructure. 	<ul style="list-style-type: none"> Deliver Cultural Consultations for multicultural young people in care. Co-develop and review Multicultural Support Plans (MSPs) with families, kin, and communities. Provide tailored training and anti-racism resources to care teams. Convene Communities of Practice and Advisory Group meetings. Update policies and procedures to embed cultural safety. Conduct readiness checks and reflective supervision. Implement participatory evaluation processes. Establish dashboards to monitor progress and outcomes. 	<ul style="list-style-type: none"> Multicultural Advisors onboarded and actively engaged. Cultural Consultations delivered for all eligible young people. Increased proportion of young people with endorsed CSPs. Staff trained in culturally responsive practice. Communities of Practice and Advisory Group forums convened regularly. Policies and procedures amended to reflect cultural safety principles. Evaluation tools implemented and used. Dashboards established and reporting live.

Outcomes (0-12m)	Outcomes (1-3y)	Impact (3-5y)
<ul style="list-style-type: none"> • Care teams report increased confidence and cultural humility. • Greater use of interpreters and culturally safe communication practices. • Young people’s cultural preferences documented and acted upon. • Early reduction in reported incidents of racism in care settings. 	<ul style="list-style-type: none"> • Stronger identity, belonging, and cultural connection for young people. • More consistent engagement with family, kin, and cultural communities. • Fewer placement disruptions linked to cultural mismatch or identity conflict. • Improved workforce capability and retention through reflective practice. • Organisational systems (governance, recruitment, supervision, quality assurance) demonstrate embedded cultural safety. 	<p>A culturally safe, high-quality OoHC system where multicultural children and young people thrive. They experience equitable outcomes in wellbeing, education, and participation, and maintain sustained connections to family, culture, and community.</p>

Key indicators and data sources

Domain	Example indicators	Data source and frequency
Fidelity	% of multicultural young people with current, endorsed CSP; % of care plans with documented cultural goals; average time from identification to first cultural consultation	Case management system audit (quarterly); sample file reviews (bi-annual)
Workforce capability	Staff self-efficacy in culturally responsive practice (pre/post training); % staff completing required modules; supervision sessions with cultural reflection	LMS and HR records (quarterly); supervision logs (quarterly)
Practice quality	Appropriate interpreter use; documented community/kin engagement steps; proportion of actions from consultations completed on time	File audits; consultation minutes; action trackers (quarterly)
Young person outcomes	Identity/belonging scales; sense of cultural safety in placement/school; reported experiences of racism; placement stability	Age-appropriate feedback tools; incident logs; placement data (semi-annual)
System change	Policy updates enacted; budget lines for Advisors/training; inclusion in quality assurance/accreditation; diversity in leadership roles	Governance minutes; budget papers; HR analytics (annual)

Appendix 9: Multicultural Support Plan template



Add name

This is my multicultural support plan, which tells a story about my cultural journey and identity.

About me

A little about me

My name is:

**I would like to
be known as:**

My name is pronounced:

**The meaning or story
behind my name is:**
(if applicable)

Age:

Date of birth:

My pronouns

If preference is not to disclose, please put 'prefer not to answer'.

My pronouns are:

My gender identity is:

My sexual orientation is:



My cultural identity

Nationality:

Ethnicity:

Tribe/s /Villages /
Religion:

Totem / Clan name:

Preferred languages /
Languages I can speak:

Languages I would
like to speak:

Religion:

Customs or events that
are important to me:



My cultural connection

Who are the important people in your life?

Story of our/my people:

My cultural journey so far:

What would you like to share or tell us more about your culture?

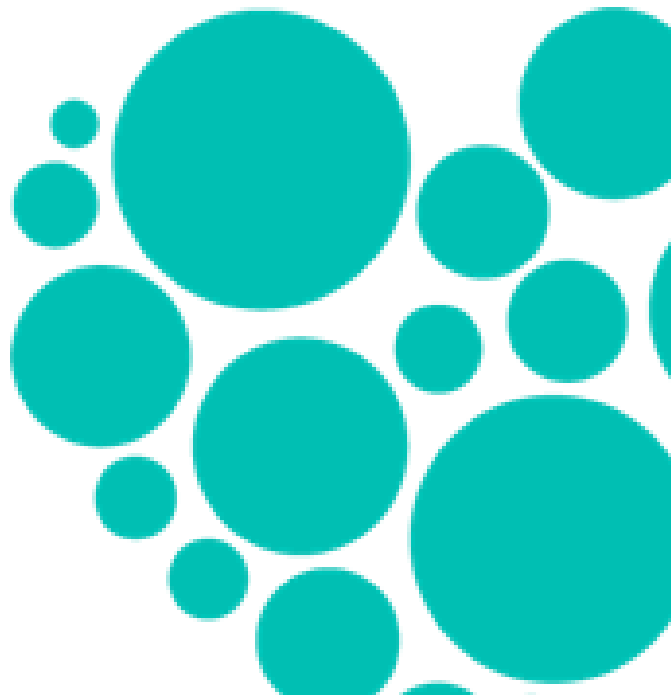
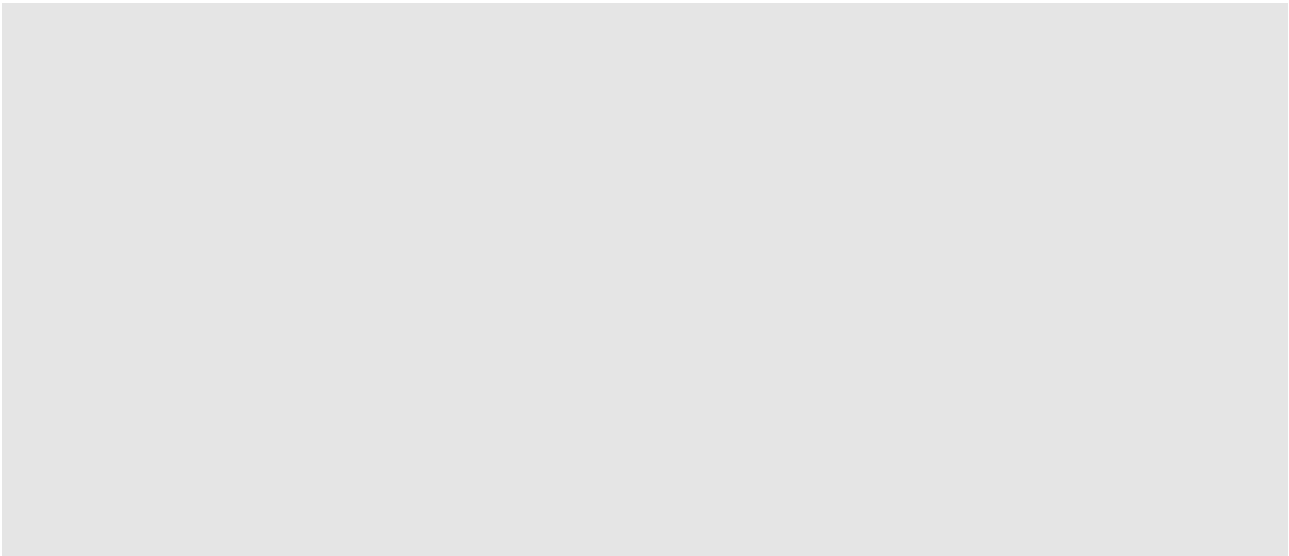
How would you want to connect with your culture in the future?

(cultural aspirations)



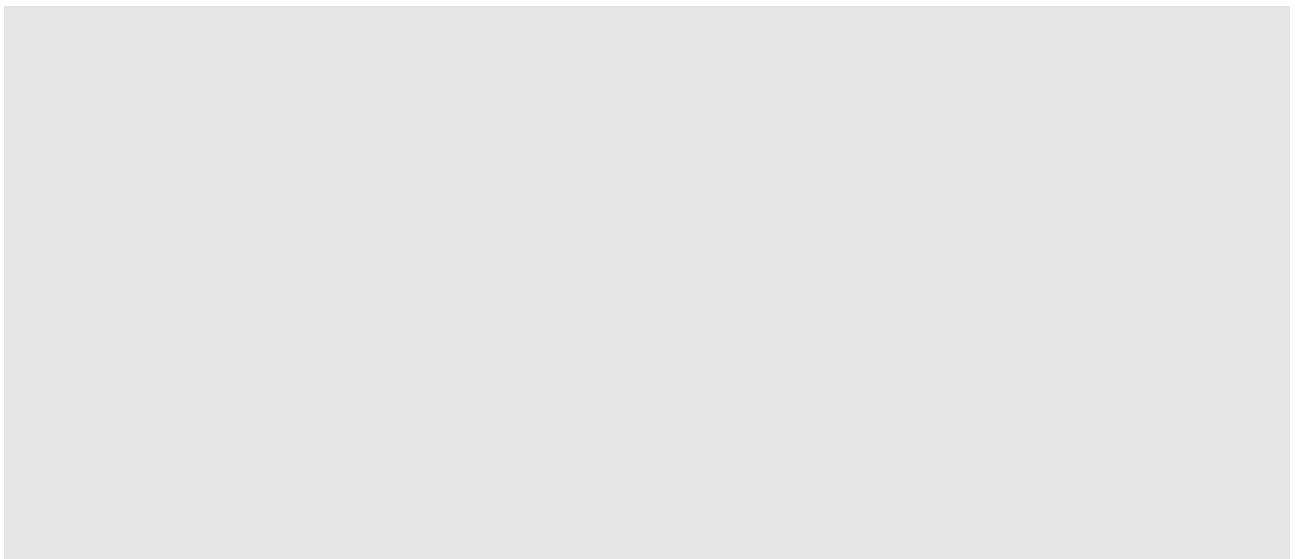
Health

Acknowledging the cultural preferences around medical interventions.



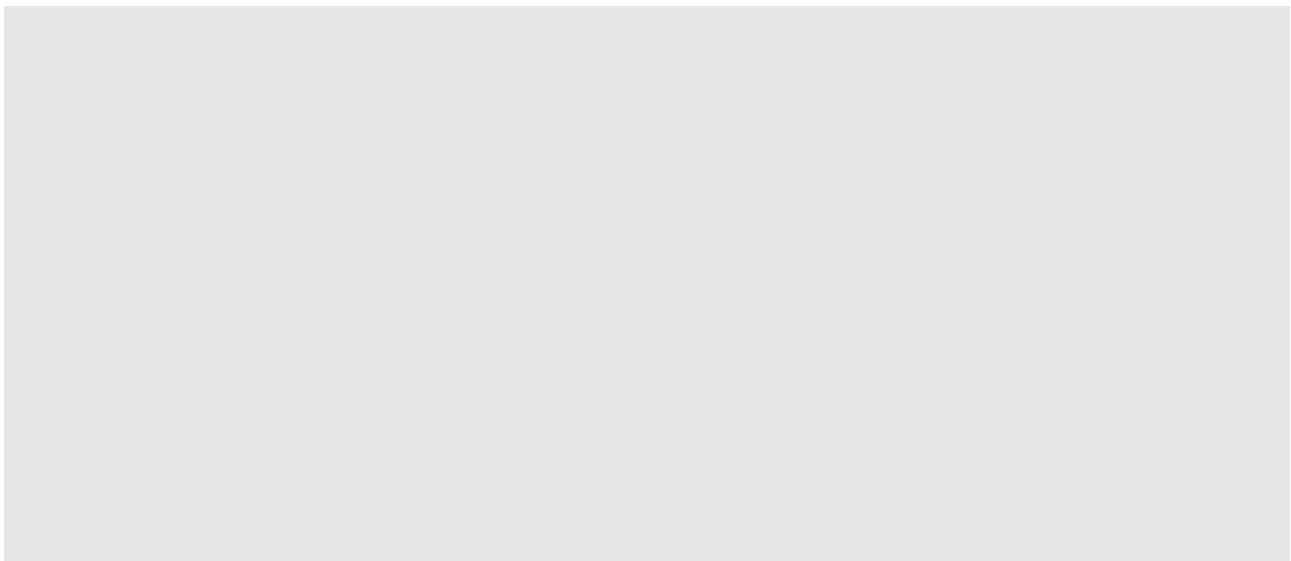
Education

Include any goals and tasks specific to cultural support that relate to the child or young person's education.



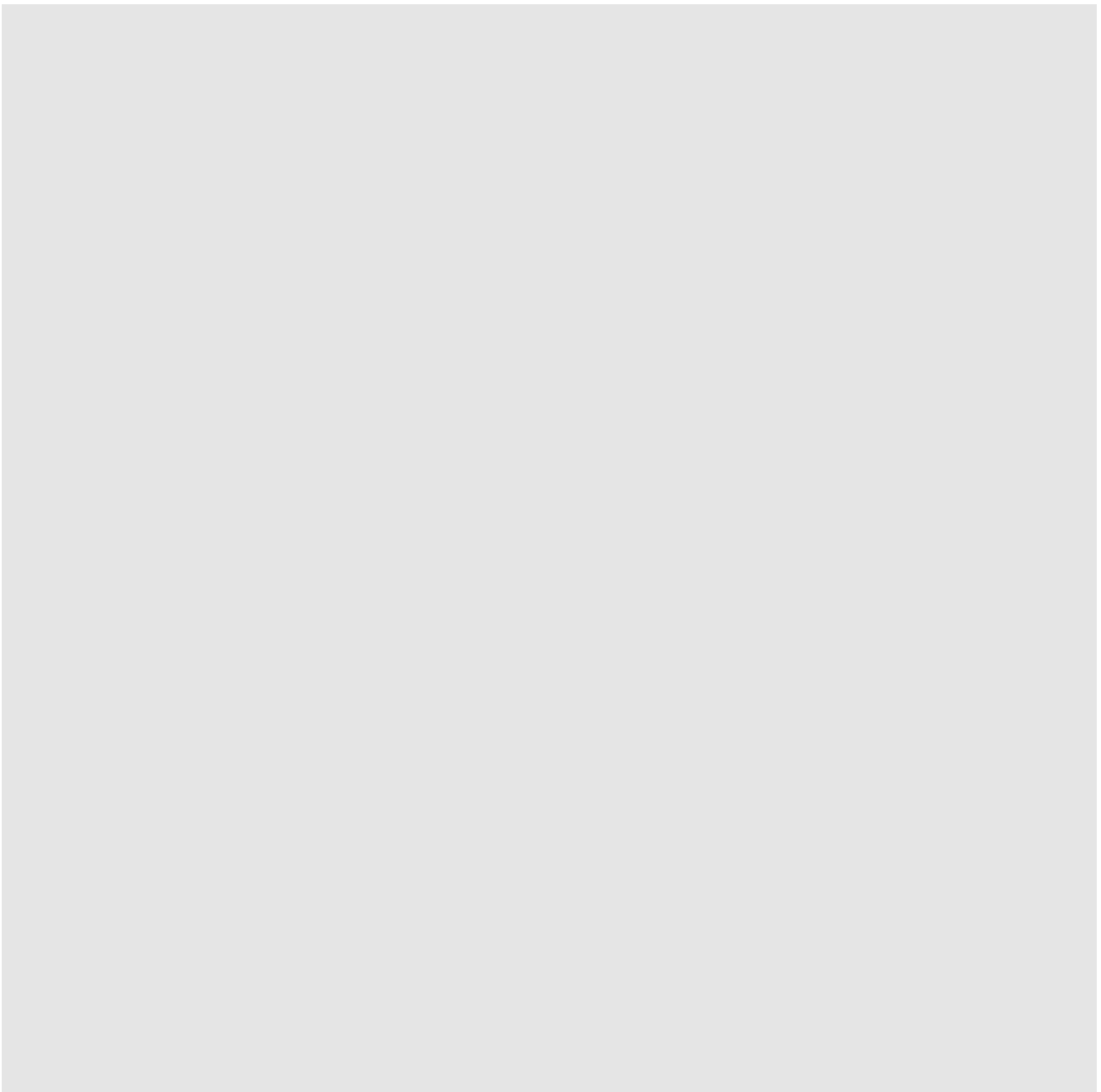
Religion / Faith / Spirituality

Acknowledgement and respect of religious and spiritual practices, rites or cultural ceremonies.



Family tree

A family tree, forest, or flower to show the people, places and things that are important to me. Please see examples of family tree below for guidance purposes. Please be creative.



Example family tree/forest:



Who has helped me make this Multicultural Support Plan?

Young person:

Family / Kin:

Carers:

Case worker/
Case manager:

Multicultural
Advisor:

Who are the people that are going to help me to work on the things in this plan?

Young person:

Family / Kin:

Carers:

Case manager:

Multicultural
Advisor:

Definitions

Throughout this document, the following abbreviated terms have been used:

'Care teams': The key group of people important to a child or young person's care. The care team maintains and supports a child or young person's care arrangement and continued connection to parents, siblings, wider family, network, community, and culture. This encompasses all professionals from internal and external organisations, including support workers; house supervisors; residential carers/youth workers; case managers/workers; residential coordinators; area managers; clinical staff; child protection workers, and other health professionals.

'CMY': Centre for Multicultural Youth

'Cultural Consultation': refers to cultural consultations involving a child or young person's care team and a matched Multicultural Advisor. Cultural Consultations describes the planning process which integrates and embeds culture in the life of a child or young person from a multicultural background. It is about the systemic process of seeking knowledge, and practice expertise to identify and embed a focus on cultural support for children and young people. Everyone plays a vital role in providing culturally responsive and relationship-based, attuned care.

'Multicultural Advisors': Provide guidance and assistance to other staff working with multicultural children/young people and families.

'Multicultural Support Plan' (MSP): A Multicultural Cultural Support Plan is an individualised plan which helps to develop or maintain a child or young people's cultural identity through connection to family, community, and culture.

'Multicultural child or young person': A child or young person from a multicultural background is defined as "a child or young person who is identified by the following: country of birth of self or parents born overseas, identify by ancestry or heritage with a non-Anglo-Celtic cultural heritage, speak a language other than English at home."

'OoHC': Out-of-home care.

'Young people/persons': encompasses both children and young people. For the purpose of this document, this term refers to the children and young people that reside in out-of-home care.



Acknowledgements

MacKillop Family Services (MacKillop) acknowledges Aboriginal and Torres Strait Islander peoples as Australia's First Peoples and as the Traditional Owners and Custodians of the land on which we live, work and play. We pay our deep respects to Elders past, present and future and acknowledge all Aboriginal children, young people, families and staff who are a part of MacKillop.

MacKillop celebrates and draws strength from diversity and respects the dignity of all people. Every person at MacKillop has the right to be safe and to be treated justly. We value every person's ability, cultural or linguistic backgrounds, ethnicity, sexual orientation, gender identity, gender expression, intersex status, relationship status, religious or spiritual beliefs, socio-economic status, and age.

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Multicultural Advisory Group

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Centre for Multicultural Youth

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