Aboriginal and Torres Strait Islander reflection flower

Child/Family name: Date:

IDENTITY

PREVENTION

PARTNERSHIP

PLACEMENT

PARTICIPATION

CONNECTION

STRENGTHS

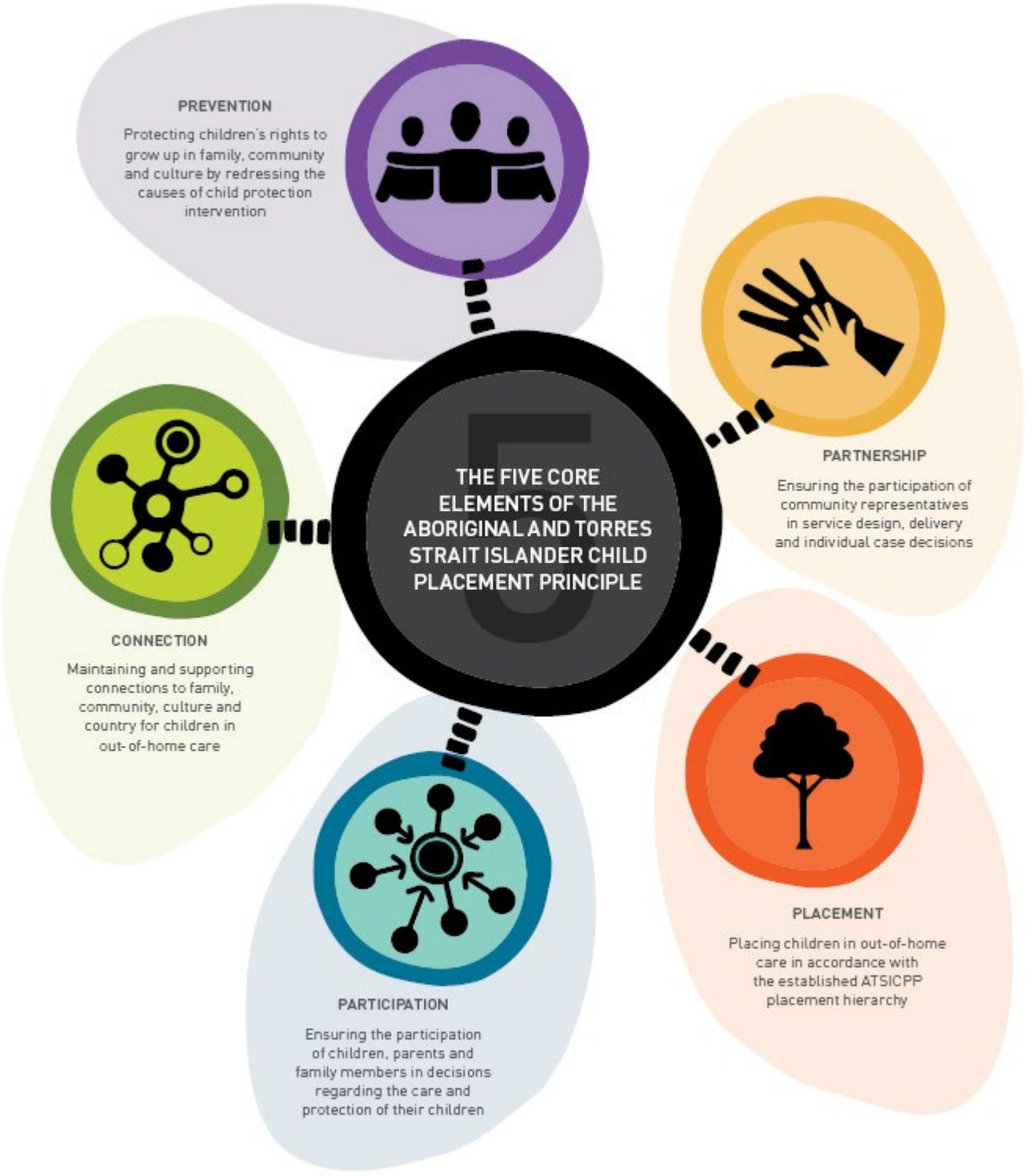


What are we doing?

What more could we do?

What have we learnt?

The five core elements of the Aboriginal and Torres Strait Islander Child Placement Principle



Source: SNAICC, (2017). *Understanding and Applying the Aboriginal and Torres Strait Islander Child Placement Principle: A Resource for Legislation, Policy and Program Development*

Placement of an Aboriginal or Torres Strait Islander child in care must be prioritised in the following way:

1. With Aboriginal or Torres Strait Islander relatives or extended family members, or other non-Indigenous relatives or extended family members.
2. With Aboriginal or Torres Strait Islander members of the child's community.
3. With Aboriginal or Torres Strait Islander family-based carers.
4. With a non-Indigenous carer or in a residential setting – only if the preferred options above (1-3) are not available.

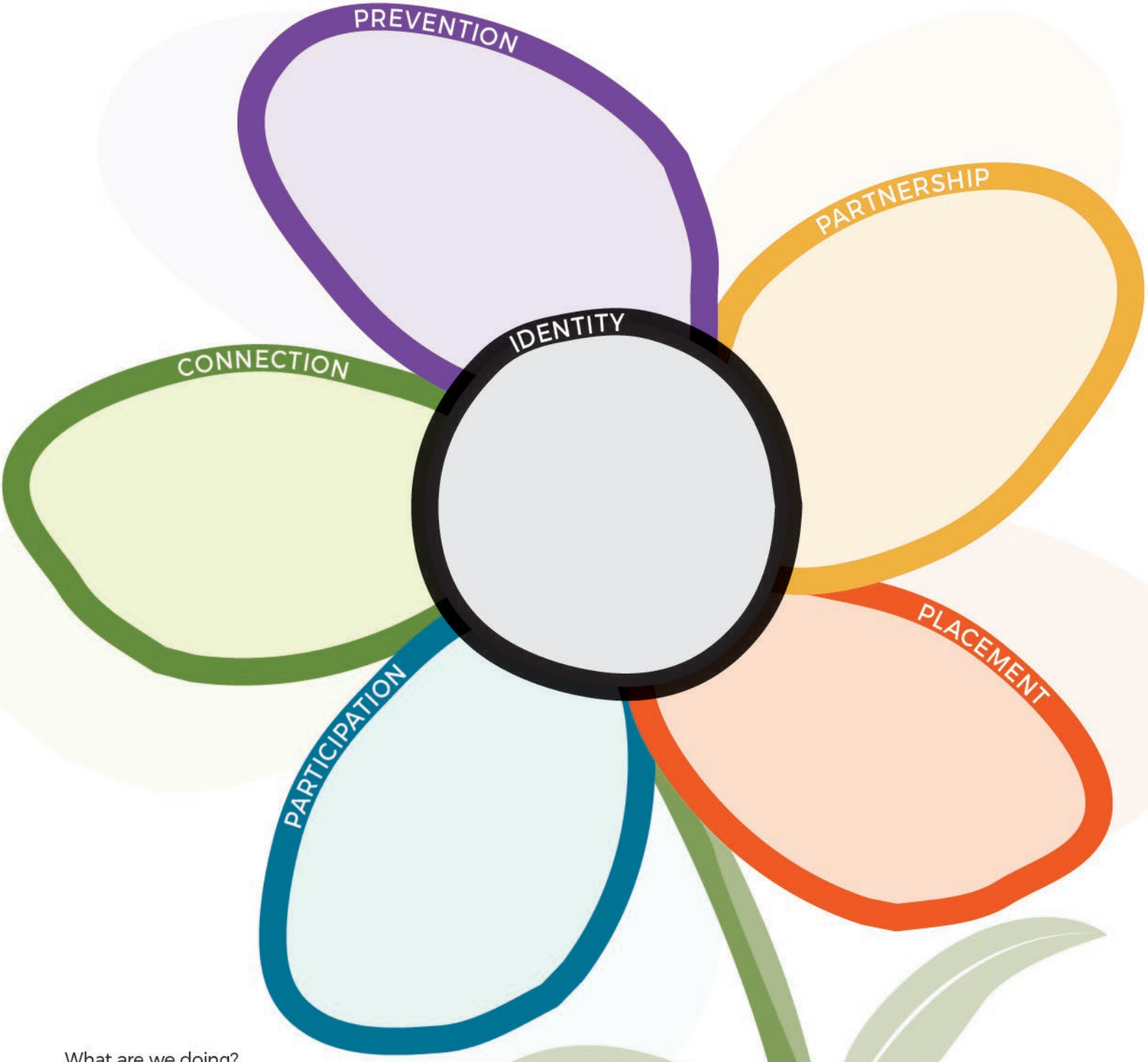
If a child is not placed with their extended Aboriginal or Torres Strait Islander family, they must be cared for within close geographic proximity to their family.

The above priority order applies to all care placement types – respite, emergency, short and long-term.

Children, Youth and Families

ABORIGINAL AND TORRES STRAIT ISLANDER REFLECTION FLOWER

Child/Family name: ..... Date: .....



What are we doing?

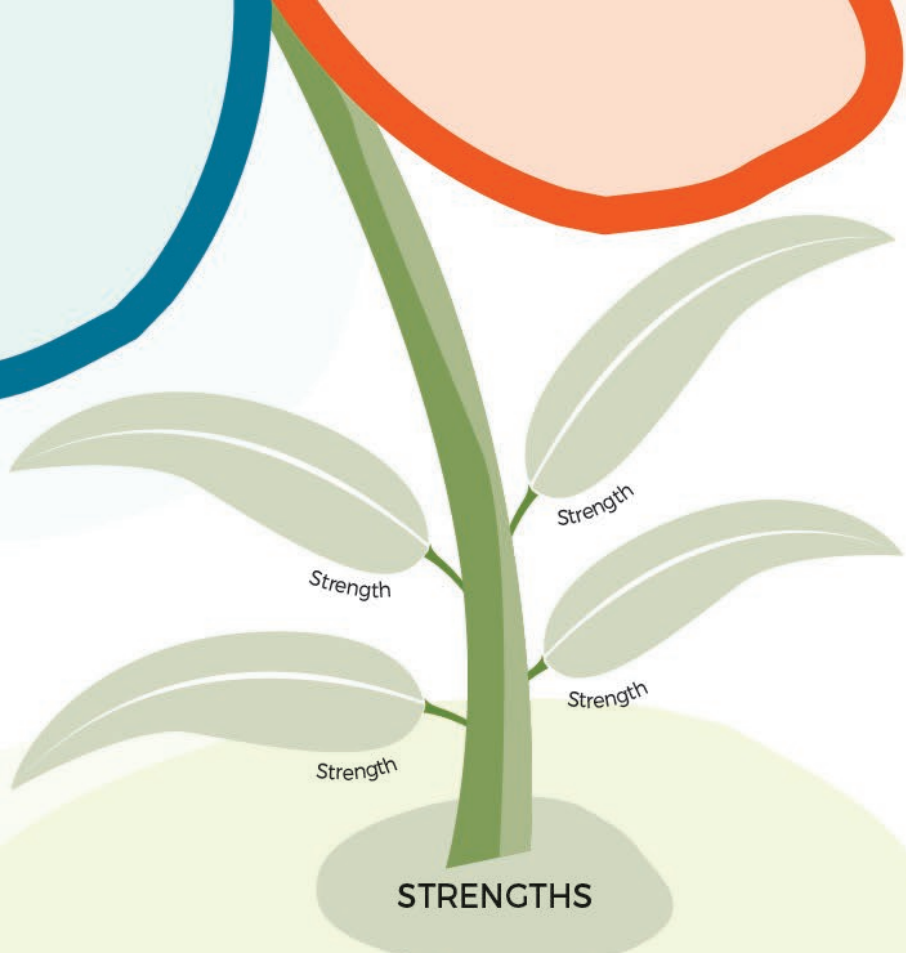
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What more could we do?

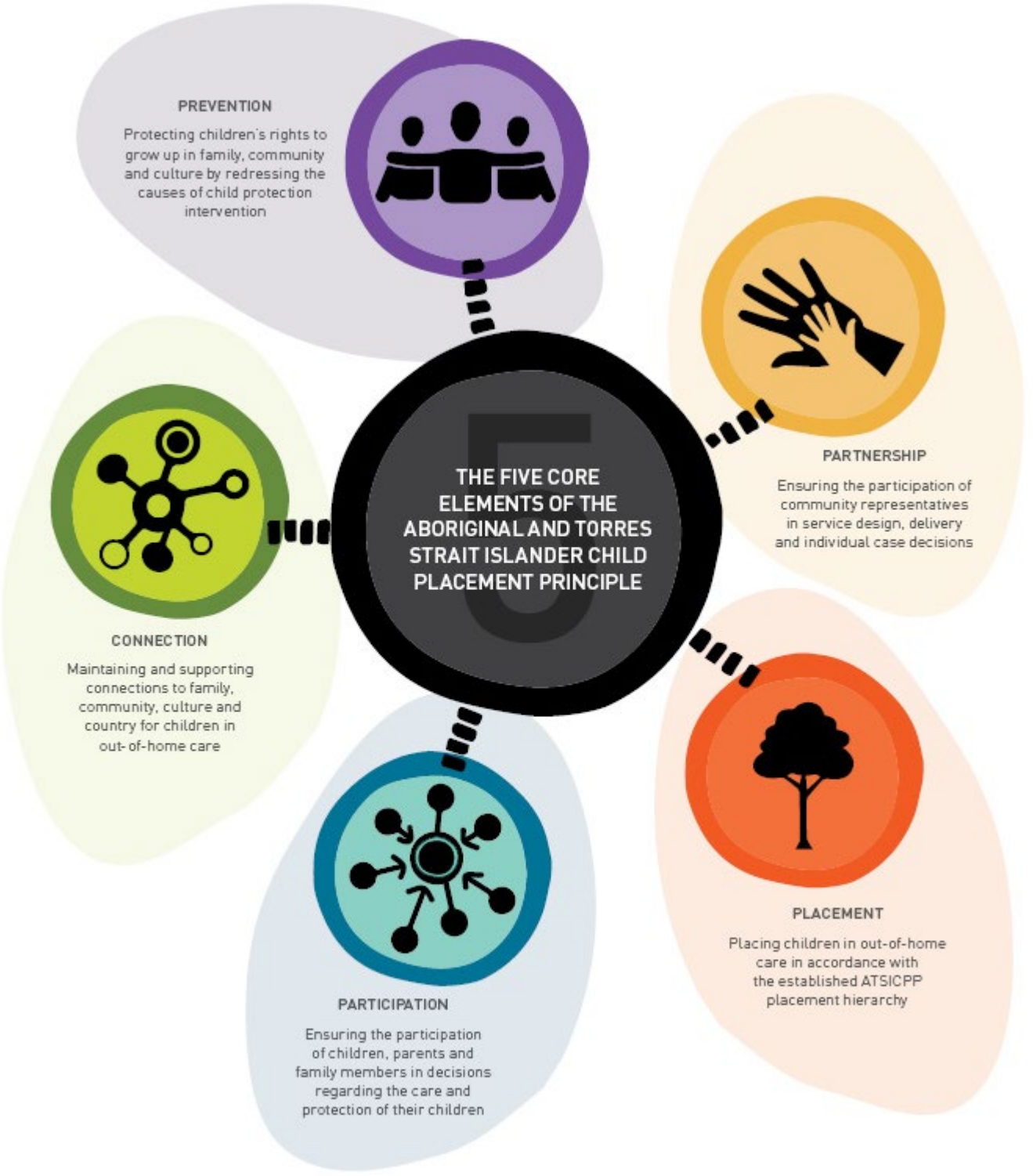
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What have we learnt?

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The five core elements of the Aboriginal and Torres Strait Islander Child Placement Principle



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Prompts – worker reflection

Note: The term 'child' also refers to the term 'young person'. Further, the term 'child' also refers to 'children' depending on a family's situation.



PREVENTION: WORKER REFLECTION

- Describe aspects within the case that display the child and family are connected to culture and their community.
- How do the family like to spend time together? What brings them together as a family/kinship network?
- What events within the community does the child and family attend?
- Does the family have access to safe and secure housing?
- Does the child have an opportunity to attend playgroup, childcare and/or school regularly?
- Has the child had a health check within the last 12 months?
- Is there any medical information that needs to be taken into consideration?
- Can you identify any needs the family may have that may assist in addressing and mitigating the associated risk?
- What systems of support does the child and family have in place? For example: Support from family, Winnunga, Gugan, Functional Family Therapy, Domestic Violence Crisis Service, Aboriginal Educational Liaison Officer etc.
- What support has the child and family identified that they would like to receive?
- Has the family identified they are not comfortable accessing particular support services? If so, please explain.
- Do you believe the child and family feel confident to access support when needed? If not, how can CYPS assist the family to obtain support? Could a Family Group Conference help the family access support?



PARTNERSHIP: WORKER REFLECTION

- Please explain how the family have had the opportunity to display self-determination within the case.
- Do you understand important factors relating to the child and family's culture, customs and history? If not, please discuss the support you may need so you can understand.
- Have the family identified they have partnerships within the community? If so, what do those partnerships look like?
- How have the family been supported and encouraged to build partnerships with individuals within the community and services that can support them and their children?
- What barriers have been present for the family regarding partnership?
- Which Aboriginal and Torres Strait Islander organisations, people, and communities can the family engage with that may be able to support them?
- Have the family identified areas of further support they would like to access?
- How can CYPS continue to work in partnership with the family?
- Can Partnership with the family be supported through a Family Group Conference? Have you completed a referral and/or consulted a Family Group Conference Facilitator?



PLACEMENT: WORKER REFLECTION

- Has a genogram been completed that displays an accurate representation of the child's family? If not, how can you work towards consulting with the family and completing a genogram?
- Describe the kinship structure within the family unit.
- Does the family have a matriarch? What is the best way to consult with the matriarch while empowering a family to have their voice present when making decisions about their child?
- What information has the family shared with you regarding significant people within the community that they spend time with and seek advice from when needed? If needed, have you sought the family's permission and consulted with the identified significant people, and what information have they shared with you?
- What are the child's thoughts and wishes regarding placement? Have they nominated significant people they would like to live with?
- What aspects of family life and cultural connection are important to the child and family? How can you ensure the aspects will continue to be carried out if a child needs to come into out of home care?
- Please describe the active efforts you have carried out to mitigate the need for a child to be placed in an alternative placement.
- Explain how you have implemented the Aboriginal and Torres Strait Islander Child Placement Principle when sourcing placement options. Have all appropriate placement options been explored?
- Explain the active efforts carried out within the case regarding the five core elements, prior to considering placement options.
- Can you identify any additional active efforts that can be carried out to assist the family with minimising risk and ensuring their child is safe?
- Could a Family Group Conference support families to minimise risk or identify appropriate placement options?

PARTICIPATION: WORKER REFLECTION

- How would the child and family like CYPS to respect and understand their safety, wellbeing, family and cultural connections?
- Where would the child and family like to meet CYPS, when having meetings?
- How does the family feel about home visits? How can you best engage with the family during home visits to ensure they feel culturally safe?
- How have the child and family had an opportunity to assist with informing decisions about how the child can be best safely cared for?
- What views have the family articulated regarding CYPS meeting with their child? How can CYPS ensure the child feels culturally safe and supported during interviews?
- Are there any additional people the child and family have identified they would like to receive support from and have take part in the decision-making process while working with CYPS? If so, what roles would the child like the nominated individuals to play?
- What are the family's thoughts regarding a Family Group Conference? Have you completed a referral and/or consulted a Family Group Conference Facilitator?

CONNECTION: WORKER REFLECTION

- What Nation is the family from? For example, Wiradjuri, Ngunnawal.
- Which community do the family identify as a place where they connect? What connections have been established within the community?
- What are the child's views and wishes regarding their connection to family, community and culture?
- Who have the family identified as important people that play a significant role in the child's life?
- What type of significant events do the family celebrate each year?
- What types of activities do the child and family like to do within the community?
- What information has the family articulated regarding their child's cultural plan?
- Have the family had an opportunity to clearly articulate their views and wishes regarding their family, community, culture and country? If so, please elaborate.
- How can CYPS ensure the child can have the opportunity to maintain connections to their family, community, culture and country?
- Describe how family members and significant community members have been consulted regarding their views and wishes of the child developing their connection to family, community and culture.
- What support can CYPS put in place to ensure the child has an opportunity to connect with family and community while developing their cultural identity?
- Have you considered Family Group Conferencing as a way for the family to develop strategies that will help the child maintain connections to family, community, culture and country?

Prompts – family discussion

Note: The term 'child' also refers to the term 'young person'. Further, the term 'child' also refers to 'children' depending on a family's situation.



PREVENTION: FAMILY DISCUSSION

- What are the strengths within your family and the community you live in?
- Tell us about your family? We would like to understand your culture and what is important for your family. (Complete genogram with family)
- How do you and your family like to spend time together?
- Who supports you when you need help? What does that support look like?
- Do you currently have safe and secure housing?
- Which playgroup, childcare and/or school does your child attend?
- Do you feel comfortable accessing health services? When did your child last see a doctor?
- What services in the community does your family receive support from?
- What are some challenges you and your family may be currently facing?
- What further support would help you and your family to move through the current challenges?



PARTNERSHIP: FAMILY DISCUSSION

- Who do you ask for help when you need help with your child?
- Who are the main people in your family who help you when you need support?
- What do you and your family do in the community?
- What services within the community do you feel comfortable accessing?
- Have you faced any challenges when trying to access support from services in the community?
- Please tell us about your experience working with CYPS?
- Can you tell us if you have encountered any barriers when working with CYPS in the past?
- How can CYPS work together with your family?



PLACEMENT: FAMILY DISCUSSION

- Who helps make decisions within your family?
- Who is the person within your family who is the 'knowledge holder' and knows a lot of information about your family's story and connections to culture?
- What aspects make your family strong and grounded?
- What aspects of family life do you and your child enjoy?
- Who does your child like to spend time with? How do they spend time together?
- What types of activities does your child like to engage in with family members?
- If your child wanted to spend time with other significant people within their life, who would they nominate, and why?
- Who are the significant people within the community your family spend time with and seek advice from?



PARTICIPATION: FAMILY DISCUSSION

- What can CYPS do to ensure the safety, wellbeing, family and cultural connections of your child and family are respected and understood?
- Where would you like to meet CYPS when having meetings?
- How do you feel about CYPS visiting your home? Is there anything CYPS can do to help you and your family feel more comfortable during home visits?
- Are there any additional people from your family and community you would like to receive support from while working with CYPS?
- At times CYPS may need to talk with your child. How can CYPS do that in a culturally safe way? What support can you identify your child may need while talking with a CYPS worker?
- Would you like to move forward with a Family Group Conference?

CONNECTION: FAMILY DISCUSSION

- Who are the important people that play a significant role in the life of your child and family?
- What type of significant events do you and your family celebrate each year?
- What types of activities do you and your child like to do within the community?
- How can CYPS ensure your child has the opportunity to maintain their connection to family, community, culture and country?
- Has your child had an opportunity to express their views and wishes regarding their connection to family, community, culture and country?
- What further information would you like to include in your child's cultural plan.