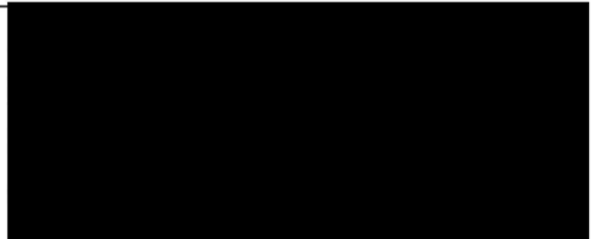


**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

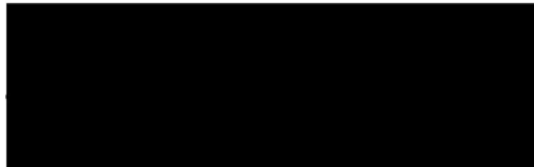
ATTACHMENT CA-6 TO STATEMENT OF SUPERINTENDENT CHARLES ALLEN

Date of document: 11 August 2015
Filed on behalf of: the Applicant
Prepared by:
Victorian Government Solicitor's Office
Level 33
80 Collins Street
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This is the attachment marked '**CA-6**' produced and shown to **CHARLES ALLEN** at the time of signing his Statement on 11 August 2015.

Before me:



An Australian legal practitioner
within the meaning of the Legal Profession
Uniform Law (Victoria)

Attachment CA-6



VICTORIA POLICE

CULTURAL, COMMUNITY AND DIVERSITY EDUCATION STRATEGY 2015-16



Acknowledgement of Traditional Owners

Victoria Police pay our respect to the traditional owners of lands on which we live and work. We pay our respect to Elders and all Aboriginal and Torres Strait Islander peoples who continue to care for their country, culture and people.

Victoria Police is committed to reconciliation and recognition of the Aboriginal and Torres Strait Islander history, through professional learning opportunities. It is essential that training and education provided to Victoria Police employees acknowledges the Aboriginal and Torres Strait Islander people. Enhanced education will assist Victoria Police and the Aboriginal and Torres Strait Islander people close the cultural gap and further develop positive relationships that enhance cultural, community and diversity understanding.

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Foreword from the Acting Chief Commissioner



By international comparisons Victoria is safe, prosperous and vital; it is one of the most successful diverse, multicultural and multi-faith societies in the world. The collective community of Victoria comes from over 200 countries, speaks more than 230 languages and dialects, and follows more than 135 religious faiths. The diversity of the community includes people from the Aboriginal, Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) communities, people with disabilities, people experiencing mental health issues, seniors and young people. It is this diversity and inclusiveness that is at the heart of our state's prosperity and is worthy of protection.

Victoria Police believes firmly and fundamentally in the human rights of all Victorians to live peacefully and free from discrimination, persecution and harm. We will do all that we can to protect every law abiding citizens right to live safely and securely within our community.

The Victoria Police mission is to not only enforce the law to ensure the protection of all of our citizens – it also requires Victoria Police employees to be flexible and actively engage with our diverse community. In an increasingly complex society this can be challenging and our employees need to be supported in their ability to consistently provide service with dignity and respect.

As the diverse Victorian community continues to change, so does our approach to the training and education we provide our employees. What will remain consistent is our approach to ensuring all professional learning opportunities are grounded in human rights and demonstrate a commitment to the organisational values.

To ensure our members are able to think on their feet, meet challenges adaptively and have confidence in their decision making abilities we must provide an environment that supports career long professional learning. This strategy outlines a vision for best practice cultural, community and diversity training and education to support all Victoria Police employees in their ongoing personal and professional development.

This strategy will direct the implementation of curriculum reforms which are embedded in cultural, community and diversity principles, to build the capability of our employees in a coordinated response.

Tim Cartwright, APM
Acting Chief Commissioner

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1

Introduction

Victoria Police is committed to serving its rich and diverse community. As the community becomes increasingly diverse in interest, culture, religion and relationships, Victoria Police must maintain community confidence through its ability to adapt to meet these needs. Supporting members to do this through continuous professional learning opportunities will be pivotal.

The Victoria Police Cultural, Community and Diversity (CCD) Education Strategy has been developed to provide a guiding framework for consistent organisational training and education in cultural, community and diversity principles. It provides a best practice approach to developing the capabilities of Victoria Police employees to deliver a professional and equitable service to a diverse Victorian community.

The development of the CCD Education Strategy has been a collaborative process between the Priority Communities Division (PCD) and the People Development Command (PDC). This has included extensive consultation with stakeholders to ensure its applicability, as well as its organisational and community alignment. This has included establishing internal and external education advisory groups, who have provided strategic advice and constructive comment along the journey.

Organisational consultation across ranks and roles has strengthened the operational relevance of the strategy and its intent to support frontline service delivery. This has been supported by wide ranging research

across academic institutions, as well as public and private industry, to ensure an innovative approach that is future focused and aligns to the specific needs of adult professional learning. This research reinforces the significance of the strategy's development, highlighting an increasing demand for training and education that develops the cultural capabilities of employees to support social cohesion in our diverse society.

The CCD Education Strategy outlines the direction for best practice training and education in a global context, as part of a wider organisational commitment to continuous improvement. It is one of many initiatives that will strengthen our approach to community engagement. It guides the key actions that Victoria Police will undertake over two years (2015-2017) of education and curriculum reform. It is expected that our approach to training and education will be continually refreshed and updated in line with community expectations and changing social needs. Key actions are included in the strategy, which sets out an incremental approach to implementing the proposed curriculum reforms.

The strategy is a true reflection of the future focus for best practice training and education programs. It is a living document, which will continue to evolve to meet the changing demands, expectations and diversity of the Victorian community.

2

Background

In 2013 Victoria Police undertook a process of community consultation that sought feedback on our cross-cultural training and field contact polices. Two external reviews were also conducted. These reviews made a total of 70 recommendations, which were publicly released in December 2013.

The cross-cultural training review conducted by Victoria University, *Learning to Engage*, culminated in 33 separate recommendations to be actioned over three years of work and are articulated in the *Equality is not the same...* report. This Cultural, Community and Diversity (CCD) Education Strategy is aligned to 20 of the cross-cultural training review recommendations and two field contact recommendations. The strategy provides a framework for the future of cultural, community and diversity education and outlines the program of work relating to curriculum reform and review for years Two and Three of the *Equality is not the same...* action plan.

The review conducted by Victoria University has provided a significant contribution to the next steps for Victoria Police to build and improve its cultural, community and diversity education practices.

The report committed to providing optimal advice on the ways in which best practice education should be designed and delivered in a community engagement context.

In its survey of Victoria Police's curriculum and practices the report found a need to focus on:

- frameworks that emphasise proactive and community engagement practices as part of everyday service delivery
- the role of the educator and facilitator
- the pedagogy (philosophy of education methodology) and andragogy (specifically relating to adult education) approaches to cultural, community and diversity education and training
- sequencing and duration of training and education opportunities.

Significant commentary in the report recognised that whilst this is a challenge for the organisation, Victoria Police is well placed through its current practices and espoused commitment, to make significant changes to the professionalisation of its workforce.

“ Education and training approaches that help produce the the kind of police officer, and the kinds of policing practice, that make Victoria Police and the Victorian communities justifiably proud and confident in the quality and disposition of those charged with ensuring the safety and wellbeing of communities, regardless of their cultural, racial, religious, ethnic, gender, social, sexual, health, age or abilities based identity, status or preferences. ”

- Learning to Engage

3

The purpose of cultural, community and diversity education

Cultural, community and diversity (CCD) education principles aim to set the standard for best practice and highlight exemplars for leading effective and engaging professional learning opportunities, suitable for the changing and dynamic environment Victoria Police employees work in. The success of CCD education will be tied to facilitating a culture where professional learning is valued.

The CCD Education Strategy should be used to guide:

- the development of new professional learning, training and education opportunities with a CCD focus
- enhance existing training and education programs to integrate CCD principles
- evaluate the most appropriate approach to meet professional CCD learning needs.

Why a specific Cultural, Community and Diversity Education Strategy?

A specific education strategy that articulates a vision for CCD training and education is critical to support and manage the sensitivities and complexities that are associated with the learning outcomes. The CCD context is dynamic and its challenging nature differentiates it from other types of professional learning.

The complexities of designing, developing and delivering quality CCD training and education will be further highlighted throughout the strategy, however at its core is a need to consider the expertise required to facilitate authentic learning transference and create an ongoing learning process that adapts to a changing environment.

Building on success through case stories

Throughout the strategy examples of 'case stories' will be used to demonstrate the strategy's intended outcomes and bring to life the meaning of best practice cultural, community and diversity education and training. These case stories recognise successful practices already in place and are examples of best-practice approaches Victoria Police will build on. Modelled in these case stories is the learning design approach that will feature in future CCD tools and resources. The key learning design principles, critical for successful cultural, community and diversity education are highlighted, along with the associated knowledge, skills and attributes learners are expected to develop and demonstrate through training or education opportunities.

3.1 The vision for cultural, community and diversity education

The Cultural, Community and Diversity (CCD) Education Strategy is values-led and underpinned by human rights.

“Most importantly, it (training) can produce the kind of police officer who is able to think on their feet; successfully meet new challenges, adapt flexibly and responsibly to unexpected circumstances; communicate effectively; and respond with understanding and insight through a thorough grounding in human rights, cultural and community diversity.”

- Learning to Engage

This strategy will provide a platform to assist in the consistent delivery of the message that community engagement is everyone’s responsibility and that dignity and respect underpin all community interactions, regardless of culture, community or diversity. Through this vision these principles will be embedded throughout professional learning opportunities.

Linking the Cultural, Community and Diversity Education Strategy to other organisational outcomes

The CCD Education Strategy provides guidance and support to other key outcomes and projects emerging from the *Equality is not the same...* report through its emphasis on professional learning that is values-led and underpinned by human rights.

The success of quality CCD education is closely connected to Victoria Police’s overarching service delivery aims and commitment to engaging with our stakeholders. An organisation that values diversity must ensure

this is visible across its structures and policies so that it becomes “business as usual”. This approach will play a strong part in promoting a culture that supports CCD education as a realisation of potential. This requires strong leadership that champions and supports the importance of professional learning outcomes grounded in working with CCD principles. This drive to enhance CCD education and training will only be successful if there is a commitment from every level of the organisation to an ongoing program of work. Through this commitment CCD education will be “built in” to business as usual and not “bolted on”.

Beyond the four walls

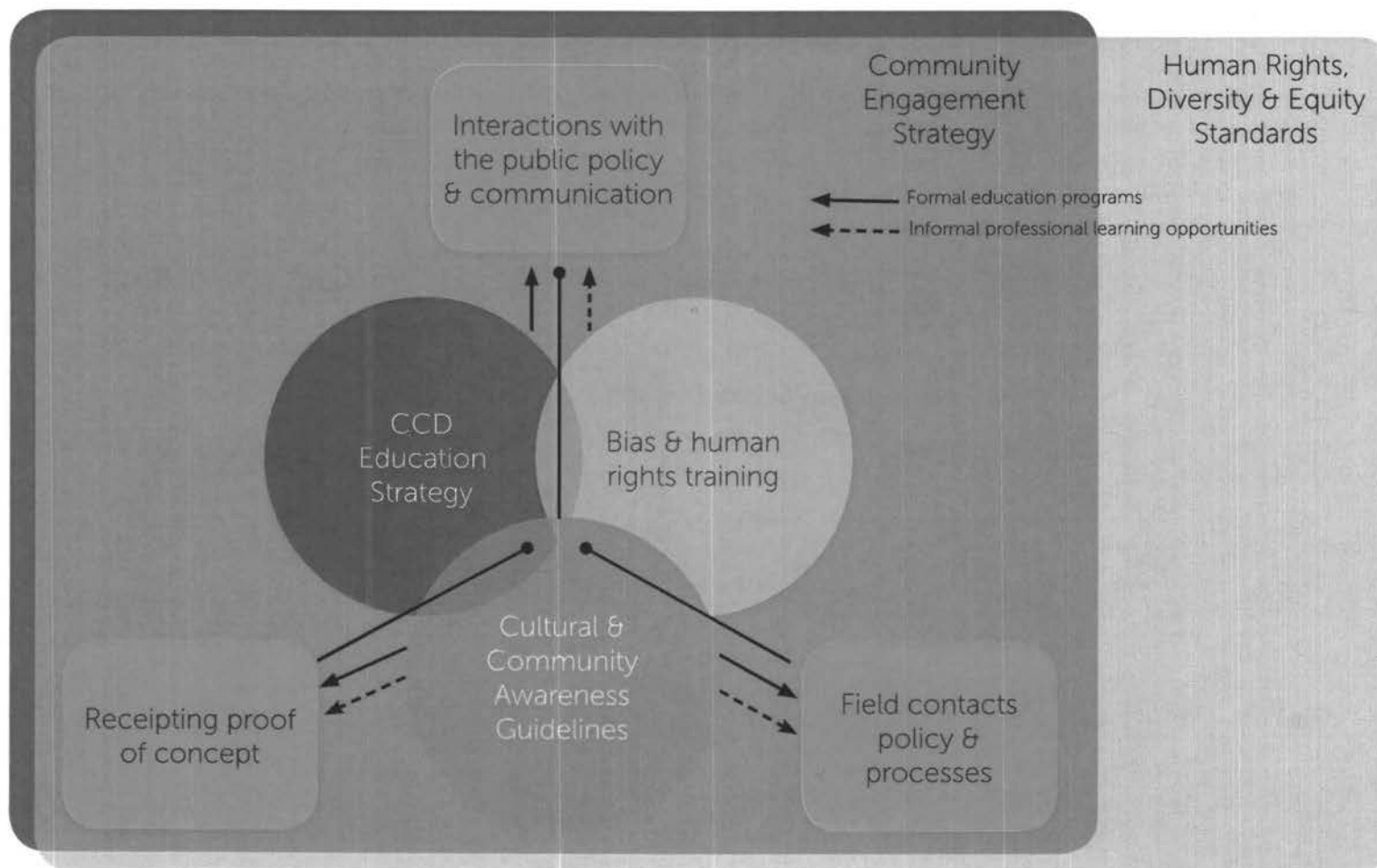
The direction of CCD training and education for Victoria Police must extend beyond the traditional classroom or training environment, to include a range of professional learning opportunities.

A focus on regional capability and support beyond formal academy-centric programs will be crucial to affecting change and integrating CCD into the everyday. Part of the strategy’s implementation will be a future focus to consider more innovative, flexible and smarter ways to develop and deliver quality professional learning opportunities.

This includes working in increasingly collaborative ways with community, resulting in deeper relationships through increased participation and communication. By working with communities, employees will develop an increased understanding of the community they are serving, leading in some instances to two-way learning opportunities. The completion of education programs on their own will not be enough; CCD principles must be embedded in business processes, becoming part of induction and performance objectives overtime.

CULTURAL, COMMUNITY AND DIVERSITY EDUCATION STRATEGY

Figure 1 below, illustrates how the CCD Education Strategy is one part of a wider program of work to improve our employees' confidence and capacity to deliver service to a diverse and dynamic community.



Collaborating

The success of future training and education opportunities relies on wider reforms that include building partnerships with community. The Priority Communities Division (PCD) has established a number of Portfolio Reference Groups with community representation, to provide advice, expertise and feedback. This structure will be echoed in local areas and these groups, along with established education advisory groups and the Chief Commissioner's Human Rights Strategic Advisory Committee, will form an important role in highlighting contemporary and emerging issues which will assist in informing training and education developments.

3.2 Strategic connections

All Victoria Police employees must be culturally capable to facilitate flexible approaches to community engagement that are respectful of human rights. This is an organisational priority, leading to the development of the Cultural, Community and Diversity (CCD) Education Strategy, in line with a number of key policies and organisational strategies.

Blueprint 2012-15 Year 3

The CCD Education Strategy aligns with a number of key Blueprint 2012-15 Year 3 priorities, with its focus on community partnerships and commitment to developing our people. The success of the CCD education will ultimately be measured by our ability to deliver effective service and improve community confidence in our services.

Victoria Police Blue Paper: A Vision for Victoria Police in 2025

The *Victoria Police Blue Paper: A Vision for Victoria Police in 2025* acknowledges increasing demands on services driven by major social, economic and environmental trends. The changing nature of social values, greater cultural diversity and increased expectations of police results in increasing demands on improving the capability of our workforce. In executing their duties police and PSOs must come to see themselves as professional practitioners who take personal responsibility to self-develop. This CCD Education Strategy will support the Blue Paper's vision of 'the right people, with the right capability, in the right roles' through its framework and key actions for reform.

Victoria Police Education Master Plan: Learning and Development to 2020

The development and delivery of CCD education has and will continue to be guided by the *Victoria Police Education Master Plan (EMP)*. This strategic plan sets a vision of continuous professional development that will guide learning and development for all Victoria Police employees through to 2020. It provides a learning model that is centred around a professional policing service that is able to respond to rapidly changing and complex environments. Under this model training and education is developed and delivered through vibrant and innovative means, empowering employees to take ownership of their learning. Thereby contributing to building the capacity and capability of the organisation. At its core the EMP articulates that continuous professional development is a shared responsibility between Victoria Police and every employee, which involves integrating professional standards into the curriculum.

ANZPAA Education and Training Guidelines for Community Engagement

The Education and Training Guidelines for Community Engagement, developed by the Australia New Zealand Policing Advisory Agency (ANZPAA), provide consistent benchmarks across the diverse levels and functions of police services.

These guidelines provide a platform to develop and deliver CCD education and training across foundation and promotional training, capability building programs and as well as the delivery of localised training by regions and commands.



4

The approach for cultural, community and diversity education

What does cultural, community and diversity education commit to?

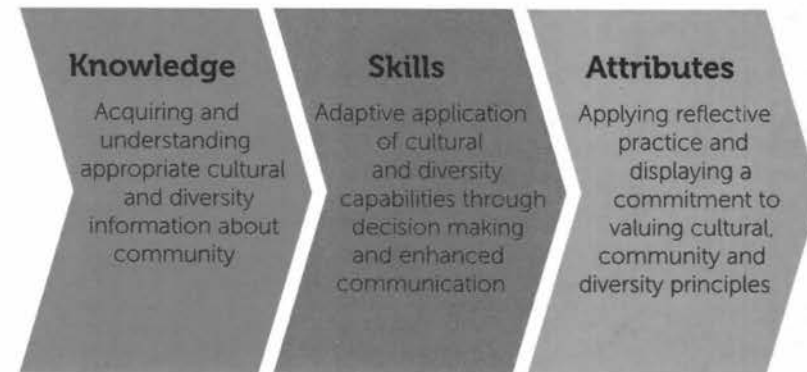
To enhance cultural capability requires an ongoing commitment to the following ideals:

- reflective practice
- contextual adaptability
- collaborative and inclusive engagement
- a values-led approach, incorporating human rights
- enhanced communication.

These ideals can be articulated and applied to professional learning outcomes through the application of knowledge, skills and attributes.

Learning outcomes in training and education will focus on developing the knowledge, skills and attributes that combine to enhance the cultural capabilities of Victoria Police employees.

Figure 2



“

Self-reflection is about really hitting the reset button on your own personal prejudices

- Victoria Police member, Learning to Engage

”

What will cultural, community and diversity education look like?

Guided by this strategy cultural, community and diversity focused training and education programs will be values-led, grounded in adult learning principles and underpinned by a human rights approach.

In design and delivery CCD education will:

- incorporate reflective practice and critical thinking
- include curriculum and content that challenges
- use an enhanced decision-making framework
- be adaptive to incorporate current and contemporary case studies
- provide immersive learning opportunities through experiential or simulated environments
- involve active participation through a learner-centred model
- be informed through collaboration with subject matter experts (internal and external)
- provide opportunity for repeat experiences 'learn, practise, fail, repeat'
- be grounded in an understanding of historical context
- provide clear links between learning and relevant political, social, cultural and operational contexts
- be facilitated by passionate and expert educators
- use innovative and multi-modal methods
- be sequenced appropriately for professional learning opportunities relevant to time, location and role.

The CCD curriculum and content will be characterised by an integrated "golden thread" approach with principles of community engagement embedded throughout professional learning opportunities. Incorporating this design approach will support employees to effectively operate within complex and dynamic environments and provide a range of opportunities to access multi-modal platforms for ongoing professional development and mastery.



4.1 The model for cultural, community and diversity education

The CCD Education Strategy centres on a four-pillar approach to delivering its key actions as outlined in Figure 3.

- **Capabilities** –the desired knowledge, skills and attributes to be demonstrated e.g. agile thinking and adaptive behaviours.
- **Curriculum** – the means to facilitate the desired learning outcomes e.g. innovative approaches and a focus on decision-making.
- **Content** – the central focus for learning which is context dependent e.g. providing appropriate historical context and operationally relevant case studies.
- **Coordination** – the platform for delivering education e.g. a “golden thread” approach and partnerships between PDC, PCD and regions.

The four-pillar approach provides a platform to articulate the key actions and objectives of the strategy with an overall aim of delivering: Contemporary **CURRICULUM** and **CONTENT** that is flexible, results in highly **CAPABLE** and adaptive learners and will be supported by a **COORDINATED** approach.

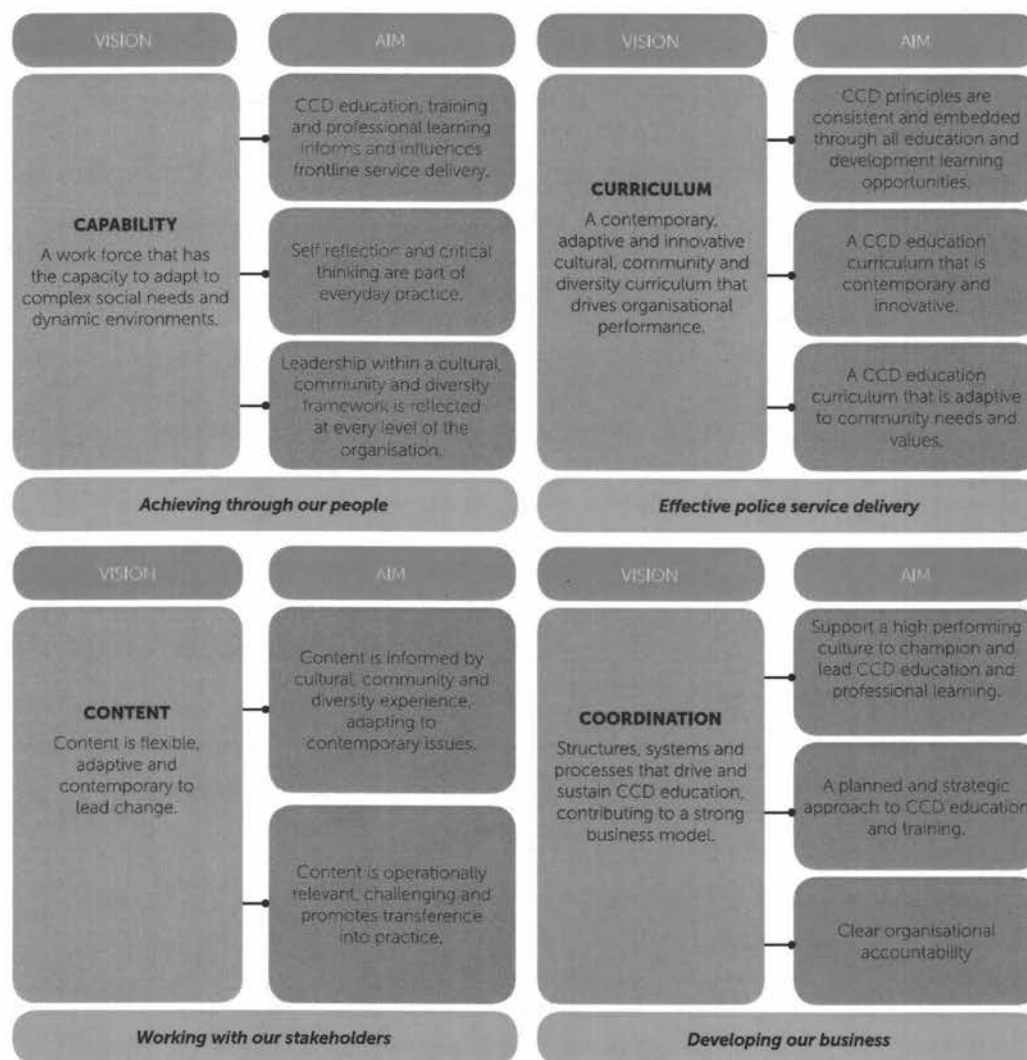


Figure 3

5

Themes of cultural, community and diversity education

Language in community engagement has a powerful role to play in creating a positive discourse and promoting community inclusion. Cultural, community and diversity education will echo this message and use several key themes to deliver its intended outcomes.

A values-led framework

Cultural, community and diversity (CCD) education is grounded in the organisational values of integrity, flexibility, leadership, respect, support and professionalism. These values are articulated through a community engagement lens and are to be embedded in approaches to CCD education and training. Whilst every member is already expected to “live” these values, it is important that these values are highlighted in training and education through content, demonstrated in delivery and through organisational leadership. This values-led approach provides the aspirational standards that Victoria Police employees should always endeavour to uphold in their delivery of service to community.

“ There is a need for police members to align their own personal values to the Victoria Police values of integrity and ethical practice and to understand that trust was (is) central to their interactions with the community... ”

- Learning to Engage

Embedding human rights

A human rights perspective provides a common language for both Victoria Police employees and the community in service delivery expectations.

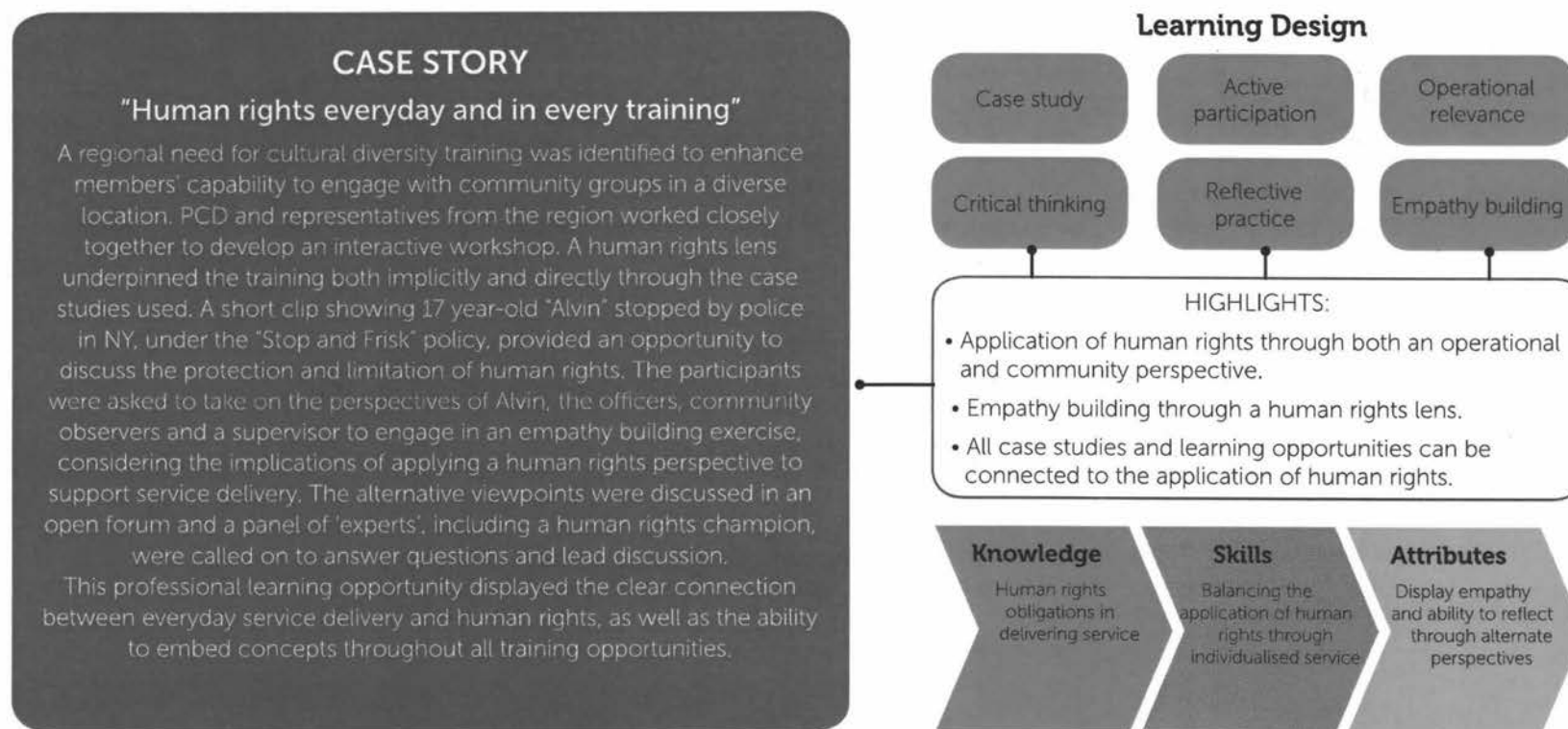
Through this lens, agreement on a model of ‘dignity and respect’ is easily recognisable as the best practice approach. Underpinning all police and PSO interactions is a legal obligation to adhere to the *Charter of Human Rights and Responsibilities* and as such, this must be incorporated into all professional learning initiatives.

As part of training and education, these links should be emphasised in an operationally relevant context and with recognition of employees’ responsibility to balance the human rights of people they interact with, with due consideration to a person’s civil, political, social, economic and cultural rights.

The complexity of the Victorian community makes the responsibility police and PSOs have to balance the human rights of everyone a difficult task. This complexity should be recognised in professional learning and human rights used as a framework to positively support members to deliver service with dignity and respect.

CCD education provides a ripe opportunity to create learning environments where human rights can be integrated, debated, discussed, challenged and dissected, leading to a shared dialogue around accountability and responsibility to deliver service in a human rights context. This is the responsibility of every employee, regardless of rank or position, and embedding a human rights approach through training will ensure that it becomes part of every day practice.

Figure 4



Working towards cultural capability

Previous iterations of training and education have focused on cultural awareness, sensitivity and competency models. Each serves a purpose in its own right. However for Victoria Police employees to operate in complex and dynamic environments, a model of cultural capability is more appropriate. A focus on cultural capability looks to developing members who are flexible and able to navigate their way through complex social, political and cultural contexts.

Whilst certain cultural competencies are crucial for working with particular priority groups, a capability approach recognises the need for local and adaptive responses, with an ongoing commitment to human rights principles of dignity, respect and fair treatment. Cultural capability also recognises that working in this space is an evolving process and that no one will ever be fully “competent”. Cross-cultural training traditionally refers to building an employee’s cultural knowledge and skill, aimed at developing a cultural competence that is often focused on technical accomplishments.

A focus on threading cultural, community and diversity principles throughout training and education opportunities will stretch employees through a holistic approach to developing the knowledge, skills and attributes of employees in an end-to-end career approach.

This cultural capability framework recognises complexities within the definitions of culture, community and diversity, and does not attempt to restrictively define these terms. Being culturally capable will be demonstrated by Victoria Police employees through inclusive practices and the ability to provide equitable and quality service to a diverse society.

Developing a cultural skill base requires flexibility and the level of cultural capability required will be heavily dependent on context and the perception of those involved in an interaction. A culturally capable person acknowledges this complexity, their own limitations and realises that understanding cultural overlays is only one element of service delivery. This cultural capability will be developed through experience, training and education.

The educational approach

CCD education is committed to an approach that is transformative and supportive of continuous professional learning for all Victoria Police employees. This transformative approach moves beyond a content acquisition model to emphasise deep learning, couched in contextual understanding, developed through critical reflection and enhanced decision making. This ‘meaning-making’ approach will be achieved through providing immersive and active learning opportunities that will challenge learners.

Training and education

The terms training and education are often used interchangeably but in fact relate to very different outcomes. A training approach is focused on skill acquisition. Education provides a more holistic platform for the development of knowledge, skills and attributes of learners, relating to both a transformational and transactional experience. Education programs may include a training element, but generally denote a broader approach to learning.

“...you don't need to know my culture to treat me with respect as a human being...”

- Community submission, Learning to Engage

Victoria Police employees engage in a variety of training and education programs throughout their career, many of these require a training element to ensure they are operationally safe and equipped to perform duties. The nature of CCD principles resonates most closely to an 'education' focus for professional learning, as many of the concepts are related to the personal attributes and attitudinal approaches required to deliver service respectfully.

The focus on principles of CCD education is crucial to the sustainable and long-term development of our employees. Whilst there is opportunity to incorporate CCD principles within all training initiatives, a dedicated commitment to improving the cultural capabilities of employees will require a commitment to both formal and informal education platforms.

A continuous professional learning approach

Throughout the strategy and key actions for delivery, the term professional learning will be referred to and favoured over a previously popular term 'professional development'. Professional development in this context is associated with specific activities or programs designed to deliver defined learning objectives and outcomes.

A professional learning approach refers to the multiple layers that lead to personal and professional growth and is tightly connected to a learner-centred model of continuous professional learning. Extending this concept, a continuous professional learning (CPL) approach, is an ongoing commitment to maintain, develop or extend the knowledge, expertise, skills and attributes required for a professional standard of performance. CPL acknowledges that professional development takes place in a range of environments and is not limited to formal training and education programs.

CPL resonates with the vision to develop culturally capable members who are able to flexibly respond to service delivery needs, considering a range of social, political and cultural contexts.

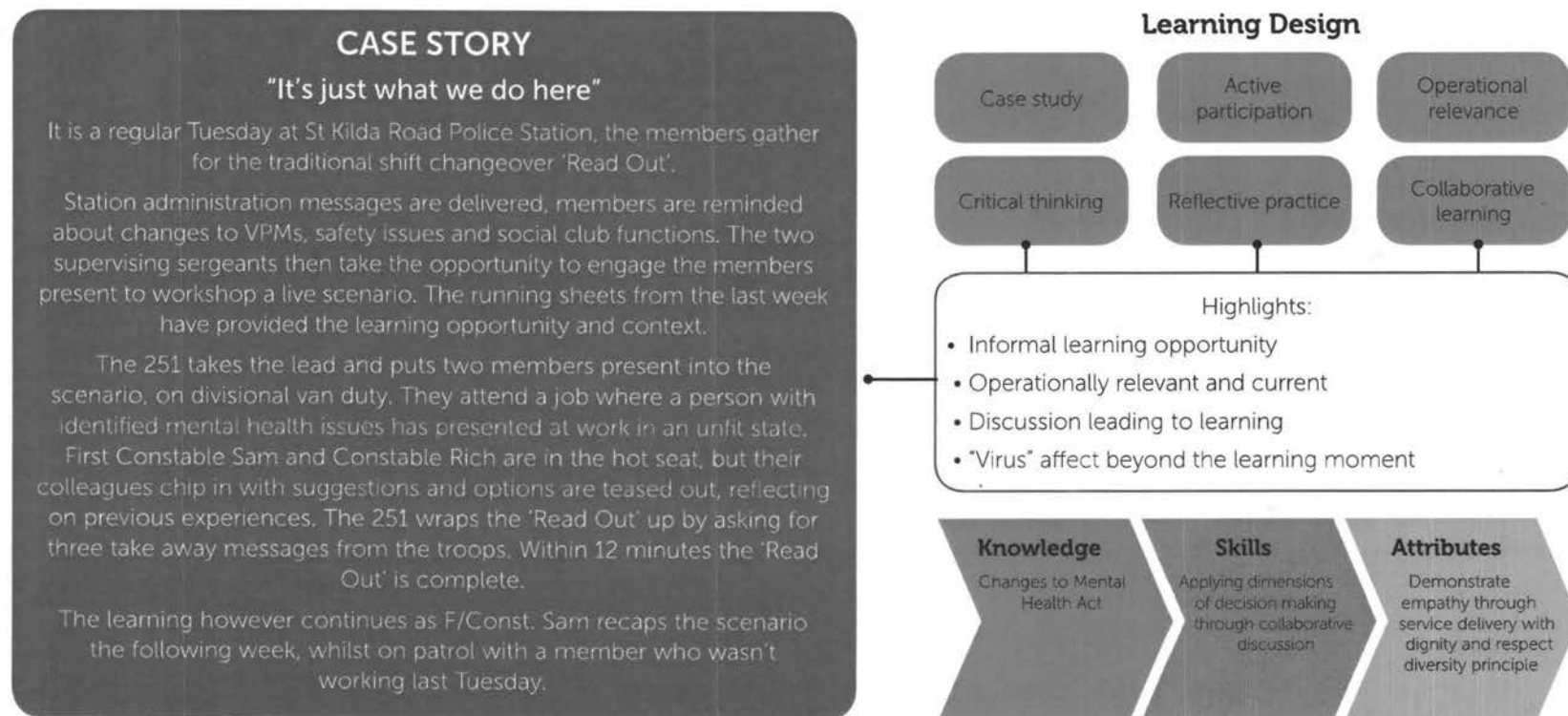
The CPL approach is applicable across all levels of the organisation and recognises that there is always room for improvement in performance. Whilst there is an organisational commitment to "*Develop Our People*", a CPL approach recognises the importance of personal direction and autonomy to take charge of some aspects of professional growth. Key actions arising from the CCD Education Strategy will support this through the provision of resources and opportunities to enhance CCD understanding. CPL is integral to the maintenance of professional skills and the ability to manage performance in a complex and changing environment.



A 'golden thread' approach

Under a 'golden thread' approach to training and education cultural, community and diversity principles will be interwoven into professional learning opportunities. Threading these principles throughout formal and informal learning opportunities aligns with the vision of community engagement as part of 'every day' business. The 'golden thread' approach allows existing practices to be enhanced and recognises that the development of new programs must incorporate these principles in their development. Embedding a 'golden thread' approach is a sustainable method to ensure training and education remains contemporary to meet changing community needs and recognises that a capability, rather competency approach, is required through consistent iteration of these principles.

Figure 5



The role of educators

Educators are critical leaders in the delivery of quality CCD education. An educators' knowledge and their skill in facilitation is the crucial lever to challenging learners and fostering growth. The intense and sometimes complicated nature of CCD education and training requires a particular expertise and professional approach to ensure the learning outcomes are met.

Delivering quality CCD education may require moving learners out of comfort zones and challenges of emotion that requires expert facilitation. Educators and trainers working specifically in CCD orientated programs require high levels of passion, motivation, commitment and genuine engagement with content. An experiential approach to CCD education is favoured over didactic models which promote transactional learning of facts and cultural 'do's and don'ts'.

To engage in experiential learning the educator must use a range of activities, including workplace relevant content and case studies that allow learners to process their experiences and form individual responses.

The role of an educator, beyond facilitation of professional CCD learning programs, to support their own ongoing development, should include:

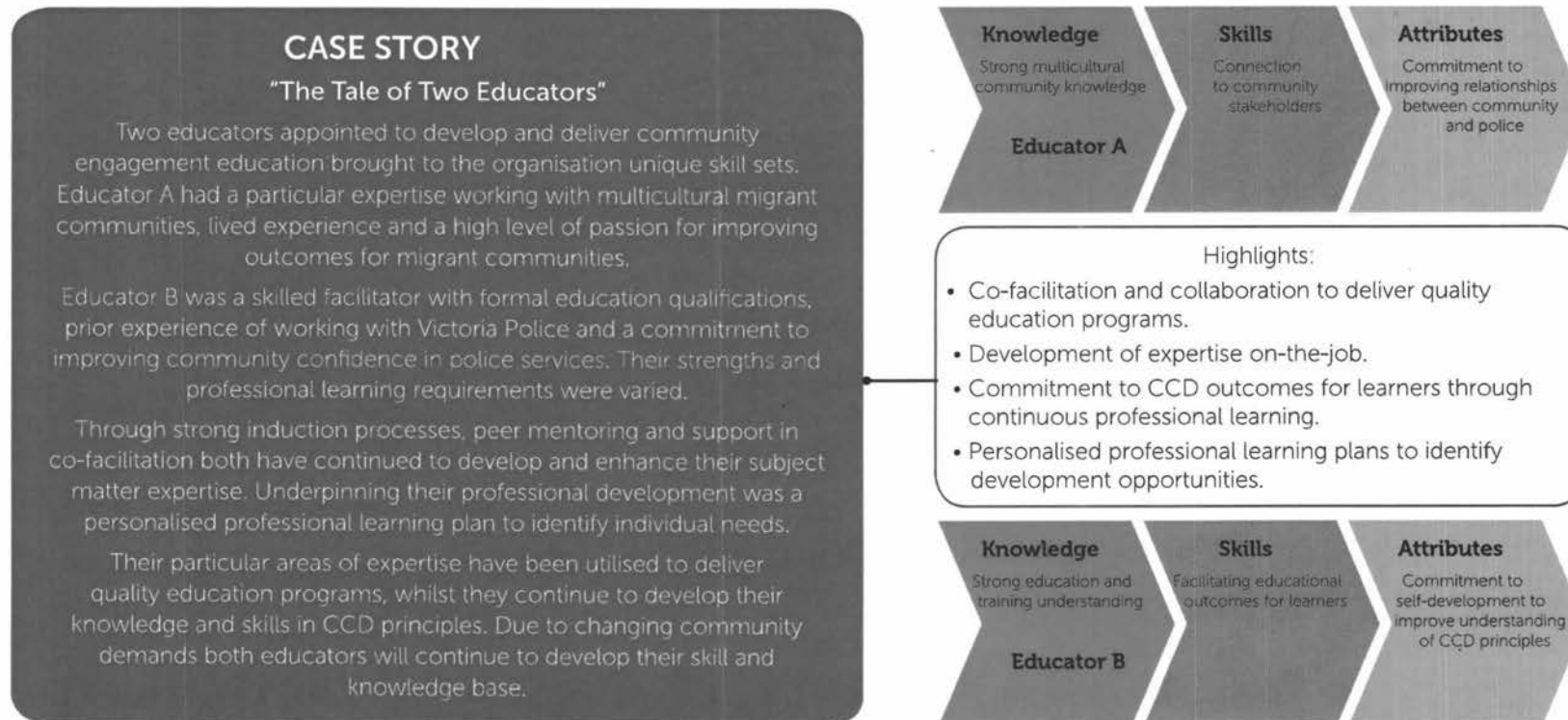
- responsibility to research
- continuous invigoration of content to meet the changing environment
- engagement in professional networks and appropriate stakeholder collaboration
- where appropriate, the development of specific cultural awareness.



The CCD Education Strategy recognises that Victoria Police has a role to play in developing our people and that employees moving into new positions will require support to be able to operate effectively in the CCD domain.

This process is also ongoing to reflect the dynamic environment and shifting community needs. The case story below (Figure 6) illustrates an organisational best practice approach to developing the knowledge, skills and attributes of effective educators working in CCD.

Figure 6



6

Cultural, community and diversity education deliverables

To support and deliver a contemporary curriculum with flexible content, that assists in building the capability of Victoria Police employees, a range of actions will be coordinated across the curriculum reforms from 2015-17. In the first instance these actions focus on developing the practical tools, resources and guides that will support the incremental curriculum reforms to follow. A number of key outcomes will be delivered through the following:

1. A CCD Manual

The CCD Capability Manual will be the guide to CCD education and training. It will be a practical guide to support educators, program owners and managers in the development and delivery of best practice CCD education.

The comprehensive guide will be broken up into key sections including:

- Design guidelines
- A facilitators' guide
- Capability assessment tools
- Program evaluation and review resources

2. CCD Learning Resource Hub

The cultural, community and diversity learning resource hub will provide a central reference point for resources to support professional learning. This open access point will assist both educators and learners to engage in formal and informal learning opportunities.

3. CCD Educator Capability and Professional Framework

The educator capability and professional framework will outline the experience and expertise recommended for educators and facilitators delivering cultural, community and diversity education. It will identify what educators and trainers working in CCD education should know and be able to do.

This capability and professional framework will outline minimum standards, as well as the aspirational benchmarks, for effective educators. The framework will also provide a benchmark standard for Dedicated Training Workplaces (DTW) to incorporate CCD principles into enhanced programs.

4. Regional and Command Capability Model

The regional and command capability model will be designed to specifically support local, divisional and regional responses to CCD professional learning. A range of programs and tools will be made available to regions and commands, to build CCD capability, with the strategic support of PCD. This model will enable regions and commands to develop strong standards that align DTW accreditation processes and general station inductions to CCD principles. The capability model will ensure that best practice initiatives like Hydra are expanded to regional locations.

5. Governance Model

The governance framework will set out to identify the way that PCD, PDC, divisions and regions can work collegiately to support the development and facilitation of CCD education and training programs. Articulating the roles and responsibilities of a collaborative approach will assist in developing streamlined processes that ensure a consistent and strong approach, thereby improving the quality of education delivered to support frontline service delivery. In addition, the governance framework will provide a model that ensures community and key stakeholders have an important role to play in the way forward.

6. An Operational Model of Implementation

To implement golden thread changes into existing programs and curriculum structures, an operational model that relies on key themes e.g. family violence, road policing, victim-centric service delivery and police initiated contacts, will be used to identify appropriate touch points. This model will provide a framework to assist program owners to integrate CCD principles and adapt curriculum and content as appropriate.



7

Implementing cultural, community and diversity education

The Cultural, Community and Diversity (CCD) Education Strategy is supported by a comprehensive two year action plan that outlines objectives and actions through a phased approach to curriculum reform. Whilst the strategy recognises that CCD education reforms must reach across the organisation, the focus in the initial phases will be predominantly on foundation and promotional programs.

Governance and accountability

In the development of the CCD Education Strategy the partnerships between the Priority Communities Division (PCD), People Development Command (PDC), regions and commands will be important to ensure training and education programs are resourced and supported by appropriate subject matter expertise. Policy drives the education imperative, but without the subject matter expertise, contextual backdrop and relevant operational connection, the education platform is hollow.

How does this work?

Strong partnerships rely on good stakeholder engagement and in a cultural, community, diversity context this includes both internal and external support processes.

Through the coordination pillar of the CCD Education Strategy, a strong governance model will be developed that guides this approach.

As part of this governance model a number of initiatives will ensure the communication channels and support mechanisms are in place to ensure a collaborative and partnership approach to CCD education.

This includes:

- Specific CCD Education Advisory groups, made up of internal and external stakeholders, that meet quarterly to provide high level strategic advice and guidance. These advisory groups will emerge from the Year 1 internal and external advisory groups set up to guide the project.
- A CCD Education Practitioner Forum, made up of interested internal and external educators/ stakeholders who meet bi-annually. This professional learning forum will provide opportunity to network, discussing relevant CCD best practice and curriculum reform.
- A formal process to engage regularly with PDC's Curriculum Committee to report on progress as mapped to the Education Master Plan.

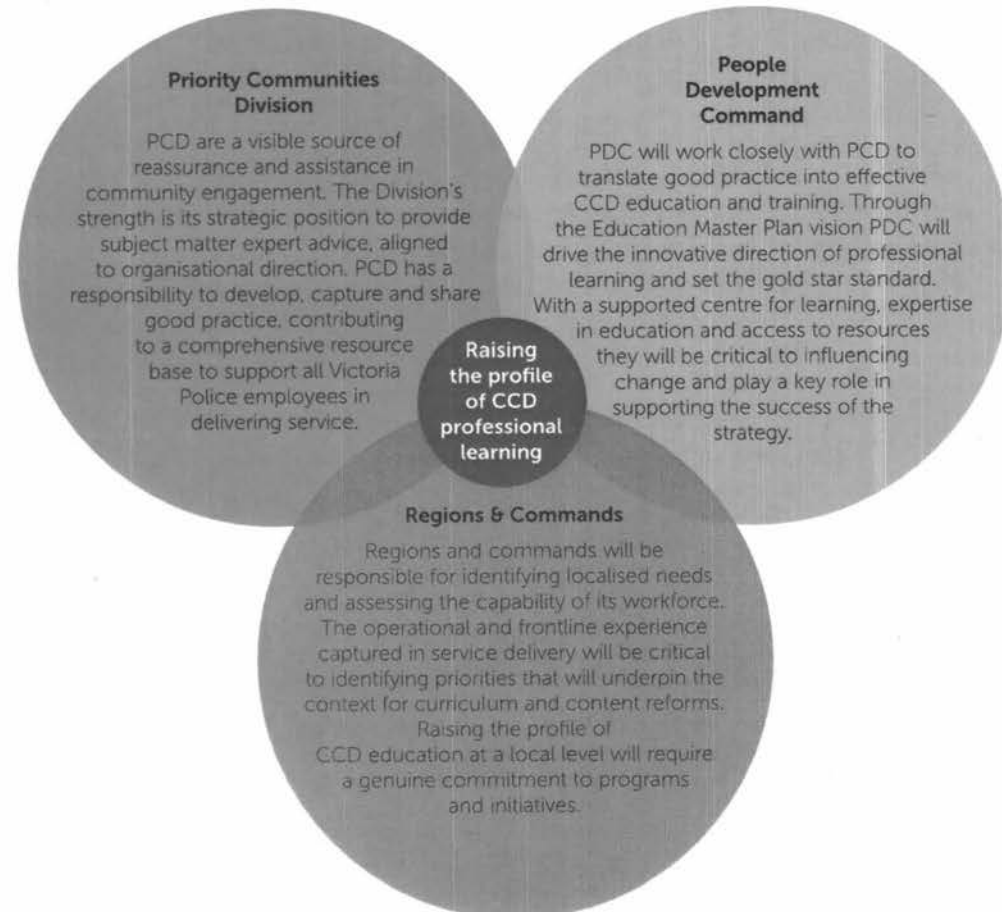
- A bi-Monthly meeting between PDC's key community engagement education employees and PCD's portfolio holders, policy officers and service delivery employees.
- Providing support to local areas and commands to develop Professional Learning Networks that will support the development of professional mastery and encourage an avenue for independent continuous professional learning.

These governance arrangements and communication channels will be supported by ongoing engagement with regions and commands through the service delivery arm of PCD and regular contact with the community Portfolio Reference Groups.

Figure 8 below represents an example of the collaborative approach required to coordinate quality CCD professional learning opportunities.

Pivotal to each area's responsibility is the role in raising the profile of CCD education and professional learning opportunities. This partnership approach has been key to the development of the strategy and will continue to be crucial to the successful implementation of curriculum reforms.

Figure 7 A collaborative approach



A guiding model

Working collaboratively to develop a strong model of CCD education, accountability and consistency will be delivered through a guiding model.

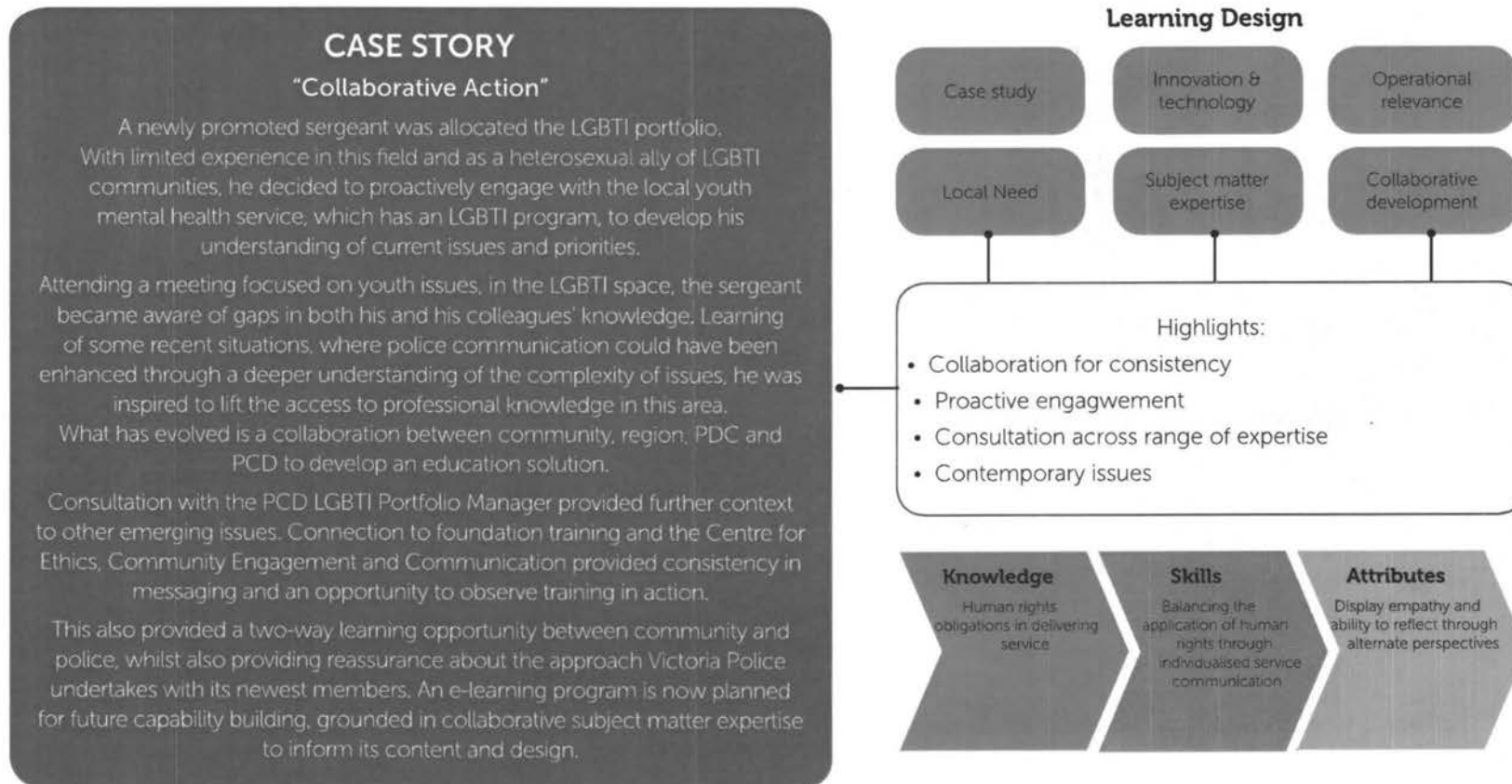
This model will include both training and education solutions that meet current issues or challenges, as well as those formal and informal opportunities designed to proactively develop the capabilities of members.

This model will include:

1. Clearly identifying the associated learning needs and assessing the current state of workforce and workplace capabilities.
2. Defining the objectives and outcomes CCD education is aspiring to achieve, with strong links to organisational strategic direction.
3. Program design and development that is innovative and meets the CCD education best practice development guidelines.
4. Delivering quality professional learning programs through appropriate use of subject matter expertise.
5. Evaluation of the training and education developed and delivered by participants, facilitators and community stakeholders.
6. Measuring the impact that the range of professional learning opportunities has had on the quality of service delivery and confidence in police services.



Figure 8: A collaborative approach



8

Evaluation and Measures

To ensure the success of cultural and community diversity (CCD) education, a consistent approach with practical guidelines and frameworks has been developed. The design and delivery of programs will be audited and reported on annually as outlined in the strategy's associated action plan.

Implementation of CCD education represents a long-term change process. While there will be short term gains in learning, the full benefits of CCD education and training may not be immediately visible or quantifiable.

CCD programs alone cannot serve as a measure of the greater outcomes the *Equality is not the same...* report is designed to deliver. The holistic benefits of implementing CCD education and training will require multiple approaches, including qualitative considerations, to evaluate and measure success.

Crucial to the successful integration of CCD education will be:

- defining measures of success
- embedding evaluation into the design and delivery of CCD education and training programs
- devising a longitudinal evaluation of the impact of education and training on organisational outcomes
- measuring ongoing community satisfaction in police service delivery, both formally and informally.

Over the two years of curriculum reform the following questions will be addressed to enable an evaluation of the impact of the CCD Education Strategy:

- are CCD principles used to guide best practice professional learning?
- are specific cultural, community and diversity professional learning opportunities integrated across the organisation?
- is there improvement in employee cultural capability (including frontline members and educators)?

8.1 Implementation

The Cultural, Community and Diversity (CCD) Education Strategy is supported by a comprehensive action plan which outlines two years of reform. The key objectives and actions outlined are a phased approach to curriculum reform through the platform of capability, curriculum, content and coordination. The approach recognises that CCD education reforms must reach across the organisation to be effective, however the focus in the initial phases will be predominantly on formal foundation and promotional programs.

9

Conclusion

Reinvigorating our approach to cultural, community and diversity (CCD) education is the start of an exciting journey and Victoria Police looks forward to working collaboratively with our internal and external stakeholders, to improve professional learning outcomes for all employees.

While this journey commences with two years of curriculum reform, the changes and shifts to ensure Victoria Police is able to deliver fair and equitable service to the diverse Victorian community will be ongoing.

Committing to this journey is committing to a collaborative approach which will continue to see Victoria Police strengthen its connections with community, leading to enhanced understanding and greater confidence in our services.

“ *If you build the culture the right way, the compliance will follow and so will the service delivery* ”
- Victoria Police member, Learning to Engage





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