



VICTORIA POLICE

CULTURAL, COMMUNITY AND DIVERSITY EDUCATION STRATEGY 2015-16

What is the Cultural, Community and Diversity Education Strategy?

The Cultural, Community and Diversity Education Strategy provides a guiding framework for organisational training and education in cultural, community and diversity principles.

The strategy aims to enhance the knowledge and skills of Victoria Police employees to effectively engage with diverse communities and deliver services that protect human rights and value diversity.

Why is there a need?

In 2013 allegations of racial profiling lead to extensive external consultation and a review of our cross-cultural training practices. A need to enhance professional learning opportunities with a focus on human rights, bias in decision-making and enhanced communication was identified. The review highlighted that a sustainable values-led model, which reaches across the organisation and becomes part of a continuous professional learning model, is required.

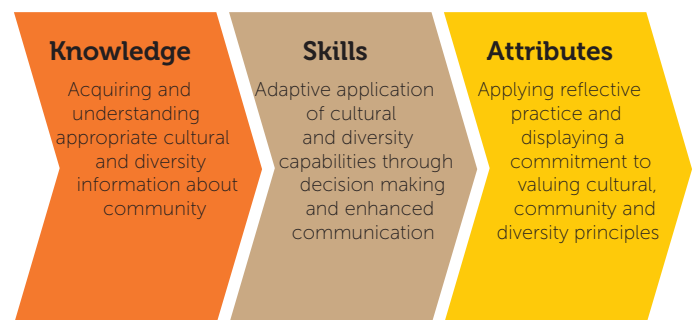
Our approach of cultural capability

A capability approach recognises the need for local and adaptive responses to meet service delivery demands. This is in contrast to a traditional competency model. Developing an employee's cultural capability is a continuous process, recognising that culture is a dynamic and uniquely individual construct. It aims to meet the evolving needs of community and reflect changes in social, political and cultural contexts.

This developmental approach will be nurtured through the actions of this strategy via a combination of experience and professional learning opportunities.

What does the Cultural, Community and Diversity Education Strategy commit to?

A commitment to cultural, community and diversity education aims to increase the capability of Victoria Police employees in an end-to-end career approach to continuous professional learning through formal and informal education opportunities. Learning outcomes in training and education will focus on developing the knowledge, skills and attributes to enhance the cultural capabilities of Victoria Police employees.



How will this be achieved?

Cultural, community and diversity principles will be weaved through a range of ongoing professional learning opportunities with an operational focus.

Existing practices and programs will be enhanced by incorporating the cultural, community and diversity principles.

What does this mean for designing and delivering cultural, community and diversity education?

In design and delivery cultural, community and diversity 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

Through these principles and design approach cultural, community and diversity education aims to support the development of members who are:

“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

How will the Cultural, Community and Diversity Education Strategy be implemented?

The CCD Education Strategy is supported by a comprehensive action plan which includes the development of the:

- **CCD Capability Manual** - a practical guide to support educators, program owners and managers in the development and delivery of best practice CCD education.
- **CCD Learning Resource Hub** - will provide a central and open access reference point for resources to support professional learning.
- **CCD Educator Capability and Professional Framework** - will outline the experience and expertise recommended for educators and facilitators delivering cultural, community and diversity education, as well as outlining minimum standards and aspirational benchmarks.
- **Regional and Command Capability Model** - will be designed to specifically support local, divisional and regional responses to CCD professional learning.
- **Governance Model** - a governance framework will identify the way that Priority Communities Division (PCD), People Development Command (PDC), divisions and regions can work collegiately to support the development and facilitation of CCD education and training programs.
- **Operational Model of Implementation** – a model that relies on key operational themes e.g. Family Violence, road policing, victim-centric service delivery and police initiated contacts, will be used to identify appropriate curriculum touch points to integrate CCD principles.