

# Reconciliation Action Plan



An Australian Government Initiative



Incorporating the Australian General Practice Training and  
Prevocational General Practice Placements programs

## Art Work

*The art on the front cover depicts the totems of the four Cultural Educators (CEs) at Northern Territory General Practice Education (NTGPE) and the footprints represent NTGPE staff and Program Participants (medical students, Prevocational Doctors and GP Registrars) walking from different places and uniting together in Reconciliation.*

Kevin Parriman is a Traditional Owner from the Yawuru and JabirrJabirr clan from the Broome region, Western Australia. Kevin's totem is the Kangaroo and the background of the painting was designed based on Kevin's description of how people from his region would paint in a traditional method.

Patricia 'Nungala' Rankine originates from the Warlpiri-Kaytej region. Patricia also has connections with the Anmatjette people from the Ali-Curung/Ti-Tree region. Patricia's totem is Ngapa (rain) and is portrayed by the water that can be seen in the centre of the painting.

Richard 'Tjapaljarri' Fejo is the artist who developed and painted the painting. Richard is a Larrakia (Darwin region) Traditional Owner from his father's side and he is also Warramungu (Tennant Creek region) from his mother's side. The Dangalaba (Crocodile) is one of the Larrakia regional totems.

Elisabeth 'Nampitjin' Heenan comes from Milikapiti (Tiwi Islands) from her mother's side. Elisabeth's father's side is Anmatjette (Coniston); her skin name on her father's side is Nampitjin. Elisabeth's totem is Takaringuwi (Mullet) and permission has been granted to paint the traditional Tiwi background in this painting.





## NTGPE RAP Working Group

Ms Belle Allison, Senior Administrator

Ms Leeanne Pena, AMSANT Officer supporting GP Registrar Training

Dr Natasha Pavlin, Medical Educator

Ms Kerry Ganley, Senior Human Resource Officer

Mr Kevin Parriman, Senior Cultural Educator

Mr Richard Fejo, Senior Cultural Educator

Ms Elisabeth Heenan, Cultural Educator

Ms Patricia Rankine, Cultural Educator

## RAP Consultative Group

NTGPE acknowledges and thanks all involved stakeholders for their valuable contribution and continuing support.

## Country

NTGPE offices are located in Darwin and Alice Springs (Mparntwe) and as such, NTGPE acknowledges Larrakia 'Saltwater' and Aranda People as the Aboriginal traditional custodians of all land and waters of both the greater Darwin and the Alice Springs regions respectively.



## History of NTGPE

NTGPE was established in 2002 by a consortium of partners including Flinders University, Charles Darwin University, GP Divisions of the NT, Aboriginal Medical Services Alliance NT (AMSANT), the Royal Australian College of General Practitioners (RACGP) and the Australian College of Rural and Remote Medicine (ACRRM). NTGPE provides postgraduate training in General Practice, vocational placements for Prevocational Doctors and provides specialised community based primary care placements to students from medical schools across all Australian States and Territories and from overseas.

## NTGPE's Vision

*As the lead Regional Training Provider, we will educate and train Doctors to become outstanding General Practitioners in Indigenous Health and primary health care.*

## NTGPE's Mission

- Educate and train General Practitioners in urban, rural and remote locations to become competent and culturally aware GPs who are capable of providing quality health care in health care teams throughout Australia;
- Deliver high quality education and training to every program participant through experience, creativity, innovation, collaboration and support;
- Develop a quality brand that is recognised nationally and creates a competitive environment for training opportunities in the Northern Territory for medical students, Prevocational Doctors and GP Registrars;
- Be regarded as a lead Aboriginal and Torres Strait Islander (ATSI) health training provider in Australia;
- Provide clinical and cultural experiences that are second to none and supported through optimum pastoral care which, in turn, leads to the retention of GP Registrars and ultimately GPs in the Northern Territory;
- Exceed expectations of both accrediting and funding bodies; and
- Be ethical and socially just in our activities and provide a responsive, flexible, supportive and culturally safe learning environment.





## NTGPE's Training Focus

*NTGPE is renowned for its focus on placing large numbers of its Program Participants in Indigenous Health Training (IHT) placements, including the recent introduction of a compulsory Indigenous Training Post for all GP Registrars.*

Across all programs NTGPE's commitment is to provide communities, Program Participants and Supervisors with the specific support required to enable a safe, rich and culturally appropriate learning environment for all involved. This approach has lead NTGPE to become known as a leader in innovative and learner focused education and training in Indigenous Health, particularly in remote settings.

As a Regional Training Provider (RTP) NTGPE places a unique focus on ensuring Cultural Education is encompassed across the vertically integrated training programs. Thus the Education Team overseeing training consists of a balance of both Medical Educators (MEs) and Cultural Educators (CEs) who work together to ensure that across all aspects of program delivery the relevant cultural and medical education is balanced and intertwined.

NTGPE is a Northern Territory wide organisation with regional offices in both Darwin and Alice Springs. Although its 50 employees are based primarily in the two regional centres significant resources are invested in ensuring that staff regularly travel to regional and remote training sites to support Program Participants, Supervisors and the clinics providing training.



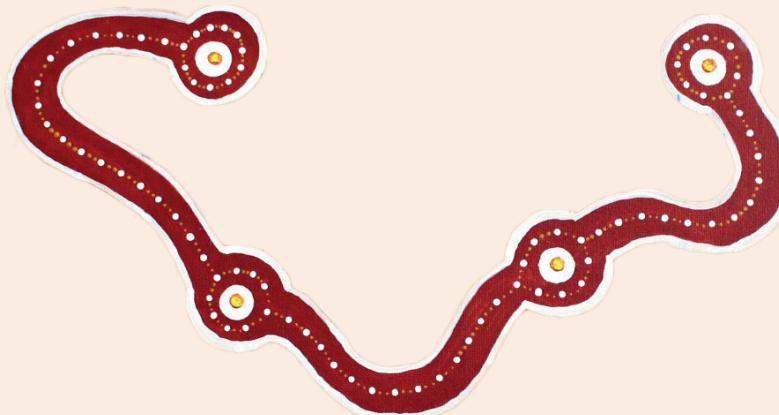
# NTGPE's Vision for Reconciliation



*NTGPE embraces the underlying tenets of a Reconciliation Action Plan, namely respect, relationships and opportunities.*

NTGPE has made a commitment to establish and maintain an organisational culture built upon respect for ATSI people, their communities and their diverse cultures. NTGPE aims to empower ATSI people within its organisation and in the broader community and to strengthen its relationships

with Aboriginal organisations. NTGPE's RAP process includes ongoing identification of opportunities for reconciliation and taking action on these. NTGPE is committed to ongoing review and evolution of its RAP, embedding it within all activities of the organisation.



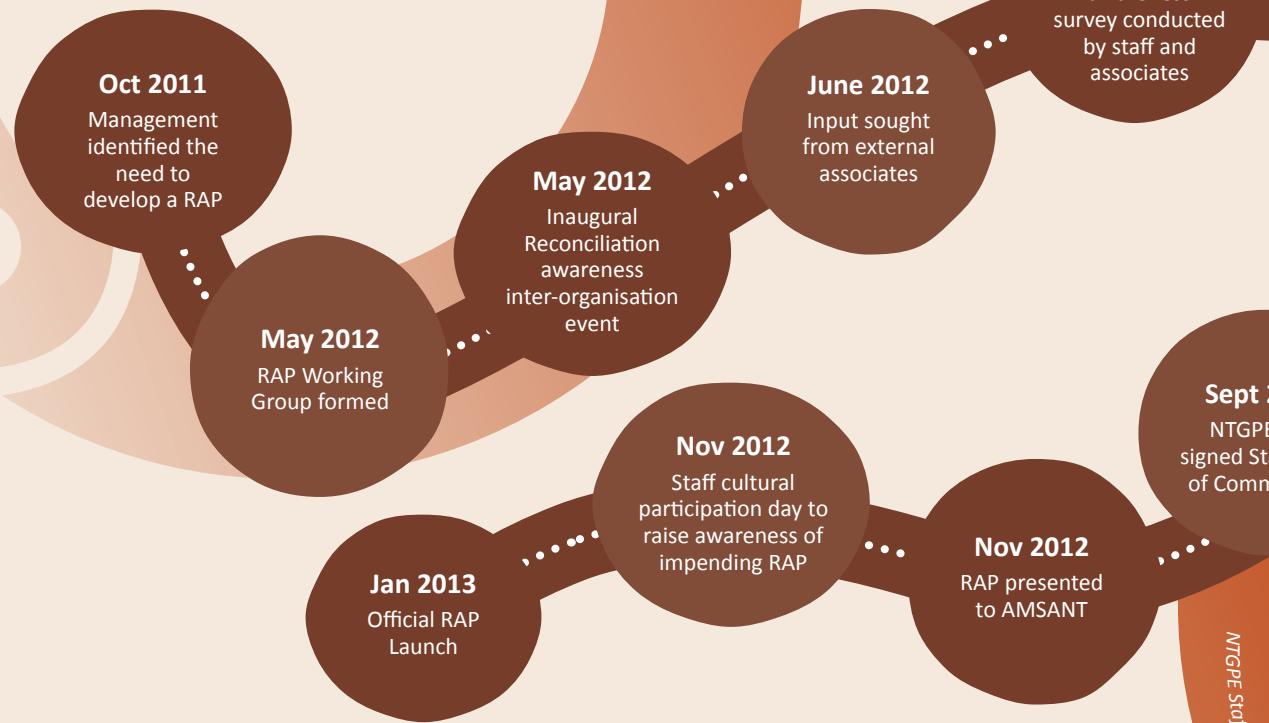
## RAP Aims and Objectives

*That NTGPE makes a commitment to consider reconciliation in all aspects of our business:*

1. Acknowledgement of Australian ATSI people's culture (Welcome to Country, history, art and context);
2. Focus on increasing relationships with Aboriginal organisations. Consult early to allow for meaningful input and feedback;
3. Build NTGPE's ATSI workforce:
  - employment opportunities
  - professional development opportunities
  - work experience opportunities
  - engagement of Cultural Mentors in communities;
4. Improve Program Participants' knowledge and skills in relation to Aboriginal health; and
5. Improve cross cultural relationships and understanding for both NTGPE staff and Program Participants.



# Our RAP Journey



## RAP Development

*NTGPE acknowledges that development of a RAP is a flexible and ongoing process.*

NTGPE anticipates that the RAP will continue to evolve to embrace the NT's traditional culture and developing environment and NTGPE's involvement therein. To facilitate this evolution NTGPE has committed to a regular review process, whereby the NTGPE RAP group assesses NTGPE's commitment to reconciliation and what opportunities are presenting that may allow further RAP development.

Senior management have stipulated that the NTGPE RAP becomes a standing item on all internal meetings, whether it be related to medical education, occupational health and safety and/or strategic planning.

# Snapshot 2012

Our existing commitment to reconciliation and support

## Opportunities

- Nine Indigenous GP Registrars
- One ATSI staff member that NTGPE has progressed from trainee position into Management
- Four CEs on permanent staff
- Coordinate and run annual Cultural Immersion Camps for allied health professionals
- Commitment for all GP Registrars to undertake an IHT post of 6 – 12 months duration
- Staff time and funds allocated to developing our RAP

## Relationships

- 100% of all Program Participants receive cultural orientation before starting placement
- Hosted Inaugural Reconciliation game in recognition of Reconciliation Week.
- Traditional Owners (TOs) invited to perform Welcome to Country, acknowledgement of TOs at meetings/orientations/conferences
- AMSANT Nominee on NTGPE Board
- Senior management fully supportive of RAP
- Cross cultural training by experienced CEs to external health organisations and allied organisations with links to Aboriginal communities of the Northern Territory
- CEs offer mentoring to GP Registrars
- ATSI staff member sits on interview panel for advertised NTGPE positions

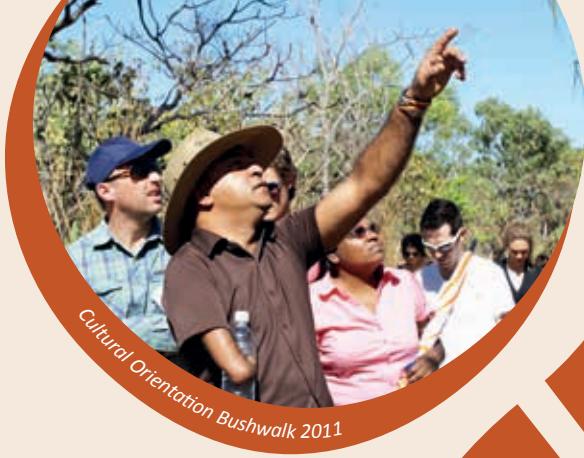
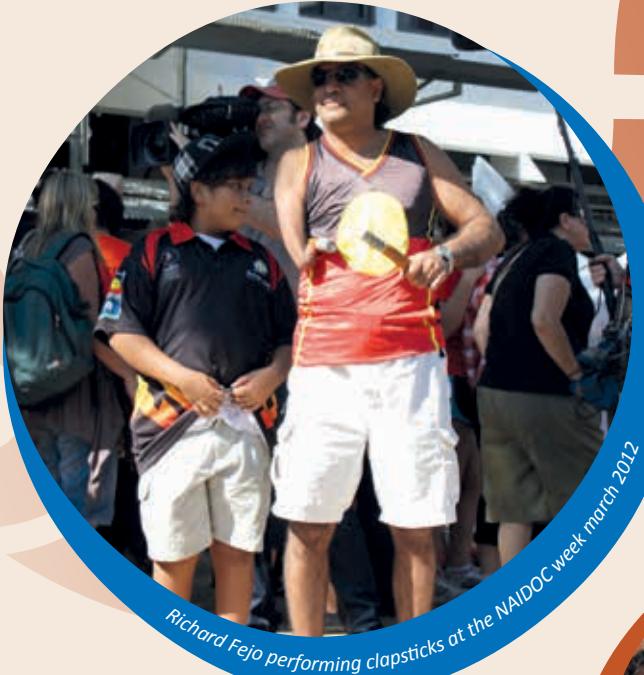
## Respect

- All new staff receive cultural orientation and certificate of achievement
- Display of commissioned Indigenous art at NTGPE offices for posters, promotional material and information
- Collection of resource books and DVDs available for all Program Participants
- ATSI staff have access to training roles
- Corporate sponsorship of Aboriginal organisations and events



## Gallery

Celebrating the diversity of NTGPE cultural engagement



NTGPE's Cultural Educators at the 2012 Health Professionals Teaching and Learning Conference, Alice Springs



# RELATIONSHIPS – are an integral part of our business as a provider of quality General Practice training

Focus Area: Building and maintaining relationships with Aboriginal people, communities, organisations and stakeholders		
Action	Timeline	Measurable Target
<b>RAP Working Group (RWG)</b>		
<ul style="list-style-type: none"> <li>Development of a strong RAP working group to develop and maintain the RAP by NTGPE's supportive CEO. The RWG met regularly throughout 2012.</li> <li>Review RWG composition to encourage 'whole of organisation' commitment and ongoing evolution of the RAP process.</li> </ul>	Ongoing  Early 2013	<span style="color: green;">●</span>  <span style="color: green;">●</span>
<b>Reconciliation Week</b>		
<ul style="list-style-type: none"> <li>Strategic Planning for NTGPE Reconciliation Week 2013. Invite the broader group of NTGPE's Board representation and stakeholders (AMSANT, HCRRA, NTML, RACGP, NT Department of Health, ACRRM, CDU and Flinders University).</li> </ul>	Feb 2013	<span style="color: yellow;">●</span>
<b>Building Relationships</b>		
<ul style="list-style-type: none"> <li>Increase meetings between AMSANT and NTGPE to plan for expansion of IHT.</li> <li>Develop an Agreement with AMSANT to clearly articulate the relationship between the two organisations now and in the future.</li> <li>Improve functionality and clarify the role of the AMSANT Officer supporting GP Registrar Training.</li> <li>Continue to build relationships with TOs/custodians, elders, leaders and organisations in communities where we place Program Participants.</li> <li>Invite TOs to provide Welcome to Country plus acknowledgement at meetings, orientations and conferences and forecast appropriate funds to this role. Where possible share opportunities for Welcome to Country employment with TOs from outside NTGPE staff.</li> <li>Engage with communities to create focused community partnership agreements/MOUs to improve the training experience and build sustainable relationships between Program Participants, the communities they are placed in and NTGPE.</li> </ul>	Late 2012  Early 2013  Early 2013  Ongoing  Ongoing  Ongoing	<span style="color: green;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>
<b>Aboriginal Artwork / Education</b>		
<ul style="list-style-type: none"> <li>Display Aboriginal art work in a lockable cabinet at NTGPE main office from a wide selection of communities (e.g. stones, bush medicine).</li> <li>All art work displayed at NTGPE to display author and interpretive meaning on a nearby label.</li> <li>Have cultural education related DVDs/photos on loop on the TV screen at NTGPE main office reception.</li> <li>Expand existing NTGPE resource library and make available a collection of cultural books and DVDs to Program Participants and staff. A list to be made available on NTGPE's website.</li> </ul>	Early 2013  Early 2013  Mid 2013  Mid 2013	<span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>  <span style="color: yellow;">●</span>

# RESPECT – Prepare cultural training with a focus on key cultural issues, working within Aboriginal communities, understanding the kin/skinship network, personal presentation and conduct, safety and awareness, social issues, sorry business and cultural consideration

Focus Area: Increase cultural awareness to all Program Participants, staff and stakeholders			
Action	Timeline	Measurable Target	
<b>Aboriginal and Torres Strait Islander Cultural Protocols</b>			
• Create awareness around Acknowledgement of Country and Welcome to Country ceremonies to ensure shared meaning behind the ceremonies and engagement of employees in understanding protocols at all meetings, orientations and conferences that staff attend.	Early 2013	<span style="color: blue;">●</span>	
• Ensure cultural safety of NTGPE Cultural Educators whilst providing training.	Ongoing	<span style="color: yellow;">●</span>	
<b>Cultural Awareness/Education</b>			
• Compulsory cultural orientation/education for all Program Participants before commencing placement.	Ongoing	<span style="color: blue;">●</span>	
• Review Cultural Safety Training practices to ensure all new staff receive cultural orientation/education as part of their induction to NTGPE. All staff receive certificate of participation. Conduct an audit on current staff and cultural education status.	Early 2013	<span style="color: yellow;">●</span>	
• Develop a program of advanced cultural education and orientation (in modular form) for longer term staff and Program Participants so they can continue to deepen and refine their understanding of cross cultural issues.	2014	<span style="color: yellow;">●</span>	
• Continue to provide cross cultural education by experienced CEs to external health organisations and other groups involved in work in Aboriginal communities of the Northern Territory.	Ongoing	<span style="color: blue;">●</span>	
• Host Cultural Immersion Camps annually, with the possibility to increase to bi-annually.	Annually	<span style="color: yellow;">●</span>	
<b>NAIDOC and National Reconciliation Week</b>			
• NTGPE support for ATSI employees to engage with their culture and community through NAIDOC Week and National Reconciliation Week events and support all staff to attend the NAIDOC week march.	Annually	<span style="color: blue;">●</span>	
• Design a NTGPE NAIDOC shirt for NAIDOC week 2013. Coordinate a competition with local school students for the best design.	July 2013	<span style="color: yellow;">●</span>	
• NTGPE Board members and staff attend at the annual NAIDOC Ball.	Annually	<span style="color: green;">●</span>	
• Host an open day around NAIDOC week for people to come in and observe first hand what we do. Specific invitations and tours for ATSI medical students and Doctors not currently involved in GP training as well as young Aboriginal people who might be potential staff or CEs in the future.	Annually	<span style="color: yellow;">●</span>	

● Exceeded ● Achieved ● On track

## OPPORTUNITIES – Through focus on respect and improving relations, NTGPE will provide opportunities for reconciliation

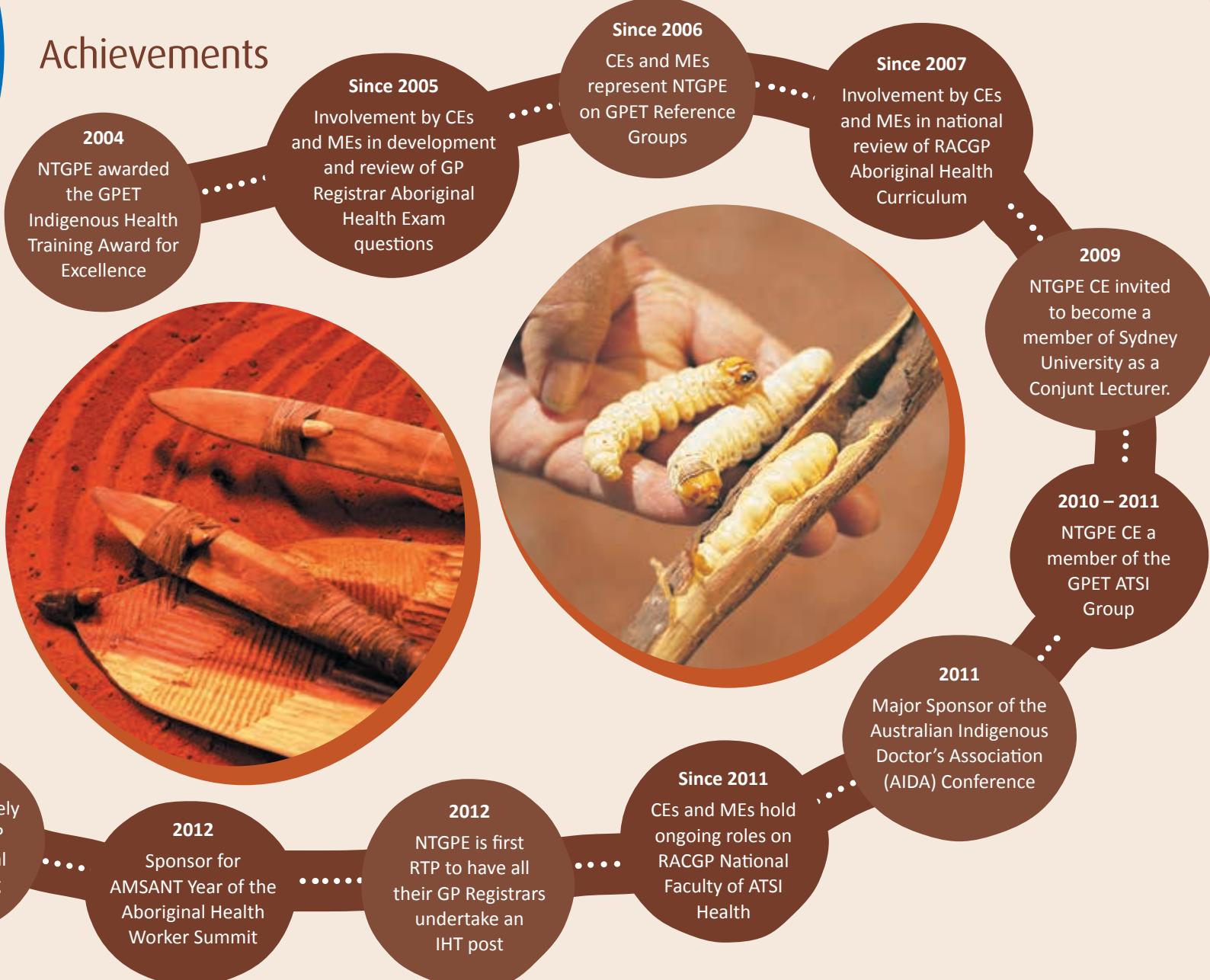
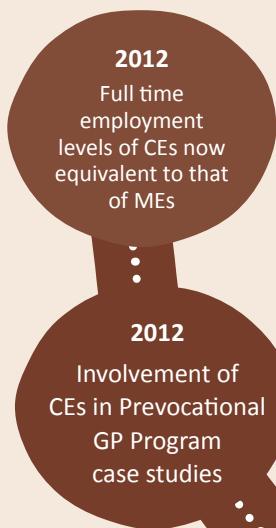
Focus Area: Indigenous employment and organisation		Timeline	Measurable Target
<b>Action</b>			
<b>Aboriginal and Torres Strait Islander Employment</b>			
• Develop and foster a Cultural Mentoring program to foster better community engagement.	2014		
• Ensure all NTGPE staff have high level awareness of the cultural obligations that ATSI staff experience relating to 'sorry business' and other community and family responsibilities.	Late 2012		
• Ensure all NTGPE's recruitment practices continue to encourage Indigenous applicants e.g. include the phrase: 'Aboriginal and Torres Strait Islander people encouraged to apply' in all job advertisements.	Late 2012		
• Recruit an Indigenous NT school student to attend one week's work experience with NTGPE in 2013.	Ongoing		
• Focus on recruitment and retention of ATSI staff.	2013		
<b>Products and Services Supplier Diversity</b>			
• Where possible utilise supplier organisations that have demonstrable support policies or best operating practices for ATSI development e.g. Karen Sheldon Catering who specialises in providing training and employment opportunities for ATSI staff.	Ongoing		
<b>Calendar of Events</b>			
• Add NT Aboriginal cultural events (Merrepen Festival etc) to the NTGPE internal events plus display on the NTGPE website calendar.	Ongoing		
• Develop a 2014 calendar which includes significant national and local ATSI events and history.	Mid 2013		
• Support and/or encourage ATSI staff to attend Indigenous cultural events.	Ongoing		
<b>Professional Development / Employment Pathways</b>			
• Develop an Aboriginal Employment Strategy.	2014		
• ATSI staff to have the capacity to train in other roles.	Ongoing		
• The aim of the Aboriginal Employment Strategy is to advance ATSI staff into more senior roles including management roles.	2013		
• ATSI employees to be given opportunities to attend Leadership for Aboriginal People courses.	2013		
• Enable opportunities for professional development including regular support and coaching for all ATSI staff.	Ongoing		
• Professional development opportunities such as First Aid Certificates, 4WD Training and/or other qualifications relevant to workplace duties (such as the Certificate 4 in Training and Assessment) available to all ATSI staff. Where possible support more than one ATSI staff member to attend training together to provide increased cultural safety and personal support.	2013		

# TRACKING – Progress and Reporting

Action	Timeline	Measurable Target
<b>Reporting</b>		
• Report on achievements, challenges and learnings to Reconciliation Australia for inclusion in the Annual Impact Measurement Report.	Annually	
• Report is provided to NTGPE's Board on a quarterly basis.	Quarterly	
<b>Official Launch of RAP</b>		
• Launch and celebrate our RAP with staff, Program Participants and stakeholders.	Jan 2013	
• Share our RAP with other organisations and the clinics where we place Program Participants.	Early 2013	
<b>RAP Working Group (RWG)</b>		
• The RWG will continue to meet regularly to discuss progress and guide NTGPE through the RAP journey.	Monthly	
• Membership of the RAP working group to be reviewed to encourage whole of organisation involvement and commitment.	Monthly	
• Report on progress and achievements for internal staff through monthly newsletter.	Ongoing	

 Exceeded  Achieved  On track

## Achievements



CE: Cultural Educator  
ME: Medical Educator

## Art Work

### Back Cover

The back cover painting is the result of collaboration between Ms Ada Parry (former NTGPE Senior Cultural Educator) and Ms Nicole Lamb (former Prevocational Doctor Program Manager) and was painted by Ada circa 2006.

### The Story

The clear circle represents NTGPE and NTGPE's Learners (Program Participants); the cross hatching represents the Learners' journey – reaching out to clinics and communities whilst on training placements. The Learner discovers the

flowers, representing the many layers of clinic and community experiences. The dots on either side of the steps (cross hatching) represent the Learners returning to NTGPE with this knowledge. The lines coming from the middle represent the Learners' different journeys in medicine, the longest line being their lengthiest journey; and the yellow dots represent stop-offs in places of interest to them. After the Learners return to NTGPE with their knowledge and experience their life path continues and hopefully blossoms – the lotus lily pods represent this fruit of life and learning.

### Photography

Acknowledgements to:

Don Christophersen,  
Associate Professor,  
Indigenous Transition  
Pathways, Flinders University  
– photos pages 2 and 4

Tourism NT – photos page 14

All other photos courtesy  
of NTGPE.

*Aboriginal and Torres Strait Islander peoples are advised that this publication may contain images of deceased peoples. We apologise for any distress this may cause.*

NTGPE staff member  
Sandy Dan Si adding  
her handprint to the  
art board symbolising  
NTGPE staff  
working and  
walking  
together



