

ASK AWAY!

real questions, unscripted answers



Video Series Discussion Guide

Introduction

This guide is an accompaniment to the *Ask Away!* video series. The aim of this Discussion Guide is to support mainstream health workers consider the content in relation to their work area. Such discussion also links to NSQHS Standards on meeting the health needs of Aboriginal and Torres Strait Islander People (Action 1.2).¹

You don't need to be an 'expert' to use this guide. It's about facilitating a process, not teaching or knowing the answers.

The discussion would be a useful activity after people have completed the online *Aboriginal Cultural Respect in Health Services* module.

About the Discussion Guide

This Guide responds to staff requests for an opportunity to talk about Aboriginal cultural respect and apply some of the learning to their work. Whilst people are likely to consider their personal responses to the videos, as a facilitator you may also want to direct the discussion to your service response.

To lead the discussion, you do not need to be an 'expert' nor do you need to be Aboriginal.

'Why is it always left up to us as Black Fellas to educate the White people?'

— *Carly Spotswood*

About the videos

The *Ask Away!* videos share the experiences and ideas of 13 Tasmanian Aboriginal people from across lutruwita/Tasmania.

The videos were filmed, directed and edited by Tasmanian Aboriginal filmmakers, Jillian Mundy and Andry Sculthorpe.

Find out more about the filmmakers and the participants at the end of this guide.

The videos were designed as a learning tool for Department of Health staff. They complement the *Aboriginal Cultural Respect in Health Services* eLearning module located on THEO.

How to use the videos and the Discussion Guide

- The videos are conversation starters. They can be used in different ways depending on your role and situation.
- You can watch a video with your colleagues, then discuss your responses.
- You could use the videos as part of a professional learning session, over a series of team meetings, or within a smaller 'study group'.

¹ National Safety and Quality Health Service Standards User Guide for Aboriginal and Torres Strait Islander Health <https://www.safetyandquality.gov.au/publications-and-resources/resource-library/nsqhs-standards-user-guide-aboriginal-and-torres-strait-islander-health>

Things to consider

- Test your IT equipment beforehand to ensure the videos play and sound is audible.
- Think about where you will hold the discussion. If possible, choose a quieter space where there won't be interruptions.
- Consider how much time you have, allow enough to watch a video and have a discussion.
- Set up the chairs so people aren't sitting in rows or behind others. This helps with hearing and to include everyone.
- The videos show real people talking unscripted about real experiences. Sometimes stories or ideas may activate a response.
- Consider confidentiality – hold the discussion in a private room or space.
- You may have Aboriginal members in your team that you are not aware of. Allow everyone to contribute in a way they feel comfortable. Aboriginal team members should not be expected to take on a 'teacher' role.
- When you start, remind everyone of some 'ground rules' for viewing and discussion. For example, we understand we may have different experiences, do not talk about someone else or what they said outside of the group.
- Check people know what information and supports are available for staff for eg Employment Assistance Programs, Equal Opportunity Tasmania, Aboriginal Health Policy Officer, Aboriginal Health Liaison Officers.
- After watching a video together, lead a discussion with the group. You can use the questions provided as a starting point.

We don't expect everyone to know everything about every Aboriginal Culture. We do expect respect, and attempts to understand, especially where our culture affects our health and health care.

—Community Consultation Report 2018

Roles

There are two main roles – the facilitator and the note-taker. Decide if you want notes or not. You may decide to just note agreed actions. Also record the session details (when, where, who, topics discussed, actions) as evidence for NSQHS Standards. Choose someone to do this.

As facilitator you will lead the discussion. You will need to:

- Watch and familiarise yourself with the videos, questions and resources.
- Encourage others to do the online *Aboriginal Cultural Respect in Health Services* modules.
- Check what your service is currently doing, and how this fits with NSQHS/Closing the Gap or other strategic priorities.
- Maintain respect in the discussion. Set up the expectations for the group.
- Be an active listener and follow what people are saying.
- Ask clarifying questions if needed.
- Encourage participation.
- Recognise people participate in different ways. Some people need time to think before speaking. Some people do not like to speak in a group.
- Avoid pushing the discussion in a certain way or reacting to what people say.

What if I don't know the answers?

It's okay—your job is to facilitate a process, not be the 'expert'. If someone asks a question you are unable to answer, consider inviting someone from the group to respond. You could also refer people to the supporting resources listed at the end of this Guide. Remember, your first team action might be to find more information to share and discuss at a future meeting.

Reflective questions

These questions can be adapted to suit your work setting. For example, where the word 'service' is used, you might change to 'ward, unit, team, program, etc'.

Video: IDENTITY	5:36 mins
Questions asked in the video: Do you prefer to be called Aboriginal, palawa, First Nations, Black Fella...? How Aboriginal are you?	
Overview: Participants share their likes and dislike on words describing Aboriginal identity and share some insight into the impact of terminology.	
Suggested prompting questions: <ul style="list-style-type: none"> <i>The speakers share what they prefer to be called. What message did you take away from their responses? What word/s will you use and why?</i> <i>The question, 'How Aboriginal are you?' generated strong reactions. What or how much do you know about the denial of existence of Aboriginal people in Tasmania?</i> <i>How will we respond if we hear a non-Aboriginal colleague speaking about how Aboriginal a client/patient is?</i>	

Video:

STEREOTYPES

6:58 mins

Questions asked in the video:

What stereotypes about Aboriginal people annoy you?

What free stuff have you got for being Aboriginal?

Overview:

The participants present a range of different stereotypes experienced in all aspects of life.

Suggested prompting questions:

-  *How could these stereotypes impact on someone's health and wellbeing?*
-  *How could having these stereotypes effect the service or health care we provide?*
-  *How will we challenge negative stereotypes to provide culturally respectful health care?*

Video:

LOOKING AFTER OUR HEALTH

3:27 mins

Questions asked in the video:

Why do Aboriginal people want their own health services?

Overview:

The participants share a range of reasons for why many Aboriginal people prefer using their local Aboriginal Health Service or Aboriginal organisation that deliver local health and wellbeing programs.

Suggested prompting questions:

-  *What is it that the speakers valued about Aboriginal Health Services? How does this influence overall health and wellbeing?*
-  *How familiar are you with local Aboriginal Health Services or Aboriginal organisations delivering health and wellbeing programs?*
-  *Does your service/work area make referrals or know how to make a referral to those services?*
-  *Carly talks about experiences of racism within mainstream health services. How can we make our services safe and welcoming for Aboriginal people?*

Video:

TRUTH & HISTORY

8:38 mins

Questions asked in the video:

What do you want White Fellas to know about your history?

Overview:

Tyenna says, 'Our history didn't begin when white fellas got here, it began thousands and thousands of years before'. Other speakers talk about the trauma they have experienced because of stereotypes and racism, including non-Aboriginal people not knowing the truth about this island's history, nor understanding the impact of intergenerational trauma.

Suggested prompting questions:

-  *How much do you know about the true history of Tasmania's Aboriginal people? What will you do to find out more?*
-  *How will knowing more about history and experiences inform the way we provide health services?*

Where to next

Read about Tasmanian Aboriginal people's experiences when accessing mainstream health services in the *Aboriginal Cultural Respect in Tasmania's Health Services Community Consultation Report (2018)*: https://www.dhhs.tas.gov.au/___data/assets/pdf_file/0004/349465/CRF_Community_Consultation_Report_FINAL.pdf

As part of the consultations Aboriginal people identified priorities to improve Aboriginal Cultural Respect. These included:

- workforce development, including cultural competency training for all staff
- improved staff training and processes in recording Aboriginal identity
- improved physical settings and cultural visibility, including flying of the Aboriginal flag
- increased capacity of Aboriginal Health Liaison Officers
- increased proportion of Aboriginal health workers in mainstream services
- better complaints management
- improved partnerships between mainstream health services and Aboriginal organisations, including better understanding of the role of Aboriginal Support Workers and Aboriginal Health Workers.

For ideas about specific tasks or strategies for your area, the User Guide for Aboriginal and Torres Strait Islander Health has useful suggestions and examples of good practice aligned to the NSQHS: <https://www.safetyandquality.gov.au/publications-and-resources/resource-library/nsqhs-standards-user-guide-aboriginal-and-torres-strait-islander-health>

Another resource is Making Two Worlds Work: A health promotion framework. <https://www.whealth.com.au/resources/#making-two-worlds-work>

Aboriginal Health and Cultural Respect Intranet Page

Go here for a range of other information and supports: https://www.health.tas.gov.au/intranet/publichealth/health_improvement/healthy_communities/priority_populations/aboriginal_health_and_cultural_respect

Feedback

To assist with evaluation, please share your experience using this guide and any suggestions for improvement by emailing healthycommunities@health.tas.gov.au



The film makers



JILLIAN MUNDY

Jillian is a palawa woman from nipaluna / Hobart, lutruwita / Tasmania. She is a freelance writer, photographer and

emerging film maker. Her side hustles include graphic design, cultural consultancy, mentoring and art.

Before freelancing Jillian worked in community organisations, the hospitality and retail industries, and for the Victorian and Tasmanian governments, including in Aboriginal heritage for 14 years.

She has been published by the Koori Mail National Indigenous newspaper since 2005, her work has taken her around Australia and earned her the inaugural First Nations Media Australia Best Photography Award in 2018.

Jillian hopes her work has a positive influence – whether it be making someone’s day brighter or contributing to positive change in the world.



ANDRY SCULTHORPE

Andry is a palawa man from nipaluna / Hobart.

Andry has worked within the Aboriginal community in the areas of land management and community development for 25 years.

Andry has a strong interest in the areas of music and film making and believes in promoting the need for self-determination in Aboriginal affairs, telling truthful stories, and empowering the Aboriginal voice through various media.

The Department of Health commissioned Tasmanian Aboriginal film makers to create a series of short videos featuring Aboriginal people across Tasmania talking about their lived experiences when using mainstream and Aboriginal health services, and general experiences as an Aboriginal person in Tasmania. Key messages were based on insight gained from the [Aboriginal Cultural Respect in Tasmania’s Health Services Community Consultation report](#).

The participants



WARENA BURGESS

Warena is the General Manager Intern of the wukalina Walk – takara waranta | walk with us – a three night, four day Aboriginal owned and operated guided walk based around the magnificent natural landscape of the Irapuna/Bay of Fires and wukalina /Mt William areas, incorporating the famous Bay of Fires in North East Tasmania, the cultural homeland for Tasmanian Aboriginal people.

Spending her childhood growing up on truwana (Cape Barren Island), she has always maintained a strong connection and involvement with her Tasmanian Aboriginal community, land and culture.

Warena attended both Primary and High School on Cape Barren, then completing year 11 and 12 through distance education at Newstead College.

Warena participates in Traditional Fire Burning workshops, interviews and videos depicting the issues that face Tasmanian Aboriginal People as well as helping create teaching resources for the Aboriginal Education Services, Department of Education and Teaching Australia.

Mutton birding plays a large role in Warena's life, starting as an employee at the age of 12, then progressing to managing a commercial shed at the age of 22.

'It truly warms my heart to know that our people are continuing to practice their culture each and every day.'



BOBBI DILLON

The middle child in a family of seven kids, Bobbie Dillon was 'born and bred in Nicholls Rivulet' in southern Tasmania. They had a small farm including an apple and berry orchard. Bobbi described her eight years at the St James Catholic convent school in Cygnet as 'horrendous' – she could write a book about it! In those days you could leave school at 14. So she did!

After working on the family farm for four years she headed to the big smoke to work at Cadburys where she became addicted to chocolate; having travelled a lot Bobbi still reckons it's the best chocolate in the world.

After having a child, Bobbi worked in a car rental business for seven years before joining the Commonwealth Employment Services in 1977 and then joined the Prison Services as she felt she had the life experiences and skills to help prisoners. She was the first recognised Aboriginal Custodial Officer in Tasmania. She worked with prisoners for 20 years and 'loved every day of it'. Bobbi only resigned to care for her mother.

Bobbi has four grandchildren which keeps her busy, along with her vegetable, fruit and flower gardens. Netball was her game and she played competitively until recently. Bobbi loves travelling although she has decided no more cruises for the time being.

Bobbi agreed to participate in the *Ask Away!* videos as she admires Jillian Mundy's work and likes doing things for her community.

13 participants took part in the *Ask Away!* video project. Age, gender and willingness to be filmed were considered when selecting participants. Some people approached were unable to participate due to timing and availability. Filming locations were nipaluna (Hobart), palanawina kanamaluka-ta (settlement on Tamar River, i.e. Launceston) and pataway (Burnie).



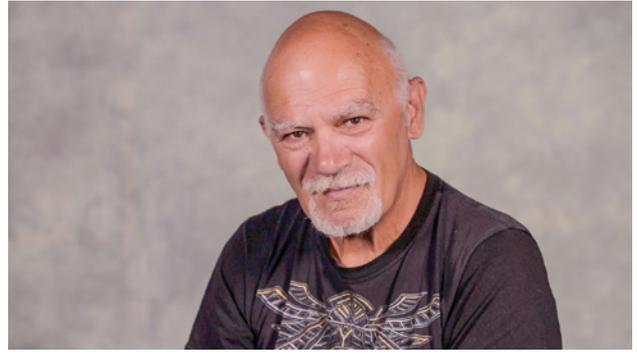
MURRAY EVERETT

72 years young Murray is 'a wise old coe' raised on Cape Barren Island. He moved to mainland Tasmania when he was 18 and became a father of two. Murray now has one grandson 'who is very much like me, and that's good!'

Murray now lives in Launceston with his beloved cat Monkhorst. After working in sawmills for 12 years he landed a 'perfect' job at the Port of Launceston as he loves being close to water.

More recently Murray has been mentoring school kids all over northern Tasmania, mostly Aboriginal students, passing on his wisdom and cultural learnings.

For Murray, it's so important to see Aboriginal young people succeed in life. He agreed to participate in the *Ask Away!* videos because 'there is not enough of a Tasmanian Aboriginal perspective, up until now there has been mainly mainland Aboriginal images, not Tasmanian specific.'



RODNEY GIBBINS

Rodney's family heralds from Cape Barren Island; his father from the Mansell/Brown families and his mother from the Beeton/Everett families.

'We grew up in Mayfield in what I think was the most racist suburb in Launceston. As kids we were constantly abused and bashed. The racism, abuse and violence continued when we moved to Burnie, so I joined the Army for six years. It was there for the first time I was treated as an equal and respected for who I was. It was during this time I became politically active in Aboriginal issues.'

With over 35 years' experience working in the Commonwealth and State Public Services Rodney has also served on the Tasmanian Arts Board and the Tasmanian Museum and Art Gallery Aboriginal Advisory committee for many years.

Rodney retired in 2004 and hasn't looked back. Diving was a favourite hobby until an accident saw him change his scuba gear with motorbikes and four wheel drives and travelling all around Australia with friends and family.

'Whenever I can I also go for walks and rafting trips with my community to continue my links to country and culture.'



TYENNA HOGAN

Tyenna is a proud palawa / Bundjalung / Wiradjuri young woman born and raised in nipaluna / Hobart.

She is studying a Bachelor of Arts degree at the University of Tasmania, majoring in politics, policy and sociology. She also works part time in retail.

Inspired by her Mum and the work she does, and their community, Tyenna is politically engaged and passionate about social justice and self determination. She has spoken at rallies including Invasion Day/Change the Date and NAIDOC events and is a palawa kani learner.

Tyenna has been involved with the Seed Indigenous Youth Climate Network, a partner group of the Australian Youth Climate Coalition. For Tyenna, every conversation about climate action matters – from those with family and friends, to conversations played out in the media and at all levels of government.

Tyenna wants to see more Indigenous leaders in decision-making roles when it comes to creating a national climate change policy.



ERICA SHORT MAYNARD

Erica was born on Flinders Island and lived on Cape Barren Island as a toddler. When the Mission on the Island commenced winding down, Erica's family moved off the island to Penguin.

Both Erica's parents are from Cape Barren Island, they had seven children of which Erica is number four.

When a teenager, Erica's father purchased a little cray boat, the 'TT9 Rowana' and the family moved to Flinders Island to run the business from there. Erica has fond memories of this time, even though they moved to a little tin house in a paddock with absolutely no amenities, she says the isolation brought the four younger siblings closer together.

Family is extremely important to Erica, she says 'I would be nothing without my family, everyone should have a family like mine'. Erica had six children, three boys and three girls. A car accident unfortunately culminated in the loss of Erica's first two children. They remain always in her heart.

Now a proud and loving grandmother to eight grandsons, Erica keeps busy doing grandmother duties.

As a proud and determined young woman Erica would travel to Hobart with Michael Mansell to meet with Aunty Ida West to work on bringing about positive change, acknowledgment, and self-determination for her people. To this day Erica is passionate about educating people about her culture and often does this through community events, activities through Parks and Wildlife, Education Department and Riawunna, University of Tasmania Burnie Campus.

Erica wanted to be a part of the *Ask Away!* videos to inform non-Aboriginal people that Aboriginal people come in all shades and certainly do not get things for free.



KARTANYA MAYNARD

Kartanya is a Tasmanian Aboriginal woman of nipaluna / Hobart, Tasmania. She is passionate about her connection to culture and giving back to her community through the arts. Her preferred mediums being music, poetry and writing.

Kartanya has contributed to multiple Invasion day rallies as both a musician and a speaker, she has participated in NAIDOC festivals and events and she has used her platform whenever she can to speak up against injustice and the ill-treatment of Aboriginal and Torres Strait Islanders people.

Kartanya graduated with a Bachelor of Music from the University of Tasmania (UTAS) Conservatorium of Music in 2017 where she majored in Contemporary Performance. Kartanya has also received a number of awards for her contribution to her community and the arts:

- in 2010 she was awarded the Tasmanian Aboriginal Artist of the Year award
- in 2013 she was awarded the Tasmanian Aboriginal Youth of the Year award
- in 2015 she was awarded the Southern Cross Indigenous Young Achiever's award
- in 2019 she was awarded the Emerging Tasmanian Aboriginal Writer's award during the 2019 Hobart Writer's Festival.

Kartanya is still establishing her career as an artist and hopes to further use her platform to educate others and further support her community.



WENDY MOORE

Wendy is a proud palawa woman. She is a mother of two children, Ruby 17 and Charlie 15.

'My grandmother was born on the Aboriginal Reserve at Cape Barren Island. My grandmother, Aunty Ida West, and father, Darrel West, were tireless advocates for the Tasmanian Aboriginal community's rights to land and social justice. They were involved in various successes including land returns, the introduction of legal aid and health services and the saving of precious heritage areas.

I am a qualified Social Worker, and currently work for the Tasmanian Aboriginal Centre. I am employed as a Family and Children's Program Coordinator with the Aboriginal Health Service. The aim of this program is to support Aboriginal families to live safely together. My role includes working closely with the Tasmanian Child Safety Services to achieve the best outcomes for Aboriginal children and families.

Some of my achievements include co-authoring a research paper in 2013 on the Benefits of a Cardio-Pulmonary Rehabilitation Program in the Tasmanian Aboriginal community. This paper was published internationally. For two years I represented Tasmania as a board member with the National Aboriginal Community Controlled Health Organisation. The primary purpose of this organisation is to maintain local Aboriginal community control at a national level to ensure that Aboriginal people have greater access to effective health care across Australia.'



BRENDAN MURRAY

52 year old Brendan (Beau) Murray is a survivor of the 'Stolen Generation', throughout his childhood Brendan spent time in youth detention centres and with foster care families. He did not spend a lot of time at school due to racism from students and staff alike.

Brendan chose to better himself at age 27 and in 1995 he decided to take the massive plunge and attend a TasTAFE Adult Literacy & Numeracy course designed for First Nations peoples. There he gained the necessary skills and knowledges to be able to seek meaningful employment.

Brendan lives in pataway / Burnie on the beautiful North West Coast of Tasmania. He is married to Sally, has four adult children and five very special grandchildren.

In 2005 Brendan made the choice to become a First Nations Community Worker and became the Youth Worker with the Tasmanian Aboriginal Centre in pataway / Burnie for the next 14 years; gaining further academic skills via on the job training and successfully completed his Certificate IV in Youth Work in 2015. Brendan was nominated for the Tasmanian Aboriginal Student of the Year Award and won. He was also runner up in the National Aboriginal Student of The Year Awards that year.

Today, Brendan is the Aboriginal Student Success Officer with the Riawunna Centre for Aboriginal Higher Education with the University of Tasmania, Cradle Coast. At the age of 52 Brendan recently commenced his Bachelor of Arts with the goal to becoming a Tasmanian First Nation Historian.



KAREN PITCHFORD

Adopted when a baby, Karen came back into her family as an adult and has been learning about her family history and culture ever since, taking great pride in being involved in community and attends events and important meetings where possible.

Karen is the second eldest of six and was born in Launceston at the Queen Victoria Hospital. Karen has four children ranging in age from 28 to 13 years of age.

A keen goalie, Karen enjoys playing hockey in a Latrobe women's hockey team. Another passion of Karen's is painting, she uses cultural elements in contemporary styles. Karen likes supporting Aboriginal Businesses and showcases her paintings with Blackspace Creative, a 100% Aboriginal owned and operated store showcasing authentic Tasmanian Aboriginal arts and cultural crafts.

While working in the department store retail industry Karen noticed a gap in the market for Aboriginal designed and made clothes. Karen has a desire to change this and is currently undertaking textile workshops in the hope to one day run a Tasmanian Clothing line.

Karen wanted to participate in the Ask Away! videos to show that her people are still here, resilient, contemporary and 'doing their thing'.



CARLY SPOTSWOOD

Carly is a pakana woman from lutruwita / Tasmania. While Carly grew up in Launceston, she has cultural connections with Cape Barren Island. Carly comes from a very strong Tasmanian Aboriginal family; her Mother and Aunties have held many Aboriginal identified positions in both Tasmanian and Australian Government agencies, University of Tasmania, and Aboriginal community organisations.

Carly has followed in their footsteps, beginning her work life at 16 as a trainee at the Tasmanian Aboriginal Centre. Over the years she has worked in a variety of jobs; for the last five she has worked at Centrelink Services Australia.

Carly is a proud mum to three children. She also has two fur babies – Girlfriend and Coco.

'I wanted to participate in these videos as it was a great opportunity to show who my mob are and to hopefully help educate people who work in the Department of Health about the importance of knowing who we are.'



DELIA SUMMERS

Delia's heritage is from Cape Barren Island, she is connected to the Maynards, Mansells and Beetons. An elder of the Plangermaireener nation. Like many Aboriginal children of that era, Delia was removed from her community by the state welfare.

'It was supposed to benefit us, but it didn't. There was a lot of racism, and those early years were difficult and challenging. I never received the education I was meant to. In my late teens, I pushed through those barriers and put myself through college, and later through university, eventually with a degree in social work.'

Delia is also an artist, whose weaving, textile and ceramic works are informed by her childhood memories of life on Cape Barren Island. Delia also has a Bachelor of Fine Arts from University of Tasmania.

Delia worked in Aboriginal community controlled organisations for many years and has been the Aboriginal Health Liaison Officer at the Launceston General Hospital for almost 15 years.

'It's so important for people in our community to know that they have somebody here in the hospital they can contact, who can visit them and support them; it's very rewarding. The best part of my job is supporting my clients.'

Delia has been a member of Anglicare's Aboriginal Advisory Group and recently established rana rrala payngana rrala/strong body strong mind, an Aboriginal Action Group that she developed for the Tasmanian Health Service, North.



BOB HUGHES

Bob was raised in Burnie and has spent much of his adult life on Cape Barren Island, in Bass Strait.

Engaged once but now 'free as a bird', Bob is a proud sole parent of two boys. He loves fishing, bush walking and cooking. Also spending time with family and community – especially camping and mutton birding.

He has been an Aboriginal Heritage Officer* for over 20 years; Bob is committed to finding and protecting Aboriginal sites in Tasmania and has undertaken work for Roads and Transport, Forestry, Telstra and other big companies.

'I was a bit sceptical about sharing our culture when I first started studying at Riawunna (The Centre for Aboriginal Education at the University of Tasmania), but now I want my voice to be out there, educating people about Tasmanian Aboriginal culture both now and in the past.'

Bob agreed to participate in the *Ask Away!* videos because he wanted to support Jillian's work and wanted non Aboriginal people to hear his answers.

* Aboriginal Heritage Officers are accredited experts in the investigation, understanding, recording, protection and management of Aboriginal heritage, they consult with the Tasmanian Aboriginal community and are endorsed by the Aboriginal community.



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