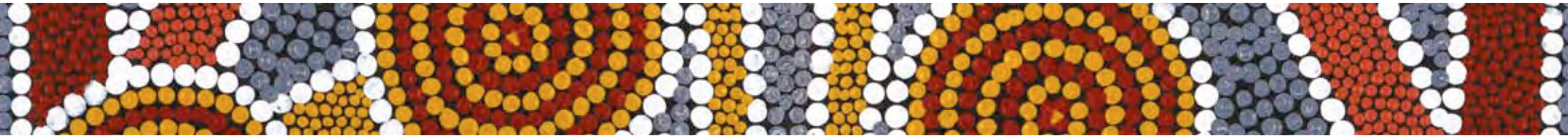




APS Australian Psychological Society



The Australian Psychological Society | **2011-2014**
Reconciliation Action Plan



Reconciliation
AUSTRALIA

Prepared by the APS RAP Working Group, including;

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For more information please visit www.psychology.org.au/reconciliation

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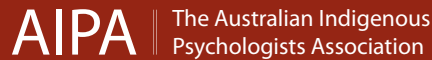
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The Australian Psychological Society (APS) respectfully acknowledges the traditional custodians of the land and pays respect to elders both past and present. We recognise the diverse language groups, kinship structures and customs of the Aboriginal and Torres Strait Islander peoples in Australia. The APS is committed to working in partnership with Indigenous psychologists and communities to meet the social and emotional wellbeing and mental health needs of Aboriginal and Torres Strait Islander peoples.

Message from the APS President Simon Crowe FAPS

I am delighted to introduce the Australian Psychological Society's first Reconciliation Action Plan, developed in partnership with the Australian Indigenous Psychologists Association (AIPA) and Reconciliation Australia (RA).

For more than twenty years, the Australian Psychological Society (APS) has been active in developing an understanding of, and commitment to working respectfully and effectively with, Aboriginal and Torres Strait Islander people and communities. In 1997 the APS was a signatory to the Australian Council of Social Services (ACOSS) Statement of Apology and Commitment to the Stolen Generation of Aboriginal Children. This was a significant step in acknowledging the past and committing to work to address injustice. However, there remain significant knowledge gaps in the psychological and wider community about the diversity and wealth of Indigenous cultures and histories, and the inequity between Aboriginal and Torres Strait Islander and non-Indigenous health and wellbeing remains an alarming sign of how far we still have to go.

The need to work together to address the ongoing impact of colonisation and racist policies on the social and emotional wellbeing and mental health of Aboriginal and Torres Strait Islander Australians is pressing. Along with the 10-17 year gap in the physical health and life expectancy between

Indigenous and non-Indigenous Australians, the rate of suicide in the Indigenous population is almost three times greater than that of the non-Indigenous population. Furthermore, Indigenous adults have been found to have high or very high levels of psychological distress at twice the rate of non-Indigenous Australians, and Indigenous prisoners represent almost 25% of the total prison population in Australia.

The APS acknowledges that Aboriginal and Torres Strait Islander people, both individually and collectively, have been deeply disadvantaged by the European settlement of Australia, particularly by policies of assimilation, and by inappropriate removal and relocation. The ACOSS Statement acknowledged the role that social services, including psychology, have played in this process. Consequently, psychological solutions to present-day issues confronting Indigenous people are likely to be unsuccessful unless political, legal and social strategies for the restoration of culture, individual human rights, privileges and dignity are also pursued.

The APS also acknowledges the resilience of Aboriginal and Torres Strait Islander people and communities, their survival and ongoing connection to land and culture. We acknowledge the wealth of knowledge and wisdom that exists in Aboriginal and Torres Strait Islander cultures that can inform our practice and approaches to current social and

psychological issues. The plan is the result of collaborative and consultative work involving diverse stakeholders and many voices. We would like to thank all of those involved in the process so far for their insights, commitment and support. The APS RAP is available to all members of the Society at www.psychology.org.au/reconciliation.

The RAP journey is an ongoing process and challenge for us all. We must ensure that we do not perpetuate a 'business as usual' approach to working with Aboriginal and Torres Strait Islander people. We must continue to find ways to work in respectful partnership and to incorporate into our profession invaluable learnings from Indigenous Australian ways of knowing and being. The APS's commitment to this inaugural Reconciliation Action Plan is a further step in the journey to truly integrating and recognising Indigenous diversity as well as uniqueness, to the enrichment of the Society and ultimately, we hope, the community at large.



Professor Simon Crowe FAPS
President Australian Psychological Society,
and Co-Chair, APS RAP Working Group



Artwork by
Anyupa Butcher

Message from Professor Pat Dudgeon FAPS

As Co-Chair of the Australian Psychological Society Reconciliation Action Plan (RAP) Working Group I am proud to be part of an important initiative that will consolidate and extend Australian psychology's engagement with the Indigenous people of our shared country. I have been active in our discipline for many years and seen great changes in Australian society and in our profession. To me, the APS RAP is another historical milestone. I am excited about the achievements and plans for reconciliation we have developed in partnership with the Australian Indigenous Psychologists Association, Reconciliation Australia, and the Board, staff and membership of the APS.

I am a passionate advocate for the inclusion of Aboriginal and Torres Strait Islander content within Australian university psychology courses, and for ensuring that more Aboriginal and Torres Strait Islander psychologists are out there working with our people. The Reconciliation Action Plan is a real opportunity to make these things happen and signifies a recognition and respect of Aboriginal and Torres Strait Islander cultures.

Reconciliation is a two way process. It gives us all the chance to learn, value and respect new and different forms of knowledge and healing. It enables us to learn about how best to work in ways that will assist Aboriginal and Torres Strait Islander people to heal, and go on feeling worthwhile and healthy in their lives. It also provides an opportunity to enhance our profession through the wisdom of Aboriginal and Torres Strait Islander cultures and experiences.

The RAP gives voice to some of the aspirations and challenges ahead of us, for both Indigenous and non-Indigenous Australians, as we reach out to each other in mutual respect to grow an inclusive psychology. Cultural safety and continuous quality professional development are conceptual goals we plan to make achievable through targeted activities within the APS and in partnership with universities and colleges, our branches and key Aboriginal and Torres Strait Islander organisations.

The progress we have made over the past two decades has prepared the ground for the next phase of growth in our profession.

I am proud that I have been a part of, and will continue to participate in, a psychology that is concerned with social justice. I believe the APS RAP is a watershed opportunity for our profession and all people in Australia and I endorse and commend it to you. I encourage APS Colleges, Branches, Interest Groups and members to engage with the ongoing RAP journey and to find ways of making each of the objectives come alive at the specialisation and local level. I look forward to the exciting developments that are ahead of us and to watching collaboration and partnerships enhance our profession and the lives of Indigenous Australians.



Professor Pat Dudgeon FAPS
Co-Chair, APS RAP Working Group and inaugural Chair,
Australian Indigenous Psychologists Association (AIPA)



About the APS

The Australian Psychological Society (APS) is the leading professional organisation for psychologists in Australia, representing more than 20,000 members. The practice of psychology is a regulated profession in Australia and all practising psychologists must hold registration with the Psychology Board of Australia.

Psychology is a discipline and practice that systematically addresses the many facets of human experience and functioning at individual, family and societal levels.


Psychology encompasses many highly specialised areas, but all psychologists share foundational training in human development and the principles of healthy functioning.

The APS *Code of Ethics* sets out psychologists' responsibilities, which include adherence to principles of respect for the rights and dignity of people and peoples, propriety and integrity. The Code is complemented by a set of ethical guidelines, including those on the provision of psychological services for, and the conduct of research with, Aboriginal and Torres Strait Islander people. The Universal Declaration of Ethical Principles for Psychologists (2008) explicitly recognises that psychology as a

science and a profession functions within the context of human society, and as such has responsibilities to society that include using psychological knowledge to improve the condition of individuals, families, groups, communities and society.

Guided by strategic policy set by the APS Board of Directors, the National Office undertakes the work of the APS to advance the discipline and profession of psychology and promote the important contribution of psychological knowledge to community wellbeing. Staff in the National Office are employed to achieve these aims across various management, policy, project and administrative roles.

With a staff of over 110, the National Office supports the APS Member Groups in their local Branch, State, specialisation and interest areas. Members are automatically allocated to one of 40 Branches across Australia. The APS has nine specialist Colleges representing nine recognised areas of specialisation within psychology. In addition there are approximately 40 Interest Groups established by members with an interest in a specific area of psychology, including the Aboriginal and Torres Strait Islander Peoples and Psychology Interest Group.



The APS is committed to Reconciliation: building respect, relationships and understanding between Indigenous and other Australians to close the gap in mental health and wellbeing outcomes.



Our vision for Reconciliation

How many psychologists have an understanding of Aboriginal people? How many of you ... have an understanding of Aboriginal culture, history and contemporary issues. For many of you, this work is crucial given the social conditions and your work environment in such places as prisons and the welfare sector and where there are large numbers of Aboriginal clients. It is your responsibility to seek that knowledge and understanding now, and to ensure that it is available for future generations of psychologists, in psychological training and education programs.

Rob Riley, an inspirational Aboriginal justice activist in Western Australia and nationally, put forward this challenge to Australian psychologists in his inaugural Indigenous keynote address at the APS Conference in Perth in 1995 (Riley, 1998). He highlighted psychology's key role in working with Aboriginal people and communities, and its responsibility to do so in a way that is respectful and informed. Tragically, Rob took his own life less than 12 months after this keynote address, which was published posthumously.

As the leading organisation for psychologists, the Australian Psychological Society represents a key professional group working with Aboriginal and Torres Strait Islander peoples who have experienced racism and trauma from multiple causes, including the Stolen Generations.

Reconciliation is central to our response to Rob Riley's challenge to us all. It involves building mutually respectful relationships between Indigenous and other Australians that allow us to work together to solve problems and generate success that is in everyone's best interests.

The APS is committed to Reconciliation: building respect, relationships and understanding between Indigenous and other Australians to close the gap in mental health and wellbeing outcomes.

Our Reconciliation Action Plan

The Australian Psychological Society has prepared this Reconciliation Action Plan (RAP) to make explicit the steps the organisation is taking to address the inequalities experienced by Aboriginal and Torres Strait Islander people.

The RAP has been developed by a diverse working group, which includes representatives of the APS Board and membership, Reconciliation Australia, Australian Indigenous Psychologists Association, Indigenous organisations, and APS staff. The Working Group oversees the RAP implementation and will evaluate the impact and outcomes at the end of the RAP period. The RAP follows the steps recommended by Reconciliation Australia and will involve regular reports to the APS Board, members and staff, and to Reconciliation Australia.

Of particular concern to the APS are the poor outcomes for Indigenous Australians in relation to individual and community social and emotional wellbeing. To this end, we have identified four broad areas as priority areas for action. The RAP MAP depicts these priorities (page 11): Respectful Relationships, Governance, Cultural Competence and Indigenous Education and Employment. Each of the four action tables has been organised within the framework developed by Reconciliation Australia, under the headings of Relationships, Respect and Opportunities:

- Relationships actions are focused at building stronger relationships between Aboriginal and Torres Strait Islander Australians and other Australians
- Respect actions focus on ensuring the organisation understands and responds appropriately to the cultural backgrounds of its members, staff, customers and other key stakeholders, and how these impact on the mission and business of the organisation
- Opportunities actions are those that aim to drive mutually beneficial opportunities for Aboriginal and Torres Strait Islander stakeholders and the RAP organisation

The APS recognises, and aims to ensure, that all actions in this RAP are based on, and an expression of, the articles of the UN Declaration of the Rights of Indigenous Peoples, particularly Article 3 (the Right to Self Determination) and Article 42 (calling on the states and agencies of the United Nations to implement the Declaration). The RAP is one way for us to ensure we are meeting our obligations under the declaration, and represents the development of a greater awareness and responsibility within our profession.

EDUCATION

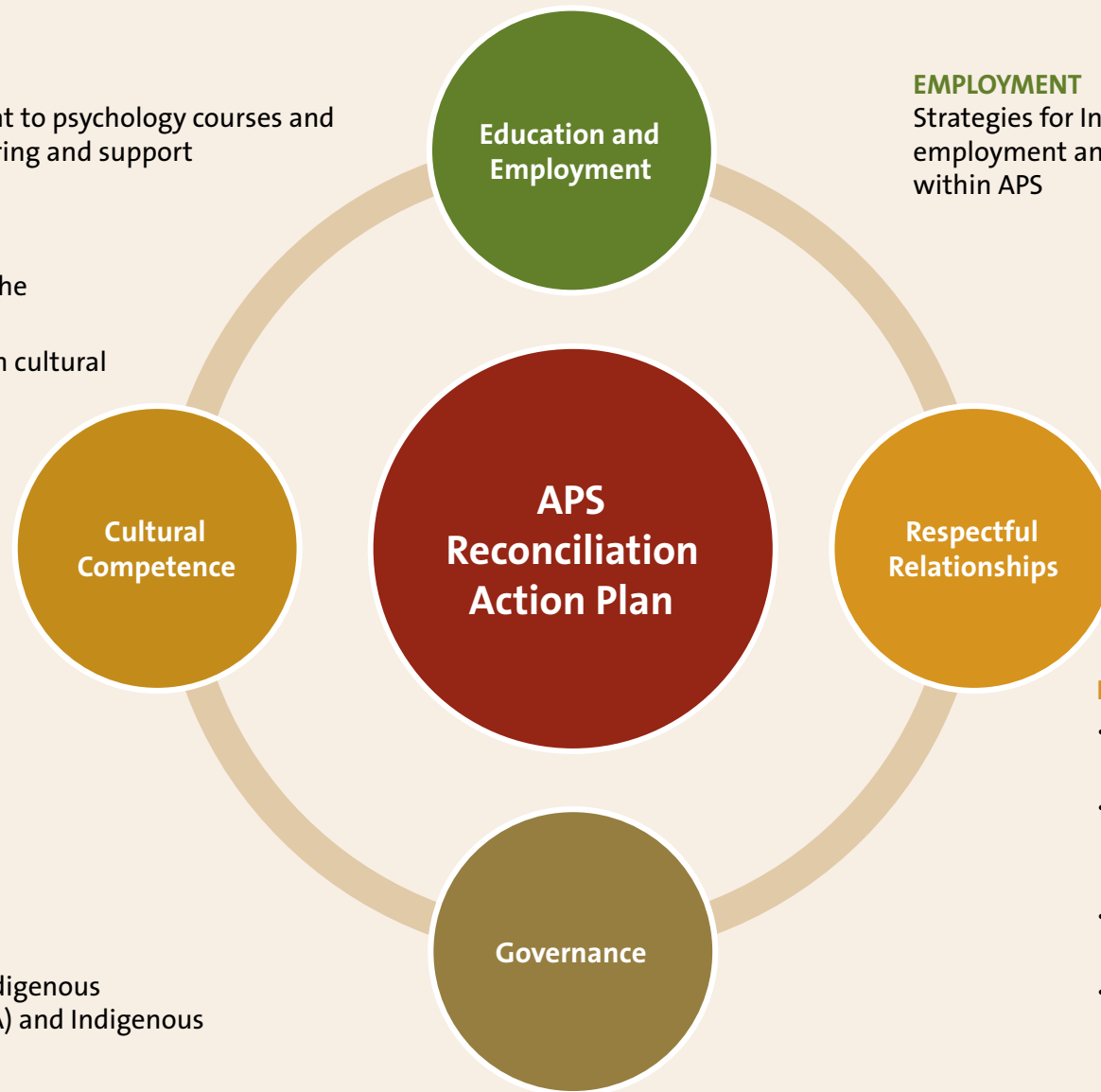
Indigenous student recruitment to psychology courses and affirmative action with mentoring and support

CULTURAL COMPETENCE

- Indigenous knowledge and the Psychology curriculum
- Professional Development on cultural competence/safety
- Research partnerships with Indigenous peoples
- Indigenous resources and information
- Assessment tools for Indigenous peoples
- Ethical Guidelines

GOVERNANCE

Partnership with Australian Indigenous Psychologists Association (AIPA) and Indigenous representation within the APS



EMPLOYMENT

Strategies for Indigenous psychology graduate employment and Indigenous employment within APS

RESPECTFUL RELATIONSHIPS

- Building relationships with key Indigenous groups
- Developing partnerships for research, programs and employment
- Connecting with local Indigenous communities
- Learning and observing cultural protocols

MONITORING – Set targets and timelines for all these strategies with progress monitored and reported

1. Respectful relationships

Respectful relationships between Indigenous and non-Indigenous people form the basis of all RAP activities, but have been identified as a specific area of action given the centrality of interpersonal and organisational relationships within the discipline and profession of psychology. This is looking both inward and outward, at National, State, Branch and Member Group levels, and beyond to the wider community.

Relationships	Relationships between Indigenous and non-Indigenous people are important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target
1.1 APS Branches aware of and engaged with the RAP including links to local Indigenous organisations and Indigenous psychologists	AIPA Public Interest Member Groups Communications	February 2012 onwards	<ul style="list-style-type: none"> Engage members and member groups in the development and implementation of the RAP
		Disseminate final RAP by October 2012	<ul style="list-style-type: none"> Enlist key stakeholders to support dissemination, awareness and engagement
		March 2013	<ul style="list-style-type: none"> Develop resources to assist members to approach and engage with their local Indigenous community to inform culturally appropriate practice
1.2 Promote and share stories of successful partnerships between Indigenous and non-Indigenous psychologists/communities	Public Interest Communications	June 2012 onwards	<ul style="list-style-type: none"> Collect and promote stories from Indigenous and non-Indigenous psychologists who are working towards reconciliation
	Member Resources Editor <i>InPsych</i>	June 2012 onwards	<ul style="list-style-type: none"> Collect, collate and promote articles and resources which assist members in understanding the processes and outcomes of reconciliation
	Public Interest Communications	December 2012 onwards	<ul style="list-style-type: none"> Support member groups to share learnings about reconciliation

Respect		Respect for Indigenous people, culture, land and history is important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target	
1.3 The APS endorses the bipartisan political support given to recognise Indigenous people in the Australian Constitution as an important commitment to reconciliation and respect	AIPA Board Public Interest Communications Strategic Development	November 2012 to referendum date 2013	<ul style="list-style-type: none"> In partnership with AIPA and Reconciliation Australia, coordinate a campaign leading up to the referendum to publicise the APS position and commitment (e.g., media releases, <i>InPsych</i>, communicate with members) 	
1.4 Development of Cultural Protocols and implementation across APS business	Public Interest Communications Professional Development and Training Member Groups	December 2012 onwards	<ul style="list-style-type: none"> Develop APS Cultural Protocols Policy including Acknowledgement and Welcome to Country, culturally appropriate information provision and responding to Welcome to Country 	
		December 2012	<ul style="list-style-type: none"> Implement Welcome to Country or Acknowledgement of Country protocol for APS public events, ensuring it is part of APS and member group conferences and displayed on the APS website Implement the Cultural Protocols Policy in the National Office (e.g., Acknowledgement of Country as appropriate at meetings and at reception) Support and encourage membership adoption of cultural protocols through resource development, discussion and development opportunities 	

Opportunities		The APS is committed to creating opportunities for Indigenous people, organisations and communities		
Action	Responsibility	Timeline	Measurable Target	
1.5 Recognition and celebration of key Aboriginal and Torres Strait Islander significant dates as a demonstration of respect, as well as an awareness-raising opportunity	Public Interest Communications Member Groups	Current and updated annually	<ul style="list-style-type: none"> Promote key dates of significance and encourage member groups to publicly acknowledge and facilitate events 	
		March, May, July each year	<ul style="list-style-type: none"> Host events to recognise and celebrate National Close the Gap Day, Reconciliation Week and NAIDOC Week at APS National Office (3 events organised in first year) 	
1.6 Explore opportunities for regular APS business/activities to include an Indigenous theme/recognition	Public Interest Professional Development and Training Editor <i>InPsych</i> Communications	January 2013 onwards	<ul style="list-style-type: none"> Explore inclusion of Indigenous theme and/or content in national events such as psychology week, and conferences 	
		January 2013	<ul style="list-style-type: none"> Explore award for Indigenous research/presentation 	
		Ongoing	<ul style="list-style-type: none"> Ensure regular content in <i>InPsych</i> 	



2. Governance

The APS is committed to ensuring its governance structures and processes enable mutually respectful Indigenous input at all levels.

Relationships	Relationships between Indigenous and non-Indigenous people are important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target
2.1 Strengthen the relationship between the APS and AIPA	Board Public Interest AIPA	2010 ongoing	• Ensure AIPA representation and involvement in the RAP Working Group
	Executive Office Corporate Services	Ongoing	• In collaboration with AIPA, develop and strengthen mechanisms that assist in working together

Relationships	Respect for Indigenous people, culture, land and history is important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target
2.2 Ensure APS Board members and members in leadership roles understand the importance of respect for Indigenous people, culture, land and history, for APS and its membership	Board Executive Office Corporate Services	May 2011 onwards	• Introduce RAP to Board and leadership team
		September 2012 onwards	• Arrange annual attendance and presentation to the APS Board by Indigenous leaders
	Communications AIPA Board Executive Office	November 2012	• Provide information and support to Board members and member group leaders to support ability and willingness to provide leadership in formal and informal discussions about APS RAP
	AIPA Member Groups	April 2013 onwards	• Provide opportunities for members with leadership roles (e.g., College Chairs, Branch Chairs) to participate in AIPA-endorsed cultural competence training every two years
2.3 Strengthen APS Board's understanding of Indigenous and AIPA governance	Board AIPA Executive Office	December 2012	• Explore the option of an APS Board representative participating on AIPA Board as cultural learning experience (or Board members invited to rotational meetings)

Opportunities	The APS is committed to creating opportunities for Indigenous people, organisations and communities		
Action	Responsibility	Timeline	Measurable Target
2.4 Ensure that the APS governance structures have Indigenous representation wherever possible and incorporate the views and experiences of Aboriginal and Torres Strait Islander people	Board Executive Office Public Interest AIPA	December 2012	<ul style="list-style-type: none"> Undertake discussion about the establishment of an AIPA or other Indigenous member position on the APS Board
		July 2013	<ul style="list-style-type: none"> Establish an Indigenous Psychology Advisory Group to the Board, with majority Indigenous membership
		March 2013	<ul style="list-style-type: none"> Identify and gain commitment for other opportunities for Indigenous representation on APS subcommittees
	Communications	February 2013	<ul style="list-style-type: none"> Identify, recruit and retain at least three Indigenous psychologists for the APS media referrals database and utilise this expertise in ongoing work conducted by the media team
2.5 Recognise that Indigenous psychologists are a scarce resource and respect and facilitate AIPA's decisions regarding prioritised commitments	AIPA Public Interest Communications	December 2012 onwards	<ul style="list-style-type: none"> Work with AIPA to identify key priorities and significant dates in order to facilitate a collaborative approach to workload management of Indigenous contributions to the APS
2.6 Develop mechanisms to oversee the RAP implementation and evaluation	Board Executive Managers Public Interest	December 2012	<ul style="list-style-type: none"> Incorporate the RAP as a standing agenda item on APS Board, manager and staff meetings
		February 2013	<ul style="list-style-type: none"> Establish an internal staff working group to oversee RAP implementation at the National Office (similar to APS Green Team)
2.7 Establish other governance structures to address specific issues/topics	Board AIPA Member Resources	January to June 2013	<ul style="list-style-type: none"> Audit APS policies and procedures for unconscious operation of institutional racism
		March 2013	<ul style="list-style-type: none"> Provide information to member groups about organisations and resources that will guide good governance, such as the Australian Human Rights Commission



3. Cultural competence

The APS is committed to ensuring that all members, Board and staff are culturally aware and competent when working with Indigenous clients and communities. Cultural competence involves increasing the Indigenous content of the psychology curriculum, professional development and cultural competence training for psychologists, improving APS membership access to Indigenous resources and information, and considering the development of culturally appropriate assessment tools for Indigenous people.

Relationships		Relationships between Indigenous and non-Indigenous people are important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target	
3.1 Develop partnerships in order to increase the amount and quality of Indigenous content within the Psychology curriculum	Public Interest Science and Education Public Interest Professional Practice	April 2013	<ul style="list-style-type: none"> Mobilise the Indigenous Education Reference Group to develop a strategic approach to curriculum change in accredited undergraduate and postgraduate courses 	
		March 2014	<ul style="list-style-type: none"> Establish a commitment and advocacy strategy for the embedding of cultural competence in all psychology courses, beginning with the National School Curriculum at secondary school level 	
	Psychologists in Schools Interest Group ATSIP&P Interest Group	March 2014 onwards	<ul style="list-style-type: none"> Work with the National Schools Curriculum Board to include Indigenous issues in the school curriculum 	
	Public Interest Professional Practice	April 2013	<ul style="list-style-type: none"> Explore the possibility of cultural competence being part of psychology registration requirements 	
3.2 Ensure cultural competence in research and practice, including promoting and updating ethical guidelines for research and practice with Indigenous people	Public Interest AIPA Executive Office Professional Practice Science and Education	Ongoing	<ul style="list-style-type: none"> Regularly promote APS, NHMRC and other guidelines for culturally appropriate research and practice with Indigenous people 	
		Ongoing	<ul style="list-style-type: none"> Engage AIPA and other relevant Indigenous organisations and individuals in the revision of the APS and other ethical guidelines 	
		December 2012 onwards	<ul style="list-style-type: none"> Promote culturally appropriate research methodologies Recognise and promote research by Indigenous psychologists as appropriate 	

Respect			
Respect for Indigenous people, culture, land and history is important to the APS and its membership			
Action	Responsibility	Timeline	Measurable Target
3.3 Increase understanding of Aboriginal culture, history and contemporary issues among members, Board and staff	Public Interest Board Professional Development and Training Executive Office Member Groups AIPA	February 2013 onwards	Facilitate cultural competence training to APS leaders on a rotational basis, starting with the APS Board, then senior managers, Branch and College Chairs, and Interest Group Conveners
		February 2013 onwards	Provide cultural safety/awareness training to APS staff every two years
		April 2013 onwards	Facilitate regular cultural competence training opportunities to APS members via the Branches
		June 2013 onwards	In partnership with Branches and Colleges, facilitate cultural competence training and support for localities with high Indigenous population and in practice areas in which members are most likely to work with Indigenous people
3.4 Share up to date research and culturally informed practice guidelines with membership on specific areas such as the early years, PTSD, trauma, stress and mental health, substance use, suicide and chronic illness	AIPA KidsMatter Professional Practice Science and Education Public Interest Professional Development and Training Member Resources	June 2011 onwards	In collaboration with AIPA and other relevant Indigenous and non-Indigenous organisations, develop a catalogue or library of Indigenous specific/culturally appropriate assessment tools, approaches and other resources, building on the APS Social and Emotional Wellbeing and Mental Health web resource (www.sewbmh.org.au)
		February 2013 onwards	Facilitate two-way processes so that Indigenous knowledge informs mainstream psychology approaches and Indigenous psychologists have access to mainstream guidelines

3. Cultural competence (cont.)

Opportunities	The APS is committed to creating opportunities for Indigenous people, organisations and communities		
Action	Responsibility	Timeline	Measurable Target
3.5 Establish and facilitate an Indigenous Education Reference Group to increase and maintain Indigenous psychology student enrolments and increase Indigenous content in the psychology curriculum	Science and Education Public Interest	December 2012	<ul style="list-style-type: none"> Ensure the Indigenous Education Reference Group includes representatives from HoDSPA, PsyBA and APAC, as well as AIPA and the APS
		February 2013	<ul style="list-style-type: none"> Develop strategic plan following from previous meeting of AIPA, APS representatives and HoDSPA
		September 2012 to completion of review 2013	<ul style="list-style-type: none"> Develop an Indigenous-specific response to the consultation draft of the APAC Review of Standards
3.6 Facilitate processes for ensuring that assessment tools are developed with/by and for Indigenous peoples	Science and Education Professional Practice Communications AIPA	May 2013 onwards	<ul style="list-style-type: none"> Promote the catalogue/library of Indigenous specific/culturally appropriate assessment tools to the APS membership and other relevant stakeholders, via member communications, SEWBMH website resources and other relevant opportunities
		July 2013	<ul style="list-style-type: none"> Develop resources about the issues in using assessment tools with indigenous communities (e.g., the importance of cultural safety focus)
		August 2013	<ul style="list-style-type: none"> With AIPA, advocate and seek funding for the development of more culturally appropriate assessment tools for use with Indigenous clients/communities

4. Indigenous education and employment

The APS is committed to increasing the number of Aboriginal and Torres Strait Islander psychologists, by facilitating recruitment, support and retention; mentoring Indigenous students in psychology; developing employment strategies for Indigenous people via graduate employment as psychologists; and through employment within the APS.

Relationships	Relationships between Indigenous and non-Indigenous people are important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target
4.1 Develop and strengthen relationships with HoDSPA and Indigenous Student Support Services in universities to support Indigenous psychology students	Science and Education	December 2012 onwards	<ul style="list-style-type: none"> Work with HoDSPA to identify and engage with Indigenous students currently enrolled in accredited psychology courses
		April 2013	<ul style="list-style-type: none"> Identify support needed by Indigenous psychology students and report to relevant organisations and APS committees
4.2 In partnership with the Aboriginal and Torres Strait Islander Peoples and Psychology (ATSIP&P) Interest Group develop reciprocal mentoring for Indigenous psychology students, recent graduates and interested non-Indigenous Psychologists	Science and Education Member Groups Public Interest ATSIP&P Interest Group	September 2012 onwards	<ul style="list-style-type: none"> Support ATSI&P Interest Group and AIPA to facilitate a forum with Indigenous psychology students at each APS National Conference
		June 2012 onwards	<ul style="list-style-type: none"> Support ATSI&P Interest Group to establish a mentoring and supervision program for Indigenous psychology students and graduates
		April 2013	<ul style="list-style-type: none"> Establish resources and strategies to support psychologists to provide mentoring and supervision to Indigenous psychology students and graduates
4.3 Contribute to national debates and policies that impact on the Indigenous psychology workforce	Science and Education AIPA Indigenous Education Reference Group	October 2012 onwards	<ul style="list-style-type: none"> Contribute to advocacy for increasing the Indigenous Health workforce
		Ongoing	<ul style="list-style-type: none"> Provide input into National Indigenous Education policies, frameworks and strategies

4. Indigenous education and employment (cont.)

Respect	Respect for Indigenous people, culture, land and history is important to the APS and its membership		
Action	Responsibility	Timeline	Measurable Target
4.4 Support and facilitate mechanisms for increasing the employment of Indigenous people, and in particular psychologists	Executive Managers Corporate Services Communications Member Resources Public Interest AIPA	June 2013	• Develop an Indigenous Employment and Mentoring strategy for the APS National Office
		September 2013 onwards	• Raise awareness and support among APS members to develop Indigenous Employment strategies within the organisations in which they work
		September 2012	• Map current representation of Aboriginal and Torres Strait Islander people across psychology (eg., students, APS members, PsyBA, College members)
	Science and Education	December 2012	• In partnership with the Indigenous Education Reference Group and HoDSPA, establish targets and timelines for reaching population parity of enrolments and graduations of Aboriginal and Torres Strait Islander students
4.5 The APS recognises that Aboriginal and Torres Strait Islander peoples should have options to be identified by their language group in all data collection, including HR and APS Survey data collection	Public Interest AIPA Corporate Services Communications Professional Practice Member Resources	March 2013	• Identify the most appropriate ways to enable people to identify as Indigenous, including as clients of psychological services and belonging to specific language groups
		June 2013	• Incorporate mechanisms into relevant APS forms and data collection
		June 2013 onwards	• Promote language and cultural identification mechanisms to membership and APS National Office staff

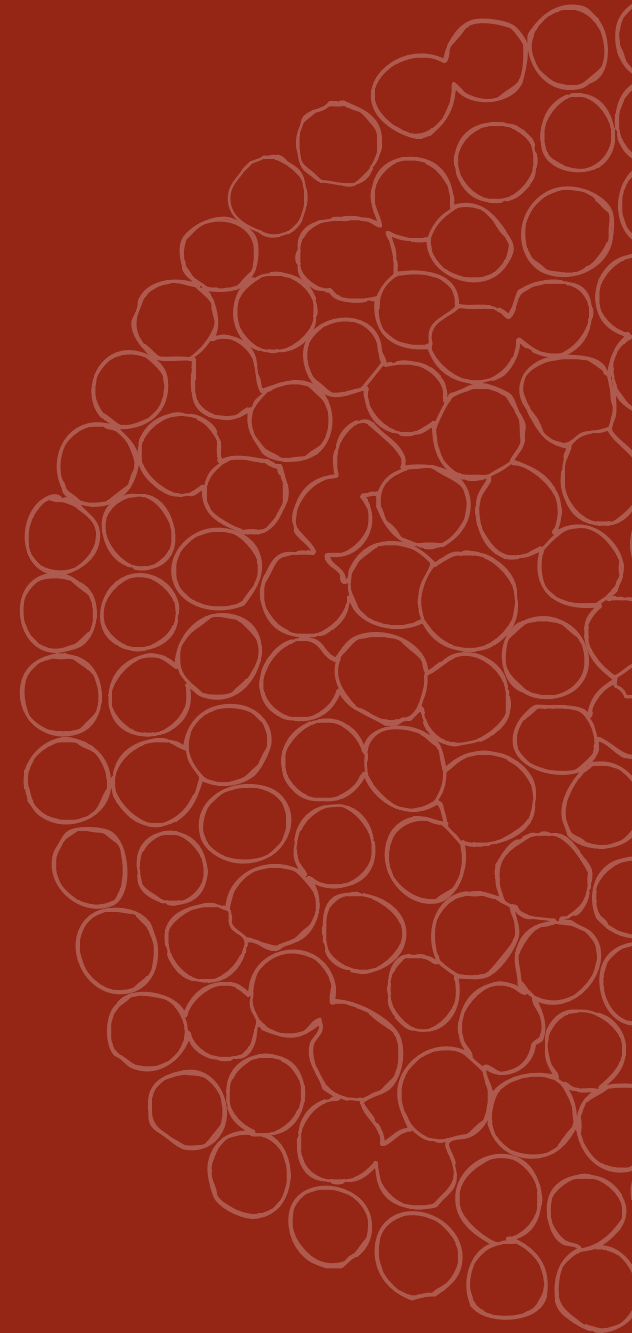
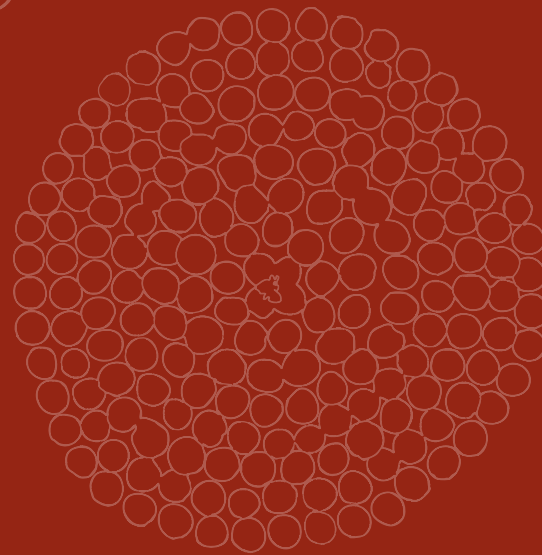
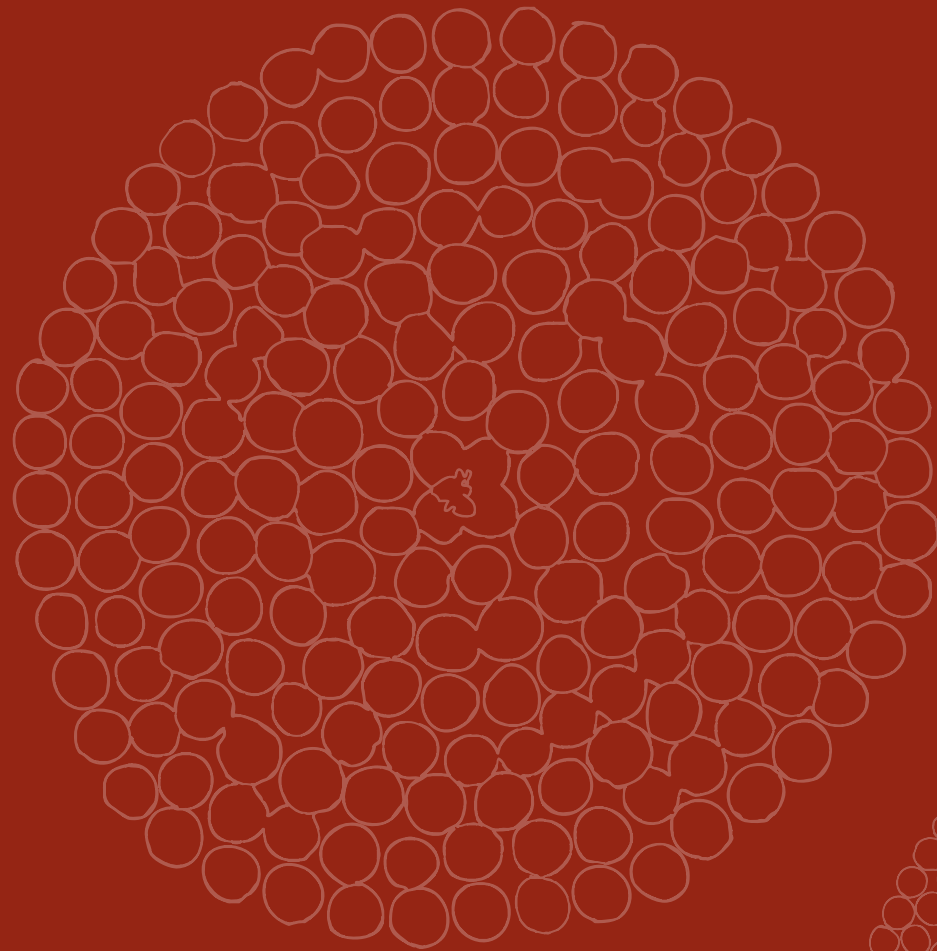
Opportunities	The APS is committed to creating opportunities for Indigenous people, organisations and communities		
Action	Responsibility	Timeline	Measurable Target
4.6 Increase numbers of Indigenous psychology students	Public Interest Science and Education Indigenous Education Reference Group	September 2012 onwards	• Develop ongoing data and reporting strategies to monitor the enrolment, retention and progress of Indigenous psychology students
		October 2012	• Develop targeted information for prospective Indigenous students on psychology career pathways
		March 2013 onwards	• Advocate to state and federal government and universities for support to increase the number of Indigenous psychologists such that representation reaches population parity (e.g., via ARC Linkage grant application)
		Ongoing	• Continue and further develop scholarships, awards and grants to provide financial assistance for Indigenous students to study psychology
	Public Interest Communications AIPA	September 2012 onwards	• Monitor and regularly report on progress towards reaching 80 Aboriginal and Torres Strait Islander psychologists by 2016
4.7 Retain and support Indigenous psychology students and graduates within the profession	Science and Education Member Groups Professional Practice with AIPA, PsyBA, APAC & HODSPA via Indigenous Education Reference Group	May 2013 onwards	• Advocate for mechanisms that support and retain Indigenous psychology students such as affirmative action, recognition of other learning (crediting other subjects), and flexibility with entry requirements
		February 2013 onwards	• Explore and advocate for mechanisms to ensure the cultural safety of Indigenous psychology students within Australian universities
		July 2013 onwards	• Work with Indigenous studies units to promote psychology and support Indigenous psychology students within universities
		February 2014	• Advocate that supervisors of Indigenous psychology students are culturally competent
4.8 Explore opportunities for developing a professional development, academic and research program for and with Indigenous Psychologists	Science and Education Professional Development and Training AIPA	September 2013	• Consider the establishment of a research program with AIPA, including exploring possibilities of funding



5. Tracking progress and reporting

The APS is committed to regularly reviewing and evaluating the RAP and its implementation to ensure achievements are acknowledged and celebrated, challenges are recognised and opportunities that exist for future RAP focus are identified.

Action	Responsibility	Timeline	Measurable Target
Monitor interim progress	RAP Working Group	September, November, March, May	<ul style="list-style-type: none"> • RAP Working Group to meet quarterly to review progress • One meeting to be face to face annually
Report annually to the APS Board, members and to Reconciliation Australia	RAP Working Group Public Interest Executive Office	First report by February 2013	<ul style="list-style-type: none"> • Annual report of progress against each target completed and submitted to Reconciliation Australia and APS Board for inclusion in the APS annual report
Update the RAP annually and work with Reconciliation Australia to refresh action objectives as appropriate	RAP Working Group Public Interest	Next update by August 2013 then August each year	<ul style="list-style-type: none"> • Annual update sent to Reconciliation Australia and available on APS website



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