

**APPENDIX 1**

**THE CONSULTANT'S APPROACH**

## Project Objective

To provide an understanding of the barriers to developing a culture of work, and identify strategies to overcome these barriers that can be implemented in the Redfern-Waterloo area. Strategies should be designed to engender a culture of work throughout the community, particularly the Indigenous and youth communities.

## Project Scope

- Explore and provide an understanding of why there is not a culture of work in sectors of the Redfern-Waterloo community.
- Provide examples of best practice in stimulating a culture of work in communities.
- Identify strategies specifically for the Redfern-Waterloo community.
- Identify suitable partners and existing community resources.
- Provide an implementation plan.
- Concentrate on Indigenous communities and youth within the Redfern-Waterloo Authority operational area not in employment or the labour force.

## The Consultant

Arrilla – Indigenous Consultants and Services - was contracted to undertake this project on behalf of the Redfern-Waterloo Authority. Arrilla is an Indigenous owned and operated firm with 16 years of experience and a solid 'hands-on' approach.

Arrilla exists to:

- Promote better relations between Indigenous peoples and the wider Australian community
- Produce tools that make working together more effective, now and into the future
- Incorporate Indigenous aspects into the mainstream.

Arrilla's charter is "to stretch our profits so that we may provide services to those less able to pay". More information is available by request.

## **Project Team**

The Arrilla project team comprised:

- Shelley Reys - Project Manager, and Garry Saunders (Relieving) Project Manager
- John Telford – Project Coordinator
- Shane Phillips – Local Youth Adviser
- Sol Bellear – Local Indigenous Community Adviser

## **Methodology**

### **Phase One – Preparation, Review of Relevant Documents and Research**

A Project Briefing was held on 24 February 2006. Those in attendance included:

- Denny Hall, Principal Project Manager, Infrastructure, Enterprise & Employment, RWA
- Louise Wagner, Senior Project Manager, RWA
- Nette Griggs, Community Relations Manager, RWA
- Shelley Reys, Managing Director, Arrilla – Indigenous Consultants and Services
- John Telford, assisting Arrilla – Indigenous Consultants and Services

Phase One items were discussed and an agreement on style, framework, methodology and time frames was achieved.

Subsequently, a meeting of the Arrilla project team was held on 10 March 2006, where the project details were discussed and the Phase One action plan was confirmed.

#### **Documents reviewed:**

See section 2.5 Arrilla's Approach and 1.3 Methodology. Successful initiatives from other communities were also researched, see 'Best Practice Examples' and below.

### **Phase Two – Consultation**

A substantial number of interviews were held with service providers, community organisations and clients to identify current programs and services available in the area. The consultation sample included:

PCYC

Alexandria Park School

South Sydney Youth Services

Mudgin-Gal Women's and Children's Centre

Redfern Aboriginal Corporation

Work Ventures

JobFind Centre

Aboriginal Children's Services

DET District Office

Waterloo Girls Centre

Centrelink

The Fact Tree Youth Service

The Factory

The Settlement

The Waratah Program

Inner Sydney Regional Council for Social Development

South Sydney Multicultural Neighbourhood Centre  
Tribal Warrior Association

WAYS Youth Employment

Green Park School

Darlington Public School

Namaroo (which has closed since the period of this report)

Representatives of member organisations of the Redfern-Waterloo Aboriginal Authority

Representatives of the Inner Sydney NGO Consortium

UNSW Community Development Project

Redfern - Waterloo Chamber of Commerce

Aboriginal Employment Service

To complement individual meetings, a series of workshops were facilitated including:

Representatives of the Redfern-Waterloo Aboriginal Authority

Representatives of the Inner Sydney NGO Consortium

Board members and supporters of Mudgin-Gal Women's and Children's Services

Youth on board the Tribal Warrior and at Clark Island

A follow-up workshop with people previously interviewed

### **Phase Three - Review of Findings**

All those who had been interviewed/participated in the workshops were invited to a final workshop to review the findings and major strategies. Members of the RWA Project Control Group also participated.

### **Phase Four - Development of Recommendations and Report**

With a combination of our experience in the field, a consolidation of the consultation outcomes and our review of relevant documentation, the Arrilla project team developed a draft report. The RWA Authority Project Control Group was invited to provide comment and feedback.

### **Phase Five - Delivery of outputs**

A first draft report was prepared in July and, following discussion with RWA, this fourth draft (October 2006) has been produced, addressing some additional issues identified by RWA

**APPENDIX 2**  
**BEST PRACTICE EXAMPLES**

## Changing Self-Image is Key to Behavioural Change

Our behaviour is determined by the image we have of ourselves and by the story we tell ourselves about our relationship with other people and the community and society in which we live. For example, some youth live out of the self-story that they are poor students, while others live out of the self-story that they can do anything. Both of these can represent self-stories deeply grounded in the persons' being. Sometimes the self-image enhances a person's livelihood and sometimes it competes against that objective. It can mean the difference between being likely to succeed or likely to struggle or even fail.

Our self-image is formed from when we are born and changes over time as we receive messages from those around us, from our peers, from the media – our sense of self-worth is influenced by these messages. When it comes to our self-story about whether or not we are likely to be able to get a job that is also influenced by the messages we are receiving from potential employers.

The key to creating a positive self-image in children, youth and adults is to bombard them with messages that affirm their value as a human being, and their potential to achieve whatever they strive for. This must be supported - creating the channels for that potential to flourish.

'Self-image' sets the boundaries of individual accomplishment. It defines what you can and cannot do. Expand the self-image and you expand the area of the possible. However, with respect to creating a positive self-story about obtaining work, it is also important that people receive messages from potential employers that they will be valued as employees and that their skills are needed.

But 'experiencing' is the secret. Self-image is changed for better or for worse not by intellectual knowledge alone but by experiencing. Wittingly or unwittingly, we developed our self-image in the past by our creative experiencing. We can change it by the same method. Hence the value of 'work experience' programs.

(Ref: Kenneth Boulding *The Image*, and Maxwell Maltz)

### 0 – 5 Years Age Group

The quality of the relationship a child has with its parents and caregivers in the first three years of his/her life, is shown to be the most determining factor in a child's development. A child's full potential is ultimately realised when raised in a nurturing and protective environment.

*Early Brain Development – research into brain development tells us that the brain is changed by experiences – genes provide initial map for development i.e. guide the connections, but after birth, the environment is dominant i.e. nutrition, good health, nourishing and stimulating parent relationships. The developmental outcome is the result of complex interaction between biology and environment. We can do little to change the biology, but we can do a lot to change the environment. The most important time is in the first 3 years of life when the synapses in the brain are being created at astonishing speed. Over time, circuits which aren't used begin to atrophy.*

*Of all the factors that operate in a child's environment, it is the quality of the relationship with parents and caregivers that is the most determinant – a child needs a nurturing and protective environment – stress too early in life hinders development of nerve circuits. Toxic stress happens when a child cannot rely on comforting relationships to buffer stress of some trauma.*

*e.g. extreme poverty, physical or emotional abuse, substance abuse, family violence, chronic neglect, maternal depression.*

*Social, emotional health and cognitive abilities are all important prerequisites for success in school, and later in the workplace. Without this, the child is likely to reach a sub-optimal level of success.*

*(Ref: Prof Frank Oberklaid, Director, Centre for Community Child Health, Royal Children's Hospital Melbourne, in a presentation to the 'Getting to the Heart of Community Development' Conference in Katoomba, May 2006)*

### **0-5 Years Best Practice Examples:**

#### **Early Childhood Sustained Home Visiting Program:**

The Miller Early Childhood Sustained Home Visiting program is being trialled within the disadvantaged communities of South West Sydney. The program offers a nurse who visits the home of an expectant mother, and for anything up to two years after the birth of the child. On a regular basis, the nurse provides support, encouragement and education. The trial is funded by the NSW Departments of Health and Community Services and is coordinated by the University of NSW. Preliminary results indicate that mothers and children are doing significantly better than a control group of similarly vulnerable families.

Contact the trial coordinator, [Lynn.Kemp@sswahs.nsw.gov.au](mailto:Lynn.Kemp@sswahs.nsw.gov.au)

A similar program has been operating in South Australia for some time, and has been so successful that it is being extended to cover all teenage, Indigenous and socially isolated mothers in the state. Contact coordinator Shane Maddocks [maddocks.shane@cyh.sa.gov.au](mailto:maddocks.shane@cyh.sa.gov.au).

#### **Home Interaction Program for Parents and Youngsters (HIPPY):**

The HIPPY program has been operating in the La Perouse community since February 1992. Based at La Perouse Public School, it runs for 30 weeks each year during school terms. The project has been funded by the Department of Family and Community Services and auspiced by the University of NSW. In the first three years, 76 families were involved in the program. An evaluation report of the first three year period highlighting the success of the program and the learnings is available from Sherrie Longbottom at [s.longbottom@bigpond.com](mailto:s.longbottom@bigpond.com)

### 5-12 Years Age Group

In this age group, some of the most important factors that influence the subsequent achievement level - and therefore the opportunities for youth beyond school is the acquisition of satisfactory literacy and numeracy skills. The likelihood of a child reaching this standard is influenced by both the home and the school environments, as well as the involvement of parents in how they learn at home and school. The concept of the school being the centre of a 'learning community' recognises this theory and various programs can be undertaken to further this aim.

#### Best Practice Examples:

##### TTALL ('Talk to a Literacy Learner') program:

The TTALL Program was developed by Prof Trevor Cairney, (Master, New College, The UNSW, Kensington) and has been used extensively in schools across NSW and overseas. TTALL has been used with many different groups including non-English speakers and parents with limited literacy. Several groups of Indigenous parents also used the program in the Penrith area and were pleased with the outcomes. The first stage of the program involves identifying and working with parents to enable them to interact more effectively with their own children (aged 1-12 years) as they engage in literacy, use a range of strategies to promote literacy development, and make greater use of literacy resources within the community. The second stage is for those parents who wish to receive further training so that they can act as school or community tutors. (Ref: [www.trevorcairney.com/](http://www.trevorcairney.com/))

##### In-Class Tutoring Program:

Funded by DEST, the Indigenous Tutorial Assistance Scheme (ITAS) was formerly known as the Aboriginal Tutorial Assistance Scheme (ATAS). This scheme enables many schools to employ Indigenous tutors to work with Indigenous students to improve their literacy and numeracy skills. Unfortunately, due to changes in Federal Government funding for this scheme in 2005, the number of tutors employed within schools has dropped significantly (in 2004 there were 4,440 Indigenous students accessing the ATAS scheme, yet in 2005, only 1,695 students were eligible to access ITAS).

Also, funding was withdrawn for ASSPA committees, which were a significant vehicle for engaging Indigenous parent participation in school activities. Survey results indicate that Indigenous parents may be 'voting with their feet' by avoiding schools, as they feel disenfranchised with the new process. The new process is the competitive, submission-based, Parent School Partnerships Initiative (PSPi). (Ref: NSW Teachers Federation).

### Young People (12-18 years)

This is the age where education and employment training systems play a key role in preparing young people for employment. The RWA Human Services Plan identifies a number of strategies to address this need. These include implementing a variety of programs in association with schools, TAFE and Youth Services in the area, such as:

- Plan-It Youth program
- School-to-Work program
- Links to Learning
- TVET, TAFE delivered Vocational Education & Training
- School-based traineeships
- Dare-to-Lead program
- IYEC program, an initiative of DEWR

#### **'Re-Start' Art Project:**

This program uses art as a medium for empowering youth. Through the creative process of recycling used furniture and making functional artworks, the participants are empowered by learning new skills. The artwork exhibition, combined with the artist's stories about the pieces, engages the broader community in what's important to them. Further, it helps the broader community to better understand their young residents by breaking down stereotypic beliefs. The project was run by South Sydney Community Aid in the Redfern, Waterloo, Darlington and Alexandria area in 2004 & 2005 and was a great success, sponsored by the City of Sydney.

### **Adults – Indigenous**

Many Indigenous adults in the Redfern-Waterloo area come from a background of disadvantage, i.e. low income, poor education and poor health. Strategies which engage these adults in activities and programs are required, with a view to gaining skills as well as confidence.

#### **Best Practice Examples:**

##### **‘Walking Together’ Program**

Run by the Probation & Parole Service in association with the Community Restorative Centre who have developed the ‘Stamp’ mentoring program for parolees. Men and women who are on parole are matched with an appropriate mentor for a 10 week period to assist them to adjust to life in the community, and to help them find employment. Contacts: Albert Torrens, Probation & Parole Service, Newtown ph: 9550 4056, CRC Broadway ph: 9288 8700.

##### **‘Black on Track’ Program**

Managed by Brian Dowd, of Black on Track Inc. in the Hunter Region, this men’s program includes forums, camps, counselling, support and education. It has received funding from the Federal Department of Family, Community Services & Indigenous Affairs through their Stronger Families & Communities Strategy. He has run a successful 12 week “Mentoring our Mob to get Jobs” program which begins with an emphasis on healing, then moves to preparing men for employment. He also offers an initial 3 day workshop for communities focused on community empowerment and planning.

## Adults/Youth

### Best Practice Examples:

#### Millers Point:

In partnership between Lend Lease, TAFE and the community of Millers Point, Lend Lease trained 30 of their staff to become mentors via a qualified TAFE training course. The mentors were teamed up with youth in the community and were then employed by Lend Lease on building projects in that same community.

### Single Parents

#### Best Practice Example:

See Early Childhood Sustained Home Visiting Program 0-5 age group.

Testimony from Denise Parker, who now works for Campbell Page Employment Service, Redfern  
ph: 9202 9000

"In my experience, both as a single parent personally and working with this group, sole parents have some specific barriers to employment that usually need to be addressed in order to maximise their potential for sustainable employment. These barriers often include: accessing suitable childcare, no recent workforce experience, a skills gap with the use of computers and a lack of confidence.

I have found it quite beneficial to get sole parents together as a group and brainstorm with them about their skills and abilities. Most people who have been caring for children under-value the skills they use every day! Local councils often have contact lists for their services (including childcare) posted on a website, and most communities have a computer access program (like the one at our local PCYC). It is helpful if someone can assist with putting together a good resume, or offer some help in updating an old one, create an e-mail'