

Learning the Macleay

Learning Circle Workshop Output – 22 May 2023



Compiled by Collaboration for Impact
and PwC Indigenous Consulting



PwC's Indigenous
Consulting

Framing & Overview

On Monday 22 May, 2023 at the Macleay Valley Vocational College, 30 people gathered together to discuss the findings from the Learning the Macleay (LtM) Early Stage Mapping process. Attendees were representative of local community, local organisations, State and Federal government departments, Philanthropic funders, local schools, local council, health, legal services, education and Police. Some, such as existing Community Reference Table members had been collaborating with the initiative since its inception, others ranged in awareness of the initiative and its emerging agenda.

Participants were reminded of the valuable differences they brought, alongside the shared knowledge that had emerged during the mapping process – people recognised that rolling out more projects and programs hadn't worked and that a new way of working was required for everyone. The purpose of the Learning Circle workshop was to focus on **the ways of working together differently** in the collaboration to achieve and underpin systemic outcomes. As a community-led systems change initiative, the community would decide the community strategy, it was up to the partners in the collaboration to work together to make it happen.

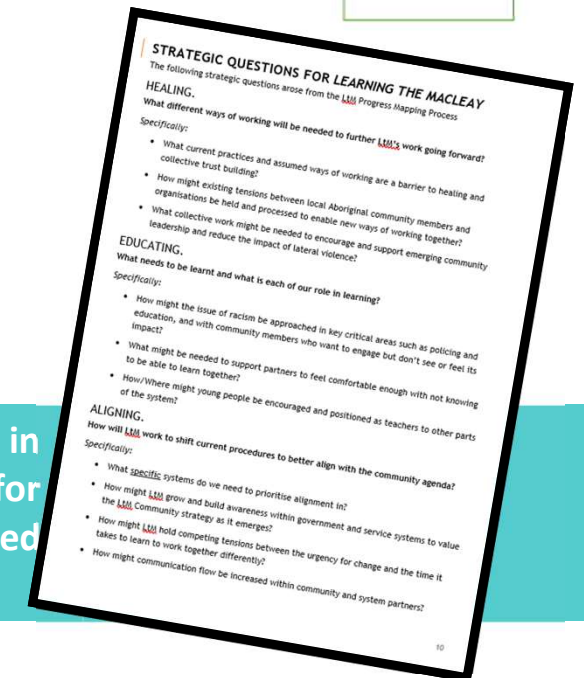
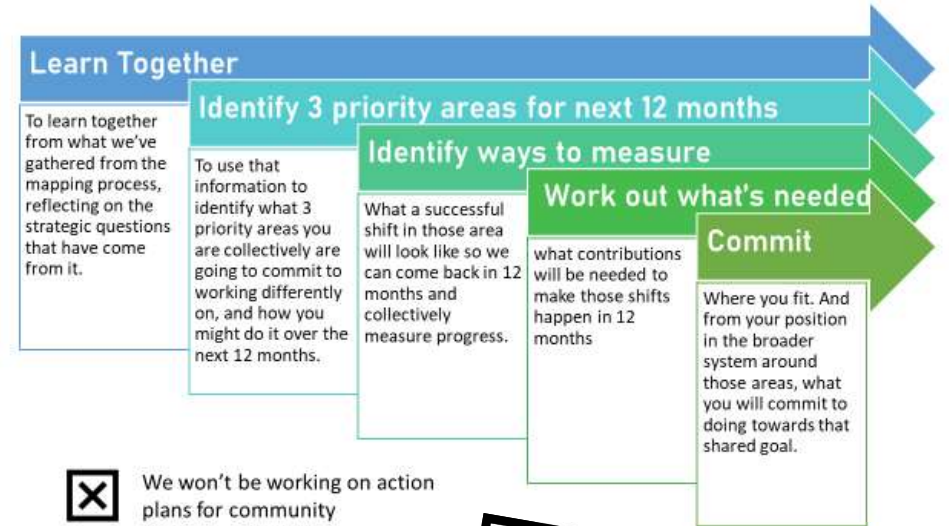
Purpose

The overarching purpose for the day was defined as:

- ❖ To decide together - what change you will commit to working on over the next 12 months.

Participants were sent out copies of the Early Stage Mapping Report Findings by email in advance of the session, and print outs of the report were also provided on each table for participants to reference for discussions. This report featured the key findings and posed strategic questions for the LtM initiative born out of the findings.

PROCESS FOR TODAY



Determining Priority Areas

1. Participants discussed a group agreement and agreed on shared guidelines for engagement throughout the day.
2. In Small Groups people discussed the Early Stage Mapping findings, their accuracy, explored the strategic questions posed and considered which were the most crucial for the initiative to focus on over the next 12 months.
3. A larger group discussion ensued in order to determine and get consensus on 3 priority focus areas. There was consensus that the findings were generally accurate and sufficient. There was a note from one group that they were lacking in specifics around families and young people and a desire to keep this at the forefront.

Consensus was determined to focus on 3 priorities over the next 12 months, recognising that many of the other strategic questions would still be relevant for the work of the initiative and likely connected in some way.

The three priority areas were:



How might the issue of racism be approached in key critical areas such as Policing and Education and with community members who want to engage but don't see or feel its impact?

RACISM

How might existing tensions between local Aboriginal community members and organisations and other organisations be held and processed to enable new ways of working together?

RELATIONSHIPS

How might LtM hold competing tensions between the urgency for change and the time it takes to learn together differently?

RIGHT TIMING

Other points of Discussion

- **Who are the communities within the community?** Questions were raised around the singular use of the word 'community' with all the insider/ outsider issues of belonging that comes with it. Raising awareness of differences in community and being informed by all voices – even if they disagree. How might we get them involved and recognise when they are not involved?
- **How might young people might be positioned as teachers and decision makers in the work?** What are the barriers to it? There was a strong desire to keep young people at the forefront of the whole initiative. This may be brought in as a working principle, or in as part of the community strategy.
- **The importance of positive reframing** and how this might be used in the work. For example, framing discussions around racism as the cost of racism, and the benefits of non-racism.
- **Healing - Understanding the intergenerational trauma & barriers to healing.** How to support & respect healing and not impede it through systemic processes.
- Whether to consider changing language from 'aligning' to 'attuning' to reflect a deeper purpose.



Progressing Change in the 3 Key Priority Areas

Targeted groups explored what change would look like over time and the types of support that would be needed to make the first shifts happen over the next 12 months.




What will progress look and feel like in Madeley Valley? (start with Tree and working backwards)

| Key question - Where we are at NOW | Seedling | Sprout | Young Tree | Full Tree |
|--|---|-------------------------------|--|--|
| <p>Priority Area: HOW MIGHT EXISTING TENSIONS BETWEEN LOCAL ABORIGINAL COMMUNITY MEMBERS + ORGS + OTHER ORGS BE HELD + PROCESSED TO ENABLE NEW WAYS OF WORKING TOGETHER?</p> | <p>Communication - Sit down Communicating key messaging</p> | <p>All ACCOs at the table</p> | <p>Agreed community decision making</p> | <p>Shared Vision & Shared Responsibilities across the Spectrum of health: Education & Family wellbeing</p> |
| | <p>Convening & seeking community feedback</p> | <p>Identify common ground</p> | <p>Clear Accountability mechanisms</p> | |
| | | | <p>Buy in from community government & services</p> | |

Priority Action Area: EXISTING TENSIONS

Contributions that are going to be needed in the next 12 months to shift from preparing the soil to the seed of change sprouting?

- * Acknowledgement of historical "cultural tension" w/ in th community
- * Difficult conversations in safe spaces
 1. Own organisation
 2. Broader community
- * ~~Encourage shared vision~~ Encourage shared vision into All ACCO's philosophy / Business / Strategic, etc

| Priority Area | Now | 1 year | 2-5 year | Long Term |
|--|--|---|---|--|
| Approaching Racism in key critical areas such as Policing and Education and with community members who want to engage but don't feel its impact | Indigenous/Non Indigenous Data Sharing – Eg. School attendance, suspensions | Open Discussion of failing and failures | Joined up approach of systems – re data analysis | Staffing Ratios reflect population Indigenous/ Non Indigenous and across broader levels within those systems: eg Police Commander, Hospital, KSC, Councillors, SES |
| | Planning Truth Telling and Cultural Training | | Cultural Immersion Training/ Truth telling across: Sports clubs; Police; Hospitals/ Health; SES; KSC/ Councillors, schools. | |
| |  | | | Police with After hours support systems & services that are non Police – eg. Elders, Rangers, Night safety patrol, PCYC youth night |
| | | | Funding Safe transport – eg Youth to home/ safe place | |
| Supports required in next 12 months | Identifying Data and finding legal/ formal ways to share eg. Attendance/ suspension arrest/ diversion | | | |
| | Planning for the delivery of cultural training to include truth telling (& identify priority participants) | | | |

| Priority Area | Starting Now | 1 year | 2-5 year | Long Term |
|--|---|--------------------------|--|---|
| Holding and Processing of Existing Tensions between local Aboriginal Community members and Organisations, as well as other organisations, to enable new ways of working together | Communication Strategy – communicating key messaging | All ACCO's at the table | Agreed community decision making | Shared vision and shared responsibilities across the spectrum of health, education and family wellbeing |
| | Convening and seeking community feedback | Identified common ground | Clear accountability mechanisms | |
| | | | Buy in from Community, Government and Services | |
| Supports required in next 12 months | Acknowledgement of historical “cultural tension” /c in the community | | | |
| | Difficult conversations in safe spaces | | | |
| | <ol style="list-style-type: none"> 1. Own organisation 2. Broader community | | | |
| Encourage shared vision into all ACCO's – philosophy/ business/ strategic etc. | | | | |



| Priority Area | Now | 1 year | 2-5 year | Long Term |
|---|---|----------------------------|----------------------------|--|
| Holding competing tensions between urgency for change and the time it takes to learn differently together | Mapping Stakeholders and identifying departments that influence or have impact | Service and asset mapping | Milestones are co-designed | Relationships are mutually beneficial |
| | | Recognising what's working | Trust is built | There is understanding of systems and knowledge locally |
| | | | Long term commitments made | Long term flexible and responsive funding |
| | | | | Milestones/ strategy is identified and adopted with no time restrictions attached. |
| Supports required in next 12 months | Agency honesty/ commitment to transparency | | | |
| | Flexible funding pool | | | |
| | Listening | | | |
| | Outcomes not outputs | | | |
| | Rules of Engagement: Principles/ Agreement for working together in Macleay Valley; how to tailor our responsiveness to this community | | | |



Action & support plan by focus area: Racism

| Priority Area | Action | Learning & Support | Who/what | Timeframe |
|--|--|---|---|-------------|
| Approaching Racism in key critical areas such as Policing and Education and with community members who want to engage but don't feel its impact | Indigenous/Non-Indigenous Data Sharing – Identifying Data and finding legal/ formal ways to share eg. Attendance/ suspension/ arrest/ diversion Research existing information that is out there from local and other communities. | Police – reach out to Vince Nicholls Education – Emma Jeffreys Other SPSP sites – to discuss structures set up for data sharing. Legal Aid NSW – re racial profiling in Kempsey. | Cross Sector Executive Jo (through Backbone leads) | 6 months |
| | Lay groundwork to be able to have more Open Discussions of failing and failures *note check what that meant | Consider facilitation support to hold discussions. Research different options available for the safe-enough holding structures *strengths-based | Backbone | 0-12 months |
| | Planning Cultural Immersion Training/ Truth telling across: Sports clubs; Police; Hospitals/ Health; SES; KSC/ Councillors, schools. | Find out what's out there now and what's has been previously for Macleay Valley – compile in one place, to see if can link, build off, consolidate and specialise an ongoing training (rather than one-offs). | Community Connector Role, with CRT, CSE (potential action group?) | 0-12 months |

Action & support plan by focus area: Relationships

| Priority Area | Action | Learning & Supports | Who/ what | Timeframe |
|---|---|--|---------------------------------------|-----------|
| Holding and Processing of Existing Tensions between local Aboriginal Community members and Organisations, as well as other organisations, to enable new ways of working together | Communication Strategy – communicating key messaging | Meet with ACCO Exec teams and find out what people need re communications. | LtM Communications Officer; CRT & CSE | 3 months |
| | Convening and seeking community feedback (via Roadshow) | Roadshow – buy in from all CSE & CRT members and orgs to encourage community to attend | LtM Community Connectors; CRT & CSE | 6 months |
| | Work towards All ACCO's at the table | Meet with boards of ACCOs & Exec teams and find out what people need | Backbone; CRT & CSE | 12 months |
| | Acknowledgement of historical “cultural tension” in the community; telling story of different People from different countries etc | Dunghutti Elders Council with Mediation support; trauma support; facilitation support | Backbone | 12 months |
| | Holding/ having difficult conversations in safe spaces 1. Own organisation 2. Broader community | Build readiness - Investigate possibility of Deep Collaboration offerings – Collaboration for Impact | CRT & CSE; Backbone | 12 months |
| | Encourage shared vision into ACCO's – philosophy/ business/ strategic etc. | Education around LtM Community Strategy | Backbone team | 12 months |

Action & support plan by focus area: Right Timing

| Priority Area | Action | Learning & Support | Who/ What | Timeframe |
|--|--|--|---------------------------|-----------|
| Holding competing tensions between urgency for change and the time it takes to learn differently together | Mapping Stakeholders and identifying departments that influence or have impact | Going through a process together – use tools on www.platformc.org https://inspiringcommunities.org.nz/ic_resource/stakeholder-mapping/ | CSE & CRT | 6 months |
| | Rules of Engagement: Principles/ Agreement for working together in Macleay Valley; Collaboration Agreement. Develop draft for discussion | Speak with other SPSP sites re how to tailor our responsiveness to this community. | CRT & CSE | 6 months |
| | Service and asset mapping – reach out to govt agencies to see what has been done before undertaking in groups. | Kempsey Shire Council? Regional NSW? ABCD – training & tools Disaster & Resilience Networks? https://boifiles.s3-ap-southeast-2.amazonaws.com/2020/Asset+Mapping+A+Guide%5B14734%5D.pdf | CRT & CSE | 9 months |
| | Focus on outcomes not outputs – Inc recognising what’s working; Data interpreting; community strategy; | How to read data – Build into UMEL plan Data interpretation/ Most Significant Change: Clear Horizon/ TACSI Restacking the Odds? | CRT & Backbone | 9 months |
| | Flexible funding pool | Investigate Models of flexible funding pools Philanthropic partners | CSE/ Other supports group | 12 months |
| | Agency honesty/ commitment to transparency | Build into UMEL plan – include in principles of Engagement | Backbone | 12 months |

12 month Action Timeline

| Actions | Timeframe | | | | Who |
|---|-------------|-----------|-----------|-----------|----------------------------------|
| | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | |
| Communication Strategy – communicating key messaging | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Communications Officer; CRT/ CSE |
| Data Sharing – Identifying Data and finding legal/ formal ways to share | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CSE |
| Mapping Stakeholders and identifying departments that influence & impact | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CSE & CRT |
| Convening and seeking community feedback (via Roadshow) | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Community Connectors |
| Rules of Engagement: Draft Principles/ Agreement for working together in MV | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CRT |
| Service and asset mapping | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CRT & CSE |
| Outcomes not outputs: what’s working; data interpreting; community strategy | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Backbone & CRT |
| Research Holding structures for open Discussions of failing and failures | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Backbone |
| Research Existing Cultural Immersion Training Practices in MV | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Community Connectors/ CRT |
| Acknowledgement of historical “cultural tension” in the community | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Dunghutti Elders w Support |
| Holding/ having difficult conversations in safe spaces | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CRT; CSE; Backbone |
| Work towards all ACCOs at the table | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Backbone; CRT |
| Encourage shared vision into ACCO’s – philosophy/ business/ strategic etc. | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Backbone; CRT |
| Investigate Models of flexible funding pools | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | CSE/ Other supports |

Groups for LtM

Participants self-organised into groups and identified a range of commitments and next steps to progress the work of the Learning the Macleay Initiative, recognising that groups will continue to develop over time.






Where do you fit in this 12 month story of change?

Self-organising CRT CSE Other supports Backbone Team
Looking over the Priority areas for 12 months and what's needed...

CSE →

- As a group, what can you contribute towards in this initiative?
- Can you identify any quick wins?
- What are your next steps as a group?
- What are some examples of individual commitments you could make from your roles?

Group Commitments & Next Steps

| | Community Reference Table  | Cross Sector Executive  | Other Supports Group  |
|------------------------------------|---|--|---|
| Group Contributions | <p>Keeping momentum</p> <p>Holding to account</p> <p>Advocating for LtM in community and up through the channels</p> | <p>Clarified Role: Independent senior governance that can:</p> <p>Advocate, highlight, influence, broker, connect and partner</p> <p>elevate, agitate, escalate issues around barriers</p> <p>Inform and report back to CRT and backbone</p> | <p>Community Connections and understanding of issues</p> <p>Representation/ Advocacy from Federal, State and Local Government “Government Champions”</p> <p>Experience in resourcing and governance of community-led systems change</p> |
| Quick wins to work towards? | <p>Have an active cross sector exec</p> <p>2 community connectors on board</p> | <p>CRT co-designs the ToR & membership</p> <p>Forming as a group, finalising ToR; communications; purpose – the why?</p> <p>Finding a minister to champion LtM</p> | <p>Enrolment to vote/ Voice Referendum workshops</p> <p>Birth Certificates/ ID support towards Education, medical needs, drivers licence</p> <p>Improve Effectiveness - PCYC - safety patrols; police supervision</p> |
| Individual contributions | <p>Disseminate information</p> <p>Get LtM and the work we do recognised by our individual organisations and get them to commit</p> | | <p>Organise a venue/ time table for Voices workshop</p> <p>Dusseldorp to contact CEO of the PCYC to discuss safety patrols</p> <p>Organise volunteers to support NAIDOC elders – ie. Parking attendant</p> |
| Next Steps | <p>Get LtM MOU established for CRT members from their various org management (write develop MOU) including approved leave etc (not using annual leave to be a part of CRT).</p> <p>Develop Community Strategy & Action plan</p> | <p>Exchange contact details</p> <p>Set up Microsoft Teams Group</p> <p>Clarify Role of CSE</p> <p>Identify membership gaps and roles</p> | <p>Share contacts</p> <p>Consider – how to grow our group?</p> <p>Offer support to Jo</p> |

Overall Next Steps

- ☛ Learning Circle Report drafted and sent out to parties for feedback (Including 12 month Action and Support Plan for approval)
- ☛ Convening of groups for ongoing work as outlined in the plan
- ☛ Work towards a LtM Collaboration Agreement for all parties to sign



In Closing..

Some words that summed up what participants were taking away from the day:

Hopeful

Inspired

Learning

Energised

Ready

Curious

Collaboration