Belconnen – A Village for Every Child

Belconnen Child and Family Community Profile workshops

Workshops report

September 2022

Introduction

The Village for Every Child (Village) and their partners ran a series of workshops with various stakeholders to better understand what is important for children's wellbeing in the Belconnen area and contribute to the development of a Belconnen Child and Family Community Profile.

Five workshops were conducted between June and August 2022.

The workshops invited participants to reflect on child and family wellbeing using the model of 'The Nest', developed by ARACY, and ask them to identify what they feel is important in each domain of The Nest, what is working well and what we might want to better understand/ track over time. In each workshop, participants shared what child wellbeing looks like for them, and then prioritise which aspects they think would be most important to child and family wellbeing. The workshops were also designed to encourage connections between participants and start/ continue their engagement with the broader Village for Every Child program.

This summary report presents collated and synthesised participant-generated data that was gathered during the five workshops.

It is intended that findings in this report are reviewed by Village and their partners in order to inform a series of Community 'Roadshows'. These will share the key findings from these workshops in order to invite further conversation and verification/ validation from a wider range of community members and key stakeholders.

Workshop process

Village for Every Child held three stakeholder workshops and two community workshops to identify what different groups felt was important to child and family wellbeing in the Belconnen area.

Workshop	Participants	Date
#1 – Stakeholder workshop	Village Partners	20 June 2022
#2 – Stakeholder workshop	Representatives of relevant stakeholder organisations working in Belconnen	28 July 2022
#3 – Stakeholder workshop	Representatives of relevant stakeholder organisations working in Belconnen	1 August 2022
#4 – Community workshop	Parents of children in Belconnen area	22 August 2022
#5 – Community workshop	Parents of children in Belconnen area	27 August 2022

Participants

A total of 50 participants attended the five workshops:

#1 – Stakeholder workshop

11 participants from Education Directorate, Uniting Care Kippax, The Smith Family, ARACY, Community Services Directorate, ACT Libraries, ACT Health

#2 – Stakeholder workshop

15 participants from Uniting Care Kippax, Companion house, Woden Community Service, CRCS, Nutrition Australia, Community services #1, Affinity education group, Sage Childcare, The Smith Family, Ginninderry, Community Services Directorate, Carers ACT, Education Directorate

#3 – Stakeholder workshop

11 participants from Uniting Care Kippax, YWCA, Woden Community Service, Education Directorate, The Smith Family, Policy ACT Gov, Nurture One, Community Services Directorate

#4 – Community workshop

12 community residents (mothers) residing in Belconnen and Gungahlin (1)

#5 – Community workshop

1 community resident (mother) residing in Belconnen

Workshop activities

The three stakeholder workshops followed the same format, while the workshop activities for the community members were adapted for the groups that came. A copy of the workshop plans can be found in Appendix 1 and 2 of this report.

Stakeholder workshops

These workshops all started with a presentation from Village about the purpose of the initiative, and of this workshop to inform the Community Profile. Diana Harris from ARACY then presented an introduction to the ARACY Nest and Wellbeing Domains as the foundations for participant conversations about child and family wellbeing in Belconnen. In small groups, workshop participants then worked on 2 Wellbeing domains each (Healthy; Learning; Valued, loved and safe; Material basics; Participation; Positive sense of identity and culture) each to discuss what children and families needed to thrive.

These ideas were shared with the larger group (via flip charts) and each participant then voted for the top 3 ideas in each domain that they thought would have the greatest impact, and another 3 they felt were most relevant to the work their organisation does. The collated results of these activities can be found in the 'Findings – Stakeholders' section below, while images of the raw data can be found below.

Community workshops

The first community workshop included a short introduction to Village and the Community Profile, as well as a presentation from Diana Harris on the ARACY Wellbeing Domains, sharing some examples that had been generated in the stakeholder workshops. As part of the intention of these workshops was to foster community relationships, the participants then spent some time in pairs sharing some personal experiences of parenting and wellbeing. Then in small groups, they each focused on a character (pregnant mother, infant, pre-schooler and co-parent) to describe what wellbeing would look like for them, thinking about the ARACY Wellbeing Domains and their own experiences. Rather than directly prioritising which aspects of wellbeing they felt were most important, we chose to assume that whatever they had written were their priorities.

Due to limited numbers in the second community workshop, it was conducted as a conversation with the mother who came, covering topics such as her experience during pregnancy and birth, and how she has found early parenting.

The ideas shared in the community workshop and discussion were compiled and categorised into themes, with ideas being counted and quantified across the groups and themes. The summary of ideas can be found in 'Findings – Community workshops'.

Workshop influences on findings

The workshops were deliberately designed to be run differently to suit the participants who attended; however, the change in format may have influenced the way issues were discussed and prioritised between the stakeholder groups and community members. For example, while groups were reminded to think about the mother and whole family's wellbeing in the stakeholder workshops, most of the emphasis was on the experience of the child. In the community workshops, more emphasis was placed on the experience of parents (pregnant mother and co-parents) so issues and priorities that came out of these workshops was more directed at these groups.

Key findings - compiled

In compiling ideas across themes from all workshops, the top priorities that emerged in each Wellbeing Domain were:

Family relationships, including caring, nurturing and secure attachments, as well as responsive caregivers and positive role models were seen to be both most important for children's wellbeing as well as highly relevant for stakeholders who attended. If combined with the sub-theme of **quality time with family**, this becomes a high priority across both stakeholders and community members.

Support for mothers, from their partners and other family and friends were mentioned frequently in the community workshops as critical for child and family wellbeing. This extended to getting quality, non-judgemental **support from services** as well.

Safe, secure, stable housing was prioritised highly by stakeholder groups as a necessary aspect of wellbeing, along with **financial stability** and access to regular income. In discussions, these were seen as prerequisites for providing other material basics for children. Both groups highlighted the need for **safe environments** in the community for children and families.

Parent knowledge, understanding and involvement in their children's learning were highlighted across all groups as being essential. This, plus **access to learning resources** were shared by parents as more important than participating in formal learning environments such as ECECs, whereas stakeholders mentioned access to and appropriateness of ECECs as also important for child wellbeing.

All groups shared the importance of **access to a range of health services,** including availability and affordability of services for child and family. Parents highlighted the need for good **maternal health care** as critical, including continuity of care and home visits. Access to and ability to prepare **nutritious food** were seen by stakeholders as priorities for child and maternal health.

Community valuing and recognition of culture and identity were seen to be important across all groups, which included community cultural events, visibility of different cultures and participating in cultural and ethnic group activities. Parents also valued **culture and identity at home**, including speaking own language, cooking food and learning about both cultures. For stakeholders, **culturally safe and appropriate services** were seen as most important and relevant for child wellbeing. This included services that felt safe for people to attend and which promoted positive senses of identity with those who used them.

Children's participation in the home, including in household activities as well as family gatherings and recreation was seen by parents as most important. This was followed by the importance of **parent peer connections**, which included more options for parents to connect with others at different stages of their parenting journey. For stakeholders, priority was placed more of **children's participation in play-based learning and playgroups**, as well as general **awareness of services** that were available and relevant to them. Stakeholders also highlighted the importance of children and families having stronger **community connections in their neighbourhood**.

The top two priorities within each Wellbeing Domain for each group can be found below. Stakeholder results are also presented in regards to the highest number of votes for what would have greatest impact on child wellbeing, as well as what was most relevant for the organisations that were participating.

Top priorities in each Wellbeing Domain

STAKEHOLDER WORKSHOPS				COMMUNITY WORKSHOPS	
MOST IMPACTFUL	# votes	MOST RELEVANT (TO ORGANISATION'S CURRENT WORK/ ROLE)	# votes	MOST MENTIONED	# mentions
Valued, loved and safe					
Family relationships	40	Family relationships	19	Family and friend support	9
Safety and support to belong and be accepted	21	Safety and support to belong and be accepted	11	Non-judgemental support from services	9
Material basics					
Housing - safe, secure	23	Environment - safe play spaces	12	General basics met	2
Financial stability	18	Housing - safe, secure	10	Environment - safe play spaces	2
Learning					
Parent knowledge and understanding - child learning	19	Parent knowledge and understanding - child development	28	Learning with parents	4
Parent knowledge and understanding - child development	16	Access to learning resources	15	Participation in learning	4
Healthy					
Access to services - general health	24	Access to services - general health	18	Access to services - general health	9
Nutritious food	21	Nutritious food	13	Access to services - maternal health	9
Positive sense of identity and culture					
Culture and identity valued – community	24	Appropriate services - culturally safe	26	Culture and identity valued – community	4
Appropriate services - culturally safe	13	Culture and identity valued – community	13	Culture and identity valued – home	4
Participation					
Child participation in play-based learning	22	Awareness of services – general	21	Child participation in the home	13
Community connections – neighbourhood connections	17	Child participation in playgroups	19	Parent peer connections	12

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Key findings – Wellbeing Domains for each group

Below are more detailed findings from the Stakeholder workshops and Community workshops, compiled by theme and aligned with the ARACY Wellbeing Domains.

The themes were formed by grouping similar ideas that were shared across the workshops. In the Findings for Stakeholder workshops, the # entries column represents the number of statements that related to that theme. The # votes for most impact and most relevant are the total votes that were given to all entries in that theme. In the Findings for Community workshops, the # entries represent how many times an idea related to that theme was shared across the small groups.
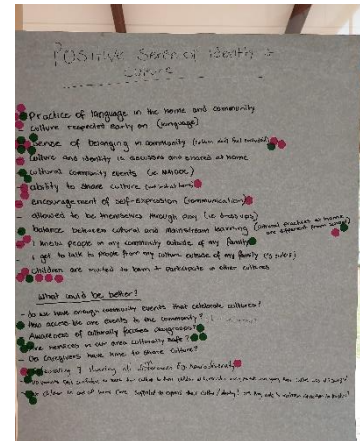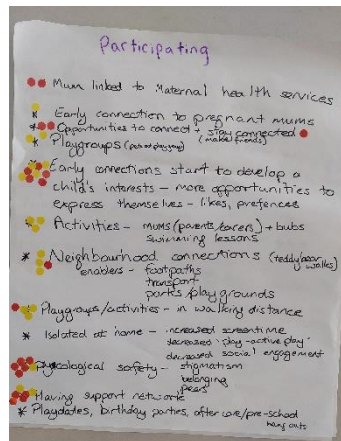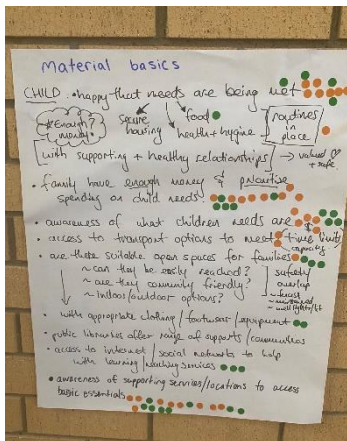
Examples of Wellbeing Domain lists from Stakeholder Workshops

Examples of voting for what is most important for child wellbeing and what is most relevant to organisations
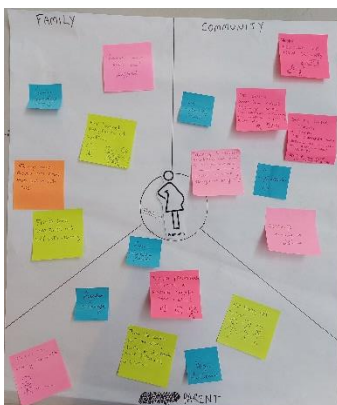
Examples of Wellbeing lists from Community Workshops

Valued, loved and safe

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
FAMILY RELATIONSHIPS Loving relationships, caring, nurturing, secure attachments, responsive caregivers, trust, role models and support structures	12	40	19	59
QUALITY TIME WITH FAMILY Time together for connection and bonding, regular contact with extended family, quality time of primary care giver with child	5	9	5	14
QUALITY TIME WITH FAMILY – ROUTINE Routine, predictability	2	0	0	0
SAFETY AND SUPPORT TO BELONG AND BE ACCEPTED Psychological safety, sense of belonging, non-judgemental unconditional relationships	4	21	11	32
DIVERSITY CELEBRATED Diversity and difference is embraced and celebrated	2	4	2	6
VIOLENCE-FREE Child away from violence, safety in pregnancy free from domestic violence	2	5	5	10
PHYSICAL SAFETY FOR CHILDREN Policies and regulations, car safety	1	1	1	2
SAFE ENVIRONMENT IN PREGNANCY Safe in own environment during pregnancy, smokefree workplace, work security	1	0	0	0
PARENT/ CARER RISK AWARENESS Carers/ parent understanding of risk and assessing risk	2	0	0	0

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Material basics

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
HOUSING - SAFE, SECURE Stable, safe housing near support systems, warmth and cooling	5	23	10	33
HOUSING – AFFORDABLE Social, affordable housing options, appropriate location	3	0	0	0
FINANCIAL STABILITY Stable income to pay for family needs, access to leave, prioritise spending on child	5	18	7	25
PARENT EMPLOYMENT AND EDUCATION Educational and employment opportunities	1	0	0	0
ENVIRONMENT - SAFE PLAY SPACES Well maintained, clean and safe parks and community spaces, easily accessed by families	8	14	12	26
ENVIRONMENT - INDOOR AND OUTDOOR SPACES Healthy indoor and outdoor environments, streets and public spaces	2	7	5	12
ENVIRONMENT Clean air, safe water, climate change	2	3	0	3
CHILD NEEDS MET Child happy that needs are met when they need them	2	10	7	17
CLOTHING Quality, appropriate clothing, footwear and equipment for children	3	1	2	3
TRANSPORT Accessible transport to meet needs	4	3	2	5
COMMUNICATIONS Internet and technology access	3	1	6	7

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Learning

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
PARENT KNOWLEDGE AND UNDERSTANDING - CHILD DEVELOPMENT Parents know about child development and what they need which informs parenting	5	16	28	44
PARENT KNOWLEDGE AND UNDERSTANDING - CHILD LEARNING Learning is valued in the home, parents are literate and engage in children's learning	5	19	13	32
PARENT KNOWLEDGE AND UNDERSTANDING - ACCESS TO INFO Have access to information, learn from other parents and family, have support to navigate learning for their child	5	12	12	24
ACCESS TO LEARNING RESOURCES Children have age-appropriate books and toys and resources in their home, can readily access what they need	7	13	15	28
ACCESS TO SERVICES - ECEC Access to affordable ECEC services, choice and quality	3	5	14	19
APPROPRIATE SERVICES – ECEC Educators are equipped and resourced to support children, children feel safe and connected, parents have good relationships with ECECs	6	6	10	16
PARTICIPATION IN LEARNING Regular attendance at learning environments	1	2	7	9
ACCESS TO SERVICES – LIBRARY Libraries are accessible, offer a range of supports	2	1	2	3

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Healthy

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
ACCESS TO SERVICES - GENERAL HEALTH Access to affordable services, availability of health professionals, general health services for child and family	5	24	18	42
ACCESS TO SERVICES - CHILD HEALTH Immunisations, MACH nurses, early intervention	3	2	4	6
ACCESS TO SERVICES - MATERNAL HEALTH Ante-natal care, appropriate, accessible maternal health services	4	2	1	3
NUTRITIOUS FOOD Access to enough health food and water, knowledge and appropriate tools, food stability	6	21	13	34
PHYSICAL HEALTH AND ACTIVITY Opportunities for appropriate physical activity, places to access	4	11	8	19
DEVELOPMENTAL GROWTH MILESTONES Reaching growth milestones, understanding of appropriate development	2	2	7	9
MENTAL HEALTH OF PARENTS Parental wellbeing and mental health, access to care, ability to parent effectively	3	11	10	21
CHILD MENTAL HEALTH Emotional and mental supports and role models, safe spaces to practice emotions	4	8	7	15
PARENT KNOWLEDGE AND UNDERSTANDING - HEALTH LITERACY Access to pregnancy, parenting and child health information	3	4	8	12

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Positive sense of identity and culture

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
APPROPRIATE SERVICES - CULTURALLY SAFE Services are culturally safe and informed, promote positive sense of identity, people feel safe accessing services	4	13	26	39
CULTURE AND IDENTITY VALUED – COMMUNITY Visibility of different cultures in community, community cultural events, ability to share in other cultures	8	24	13	37
CULTURE AND IDENTITY VALUED General valuing of culture, ability to share culture, valuing culture in birthing and parenting (eg Birthing on Country)	3	12	13	25
CULTURE AND IDENTITY VALUED – HOME Sharing of culture at home, opportunities to explore and culture and identity (including language)	5	6	4	10
CULTURE AND IDENTITY VALUED – INFORMATION Children have access to information about their own and others' cultures	3	3	4	7
SAFETY AND SUPPORT TO EXPLORE IDENTITY Recognising interests and abilities early on, able to explore and express gender identity	5	10	6	16

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Participation

Theme and description	# entries	# votes for most impact	#votes for most relevant	Total # votes
COMMUNITY CONNECTIONS – NEIGHBOURHOOD CONNECTIONS Children feel connected to their communities and neighbours, individually and as a family	6	17	18	35
COMMUNITY CONNECTIONS – NETWORKS Children have a range of appropriate support networks outside the family	5	14	9	23
COMMUNITY CONNECTIONS – EVENTS Children and families participate in local community events	5	5	16	21
CHILD PARTICIPATION IN PLAY-BASED LEARNING Opportunities to engage in open-ended play	3	22	9	31
CHILD PARTICIPATION IN PLAYGROUPS Accessible, supported playgroups for children and their families	6	12	19	31
CHILD PARTICIPATION IN ACTIVITIES Access to age-appropriate activities for children	6	10	14	24
CHILD PARTICIPATION - CONNECTION WITH OTHER CHILDREN Opportunities to connect with other children	3	9	12	21
CHILD PARTICIPATION IN THE HOME – CONTRIBUTING Children are contributing to family routines and activities	3	8	3	11
CHILD PARTICIPATION IN THE HOME - LISTENED TO Children have input into family decisions are heard by their families	3	7	1	8
CHILD PARTICIPATION – CHOICE Children participate in activities they choose	2	2	0	2
AWARENESS OF SERVICES – GENERAL Knowledge and awareness of what services are available and how to find them	3	14	21	35
ACCESS TO SERVICES – GENERAL Accessibility of services	3	8	9	17
PARENT PEER CONNECTIONS Social, peer support networks for parents throughout birth and parenting	8	13	7	20
PARENT PEER CONNECTIONS - PREGNANT MUMS Specific peer network support for pregnant mothers	2	2	3	5

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Valued, loved and safe

Theme and description	# mentions
FAMILY RELATIONSHIPS Family connections and positive role models	2
QUALITY TIME WITH FAMILY Both parents spend time with child, parents have adequate paid leave and flexibility, parents prioritise time with child	7
QUALITY TIME WITH FAMILY – ROUTINE Setting appropriate boundaries	1
MOTHER SUPPORTED BY PARTNER Mother feels loved and supported to care for the baby, partner is caring and helpful at home	5
FAMILY AND FRIEND SUPPORT Parents well supported by family and friends who help with the child and around the house to 'share the load'	9
SUPPORTED MOTHERS Mothers supported during transition into and through motherhood	3
NON-JUDGEMENTAL SUPPORT FROM SERVICES Parents are listened to, given non-judgemental information and advice, given choice and agency in decision-making, ensure they have a good experience in the system	9
CONFIDENT PARENTS Parents feel confident in their ability and understanding to care for baby and child, not comparing with others or worrying about being 'perfect'	4
SUPPORTIVE WORKPLACES Workplaces supportive of parents during pregnancy and giving long maternity leave	2
SAFTEY AND STABILITY - GENERAL Child feels safe and has a stable home	2
SAFE ENVIRONMENT AT SCHOOL Longer pre-school hours and safe environment at pre-school, especially for children who need a(nother) safe environment outside their home	3

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Material basics

Theme and description	# entries
GENERAL BASICS MET Children have material basics of food, clothing, school supplies etc met	2
ENVIRONMENT - SAFE PLAY SPACES Safe playground and neighbourhood to walk and play in	2
TRANSPORT Transport easy to access with young children	1

Learning

Theme and description	# entries
PARENT KNOWLEDGE AND UNDERSTANDING - ACCESS TO INFO Parents learning what they can do with their children from libraries, other parents and online	3
LEARNING WITH PARENTS Children learning from parents, reading books, parents engaged in learning	4
ACCESS TO LEARNING RESOURCES Children have toys, books, and other materials to play with	3
APPROPRIATE SERVICES – PRE-SCHOOL Children have access to schools that suit their needs and get support from teachers	2
PARTICIPATION IN LEARNING Children are learning new active skills such as climbing, walking, bike riding and swimming to develop gross motor skills	4
ACCESS TO SERVICES – LIBRARY Children go to libraries, take part in Storytime	2

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Healthy

Theme and description	# entries
ACCESS TO SERVICES - GENERAL HEALTH Access to affordable services, availability of health professionals, general health services and allied health for child and family, regular check-ups, empathetic GP, more preventative health	9
ACCESS TO SERVICES - CHILD HEALTH Free supports for babies, health checks in pre-school	2
ACCESS TO SERVICES - MATERNAL HEALTH Continuity of care from midwives and MACH nurses, longer stay in hospital to get early support, home visits, doctor monitoring during pregnancy	9
APPROPRIATE HEALTH SERVICES Health services need to be more flexible and give options, understanding of different perspectives and those outside the "norm"	4
NUTRITIOUS FOOD Pregnant mothers and children eating healthy food, getting appropriate vitamins, eating variety of foods	3
PHYSICAL HEALTH AND ACTIVITY - PARENTS Going for walks, exercising, parents engaging in yoga and relaxation activities	4
PHYSICAL HEALTH AND ACTIVITY – PARENTS Children involved in physical activities, sports and non-sporting activities as well as time to relax	4
MENTAL HEALTH OF PARENTS Parents get support when needed, acknowledge possible trauma from birth experience	2

Positive sense of identity and culture

Theme and description	# entries
CULTURE AND IDENTITY VALUED – COMMUNITY Attending cultural events, participating in ethnic group activities and friendships	4
CULTURE AND IDENTITY VALUED – HOME Learning about both cultures, connection to culture, speak own language, cook own food at home	4

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Participation

Theme and description	# entries
COMMUNITY CONNECTIONS – NEIGHBOURHOOD CONNECTIONS Children go to church with family	1
CHILD PARTICIPATION IN PLAYGROUPS Participate in local playgroups or activity groups, check child's development, share information	3
CHILD PARTICIPATION - CONNECTION WITH OTHER CHILDREN Learning how to interact with other children (social skills), friendships outside daycare or pre-school	3
CHILD PARTICIPATION IN THE HOME Participate in daily household activities such as cooking, reading, playing with siblings and cousins, family gatherings, holidays and recreational activities to build positive emotional wellbeing for child	13
AWARENESS OF SERVICES – GENERAL Parents know what's around when they need it, not overwhelmed with information, supported to navigate the system, centralised person/ program that connects pregnancy, birth and parenting	8
ACCESS TO SERVICES – GENERAL Access to affordable services, easy to access and flexible	2
ACCESS TO SERVICES – CHOICE Need greater autonomy and choice for support options, should have option to seek support because it's wanted (not only if needed), knowing what options parents face at different stages pre-conception through to parenting	3
PARENT PEER CONNECTIONS Crucial peer to peer support, parents' groups for different ages and stages in local area, easy to access (automatically booked), appropriate and tailored for different groups (language, culture, age etc), different ways for parents to connect (eg playgrounds)	12
PARENT PEER CONNECTIONS - PREGNANT MUMS Specific peer network support for pregnant mothers	1
PARENT PEER CONNECTIONS – CHALLENGES Current groups can be Anglo-centric and suited for higher socio-economic demographic, can be difficult for many mums to connect (need to be proactive, not inclusive of different cultures, hard to connect digitally)	6

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Possible use of workshop findings

The findings from these workshops are intended to be shared with a wider group of community members and stakeholders during a series of community 'Roadshow' events. The format of these roadshows is yet to be decided and will be for the Village Better Data Working Group to design these feedback sessions.

One option that emerged during the implementation of these workshops was the idea of sharing wellbeing priorities on a timeline/ journey that represented the experiences of children and family from conception through to when the child is five years old. This could combine expressed priorities overall (as shared in the data in this report) and contextualise it for each life stage.

For example, starting with Pregnancy, wellbeing could be illustrated by good support from family and friends in preparation for the birth, the mother receiving appropriate antenatal health care, eating healthy and nutritious food and being physically active, participating in groups for expecting parents, learning about their baby's development and having the financial means to provide for their child and take parental leave.

The same process could be followed for each life stage (infant, toddler, pre-schooler) and include what the child, family, community and service providers would be doing to promote wellbeing at that time. There may be some themes that remain consistent throughout, such as valuing culture and identity, but many themes could be contextualised and made more specific to the life stage and/or person involved. It would need to be discussed and decided if the relative importance placed on each of the themes highlighted in this report was also presented in the roadshow (for example, the themes might be represented by different sized circles depending on the relative importance they were given in the workshops).

Alternatively, the findings from the workshops could be presented using the ARACY Wellbeing Domains and Circle, sharing the priorities in this report and including some specific examples for each ring in the circle (individual, family, community, society).

Conclusion

The five workshops conducted by Village for Every Child provided an opportunity for relevant stakeholders and community members to share their views about what is most important for child and family wellbeing in Belconnen. They provide some important data to share back with other stakeholders and community members to initiate further conversations, gather more stories, clarify or expand on themes and ideally, inspire action. Rather than being an exhaustive research process, these workshops represent the beginning of a process of gathering individuals and organisations to collectively create change for children and their families in the Belconnen area.

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Appendix 1 – Stakeholder Workshop agenda

Welcome, Acknowledgement, introductions, context setting	**10.00am**
Acknowledgement of country *Welcome and Introduction to Village* *Introduction to Community Profile concept* *Objectives of workshop & run through agenda* *Housekeeping – loos, photos, tea/coffee/ evacuation plan*	*(15 min)*
Introduction to ARACY Nest Domains	**10.15am**
Valued, Loved and Safe, Healthy, Participating, Positive Sense of identity and Culture, Learning, Material Basics	*(20 min)*
ARACY Domains – small group activity part 1	**10.35am**
3 or 6 groups (depending on numbers) *Each table has one or two domains specific to the Nest (depending on numbers)* *Sarah, Elena and Megan scribe or identify scribe if more than 3 tables* *Thinking about what makes the biggest difference to child wellbeing in these early years.* *Framing: Talk about when they consider these questions that they do so with their various hats on – parents, carers, family members, service providers.* *Participants discuss questions and record responses onto the flipchart:* 　1.　*Reflect on what a [domain name] child looks like (from pregnancy to 5 years) in Belconnen?* 　　●　*Discuss what it looks like when a child and their families in Belconnen are doing well in that domain?*	*(30 min)*
Morning tea	**11.05am**
Ask for volunteer to stand at their domain so they can explain it *During and after morning tea, in a pair with someone from another group who you don't know, walk around and read what others have said about the wellbeing domains.* *Add any additional ideas to the domains*	*10 min*
Reflection and Prioritising – whole group activity	**11.15am**
1.　*Using your* ORANGE *dot identify what you believe are the **top 3 areas of wellbeing** that have the **most impact** for children in the early years in Belconnen?* 　2.　*Using your* GREEN *dot identify what you believe are the **top 3 most important** pieces of **information that would be most helpful** for you in your work?*	*(10 min)*
Rank your top 3 for each using the two coloured dots	*(10 min)*
Discuss with whole group the findings from ranking	*(15 min)*
Wrap up/Where to from here/Next steps /Group feedback about next steps	**11.50am**
Next steps, time frame, re-engagement opportunities, supporting promotion of future workshops with their networks, ask participants to complete the feedback form	*10 minutes*

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Appendix 2 – Community Workshop agenda

Time		Title	Additional Info
10:00		Welcome, acknowledgement, introductions, context setting	Framing - what's most important, strengths-based lens
10:10		Icebreaker and introductions	Ask everyone to map an embodied map of Belconnen by standing where they live Everyone briefly introduces themselves
10:20		Introduction to ARACY domains	Brief description of each domain, referring to some examples that were shared in the first 3 workshops
10:30		Activity introduction and personal reflection	Outline activity process - 1-2-4 5 minute personal reflection time - of a time when they and their child/ren were thriving in the first 6 years (including pregnancy)
10:40		Paired storytelling	Each person shares their story with prompts: • When was a time when you and your child/ren were thriving and well, and/or you felt well supported? • In which domain/s were you thriving? What was happening in your and your child/ren's life at the time in each domain? • What helped you feel this way? People? Environment? Other supports? 7 minutes each to share then swap Listening partner can take some notes, especially what people were doing and what was helping to be and feel this way, what was important to people about this time
11:05		Small group story creation	Each group (of 2-3 pairs?) creates a simple story about what a person (eg pregnant mother, co-parent, baby, toddler, pre-schooler, family member etc) would be doing if they were well and thriving in Belconnen. Story could be laid out as a journey (stages, different aspects of their lives) and then they could add their individual ideas to the story
11:30		Story sharing	Each group shares their story with another group, this is recorded to capture more details
11:50		Wrap up and next steps	

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