

### Tania Liddle and Leonie Wetherall, Community First



Tania Liddle is a Southern Arrernte/Luritja and Gurindji woman born and raised in Alice Springs. She currently lives in Darwin, NT. She has three adult children, eight grandchildren and has been married for 29 years.

As a proud Aboriginal woman, Tania is passionate about supporting Aboriginal people and communities. She is a Senior Development Officer with Community First Development and works closely with communities to co-design and deliver strategies and projects based on community priorities. She builds a culturally appropriate

monitoring and evaluation approach into the process and adapts her approach to suit each unique setting.

Prior to this role, Tania worked in roles developing and implementing programs to support Aboriginal people to feel empowered and assert self-determination through community development projects and other initiatives. She presented to the Healing our Spirit Worldwide conference in 2021. Tania has over 30 years' experience working across the NT, in Indigenous employment, training, enterprise development, and community engagement.

### Holding the Self-Determined Space; Our Voices, Our Mob

Community First Development's Community Development Framework comes from 20 years of experiences, research, and First Nations community partnerships. Self-determination is the core of our theory of change and practice. Establishing two-way engagement is an inter-generational lived practice in First Nations' communities, it is the foundation of First Nations led community development.

Interconnected relationships, obligation to Country and all elements there are integral to our way of engaging. Relationships that are holistic, fluid, and nonlinear meet desired outcomes. Yarning and storying continue after outcomes are achieved, maintaining relationships with community and Country.

In a yarning circle workshop Belyuen community, a community partner, and Community Development Officers will unpack strengths-based community led practice, including challenges facing communities, through immersing participants in culturally strong First Nations knowing, being and doing, connecting with our Framework journey. Participants will be invited to actively engage, reflect, share knowledges, knowledge systems and ways of being as we engage with community development through First Nations knowledges and story.



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Leonie Wetherall is an Aboriginal woman whose family stem from the Kimberley region of Western Australia, the Yawuru people. Born and raised in Darwin, Leonie has 3 children and 2 grandsons to whom she loves and adores.

Prior to the role as community development officer, Leonie worked in many roles and organisations. Her main career path was spending 18 years in the Department of Education and during this time, Leonie found a passion in working with youth. In 2018, Leonie moved and worked in Victoria where she gained a Diploma of Community Services through her employment with the Victorian Aboriginal Child Care Agency (VACCA).

Leonie believes that making a commitment, building trust and self-empowering young people while understanding factors affecting their lives, will help in breaking down barriers and improve the outlook for their future.

Working with Community First Development has also fuelled another passion for Leonie and that is working with community and its people. Being part of the passion, dreams, and aspirations within communities and seeing this come to fruition with the projects we help support, is beyond having excitement for, it hits a level of deep pride within her that she thrives off.

**The East Arnhem Land Youth Model Team**  
**Arnhem Land Progress Aboriginal Corporation, Australia**

### **Gunga'yunga Djamarrkuliny**

The East Arnhem Land Youth Model, also aptly named Gunga'yunga Djamarrkuliny (Helping our Children), is a pilot research program that is facilitated by the Arnhem Land Progress Aboriginal Corporation (ALPA) and co-funded as part of a joint venture between The Northern Territory Government, the National Indigenous Australians Agency (NIAA) as well as ALPA.



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**The East Arnhem Land Youth Model Team is made up of various community leaders from the remote East Arnhem Land communities of Ramingining, Milingimbi, Gapuwiyak and Galiwin'ku.**

The team is supported by a number of ALPA staff who bring a wide range of experience working in family and youth engagement, community development, and years of working with and alongside the Yolŋu people of East Arnhem Land.

The model is also supported by the Federal Government's National Indigenous Australians Agency (NIAA) and the Northern Territory Government, whose representatives will form part of this yarning circle.



**Australian Government**  
**National Indigenous**  
**Australians Agency**

**Tim Burns, PJ Humphreys and Phil Simpson**  
**Sunshine Coast Council**

Local 'Leadership Groups' in Gapuwiyak, Galiwin'ku, Milingimbi and Ramingining are the core of this program. These groups of community leaders direct which projects and activities should be trialled in their communities to strengthen young people. The Leadership Groups manage a pool of funding to support the right activities, run in the right way aligning with a locally developed strategy.



**The "Edge" work of CD practice in Local Government**

CD practice is most potent when it is on the margins or the "edges" of systems or organisations. The intention is to help move the centre, but not be coopted by the centre. Therefore, when the



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PJ Humphreys, Phil Simpson and Tim Burns are part of the Community Development team at Sunshine Coast Council. They spend their working time considering how they can best support their local communities lead and participate in change that matters and elevating the voice the of residents in a way that could influence council business. Along the way they try to laugh a lot and enjoy eating with the rest of the CD team.

centre moves, CD practice looks for the new margin or “edge” (Dave Andrews, 2001:35).

At Sunshine Coast Council, the CD team seeks to find the edges where they can respond best. Currently, there is significant interest in the region in issues such as Domestic and Family Violence, Housing and Homelessness, Culturally and Linguistically Diverse communities, and Access and Inclusion.

The edge work is learning how to use the structures of council to divest power to people with lived experience and the slow work of enabling community led initiatives. The challenge is that the council is a powerful system, and shifting the centre and edges is hard. The Sunshine Coast Community Strategy 2019-2041 and CD Practice Framework help to ensure the practice is centred on community rather than council. Using reflective processes alongside the community encourages the practitioner to curiously explore the redefined edge.

**Dr Tina Lathouras, University of the Sunshine Coast**  
**Co-Researcher Zalia Powell**



Dr Tina Lathouras has had 30 years practice experience in the areas of community development, disability support and with peak bodies in Queensland, Australia. She is a senior lecturer in the Social Work program at the University of the Sunshine Coast; a board member of Community Praxis Cooperative, the Sunshine Coast Community Cooperative, and the coordinating group for the Community Development Queensland.

**Your Story – Our Story: Using Collective Narrative Practice and The Arts for Creative CD**

This interactive workshop will share the principles and processes of Collective Narrative Practice. This tried and tested approach enables transformative learning when people reauthor their story or struggle or challenge when narratives of resilience and sustenance are elicited. As a collective process, where questions are asked of individuals in a group setting, a powerful transformative outsider-witness response means listeners have been changed on account of hearing the stories in the group.



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The process involves the creation of a collective narrative document, which distills themes relevant to the whole cohort of participants and tells their collective story. This enables possibilities for creating social justice and social change when participants are invited to engage in further action together.

Drawing from community cultural development, recent research created a collective narrative 'document' using the arts. Community-based arts in collaborative processes touches hearts and minds. Music making and the visual arts, with an emphasis on the visual and aural satisfaction that creates something beautiful, can release renewed connection to, and a deeper understanding of, stories. The workshop will share preliminary research findings and showcase the use of a Crankie Theatre, a storytelling device incorporating visual art and song.

### Dr Tina Lathouras & Dr Peter Westoby



Team Bio: Dr Tina Lathouras and Dr Peter Westoby have a combined 60+ years of community development experience in Australia and overseas. As academics, they engage in research and community work practice working to weave the links back and forth between these spaces so that one informs the other. Through this

### Discovering and Deepening Our Practice for Social Change Through Popular Education

Have you ever wondered how to take an issue or a problem, to really hear what people are saying around the table, and then to gain collective agreement that enables movement to a plan of action?

This interactive workshop explores that is helpful for community development practice: the Spiral Model of Community Education.

Community development is a wisdom; it is a craft that is refined with time, not a toolbox of tricks and steps. BUT we can work with clear processes to help us to discover, articulate, deepen and further develop our own practice while supporting community





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dialogue they seek to promote better teaching, research and practice to respond to community issues.

praxis (action and reflection). We can then use processes such as this to open up some of the challenges facing us in the work.

This workshop will take participants through a process based on important principles of Popular Education. It will be helpful for those who wish to deepen their practice knowledge and skills for social change, and for those who may be used to taking more of a technical approach to community education in the role of 'instructor'. We will explore how this approach enables both practical and emancipatory outcomes for participants when we move to a 'facilitator', 'co-learner', or 'provocateur' role.

### Tracie Lund & Brooke Mawson, Morwell Neighbourhood House



Tracie Lund is a staunch advocate and leader and her community of the Latrobe Valley.

As the manager of the Morwell Community House since 2012, Tracie has seen first-hand the hardships of her community and has taken an active role in standing up and fighting for those without the means to fight for themselves.

Tracie became the voice of Latrobe Valley residents during the 2014 Hazelwood mine fire and was instrumental in the campaign for a long-term study into the health effects.

She ran as an independent candidate in the 2014 election and helped transform Morwell from a safe National seat into the most marginal electorate in Victoria.

In 2020, Tracie was elected to Latrobe City Council and graduated from the Gippsland Community Leadership Program.

### The People's Kitchen

People's Kitchen to establish a whole person food security, health and wellbeing program - Uses the connected model of participation, we focus on what's strong in our community, working on from an assets base.

needs-based – citizens using the food bank identified the need to have access to homecooked meals

During that exploration and solving approach – it was identified that foodbanks are based on transactional welfare model and applying CD principals we could identify ongoing needs and gaps, create community ownership & buy in. Our foodbank is managed by volunteers

Citizens accessing the food bank, cook the homemade meals. As it gives then meaningful skill building opportunity and allows



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Tracie continues to work by the side her community identifying local issues and working with them to come up with local solutions.



participants opportunity to 'give back' a purpose they identified for the project.

PK has expanded to included business and industry volunteer opportunities. We frequently heard 'we don't want to just take, we want to give back too'

We also heard foodbanks are shame models and place barriers to accessing for people in need. They also don't look at whole person issues. Our foodbank includes a therapy dog, shower & power, a hair dresser & homecooked meals – whole person.

The Introduction of the Peoples kitchen cooking program explores we ways we can all respond to food insecurity, by building capacity & expanding our partnerships.



**Veronica Turner: Co-Director and Senior Cultural Educator at Ampe-kenhe Ahelhe (Children's Ground Central Australia)**  
**Pauline Grant: First Nations Community Leader and Educator (Children's Ground Darwin)**  
**Bridgette Beer: Community Support Coordinator (Children's Ground Darwin)**  
**Jen Lorains: Director Research & Evaluation (Children's Ground)**

### **Workshop: Children's Ground: Nothing about us without us**

At Children's Ground we are changing the way services are designed, delivered, and evaluated. Our families are delivering the Children's Ground Approach that was designed by us for us. It is our solution to changing the future for our children.

Over generations in Australia, through government policy, service systems and practices we have seen only small changes for our children and families. In our first year (2017) of Ampe-kenhe Ahelhe (Children's Ground in Central Australia), our First Nations Governance Group said our greatest achievement was ACTION and doing it ourselves. No more telling policy makers, service providers or researchers what we want for our children and families and seeing no action or change. Now we are doing it ourselves and we



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**Veronica Turner** Veronica is an Arrernte woman. Her traditional lands are Sandy Bore/ (Mpweringke Anapipe or Alenyerrekatherre) outstation. She speaks Arrernte and English and is a Cultural Advisor and Senior Arrernte Educator at Children's Ground. Working alongside Western early childhood educators, Veronica is also responsible for the co-development of learning resources and

ensuring the learning programs are being delivered in line with what Arrernte people have said they want for their children. Veronica is a member of the Children's Ground Central Australian Advisory Group currently leading the design, delivery and decision-making that informs the strategy and operations in Central Australian communities.



**Pauline Grant** Pauline is a young First Nations mother and is leading the integrated Children's Ground Approach of early years learning, health and wellbeing in her community of Knuckey's Lagoon in Darwin to realise the communities aspirations for the next generation of children and families to have agency over their social, cultural, political and economic future; where children are raised free from trauma, discrimination and suffering; enjoy equity, dignity and safety, and grow into adulthood feeling happy and able to enjoy their identity, health and

wellbeing.

are changing the status quo - putting our children, families and culture front and centre.

Our Children's Ground Approach is guided by ten principles that are important and seen in everything we do, and how we do it. In this workshop we will share our story starting and growing Children's Ground from these principles (Principles: Children's Ground 10 principles: Start Early; Critical mass - work with everyone; Deliver the whole, not the bits; Innovation – new ways and old ways; Assume and celebrate ability; Expect and deliver the best; Child, family and community led; Stay for a generation; Whole of community, within community; Culturally safe).

Throughout this workshop all participants will have a chance to use these principles to share and reflect on how their work uplifts the voice, agency, and lives of our First Nations peoples worldwide.





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Bridgette Beer Program and has been working with Children's Ground since August 2022. Bridgette is a Malak Malak and Gooniyandi descendant and has strong connections to the Darwin community. Bridgette has worked with families and youth in particular for the past 25 years and has a passion for social justice and equality.

Bridgette is a proud mother of four children and a proud nana of 6 grandchildren.



Jen Lorains Jen has undergraduate and postgraduate qualifications in applied social research and over 15 years experience designing and undertaking research with communities and services. Jen has undertaken research with and for a diverse range of stakeholders, including local and state governments, non-government

organisations, research institutions, universities and community led research initiatives. Jen has worked with people in Aboriginal communities across the Northern Territory for the past four years and previously in Victoria.

**Veronica Turner: Co-Director and Senior Cultural Educator at Ampe-kenhe Ahelhe (Children's Ground Central Australia)**

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**Presentation: Children's Ground: Backing Aboriginal people to lead the way**

As Australia's First Nations people - Our rights, voice, decision-making and leadership largely remain absent from government policy and child, family, and community services. At Children's Ground we are changing this. Through First Nations governance (cultural and western) at a service, community, regional and organisational level Children's Ground is backing our families, local First Nations people, as the leaders. We are the decision-makers,



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wellbeing.

service designers, deliverers, and evaluators. We always put our language and culture in the front. We are empowering our current and future generations through First Nations governance.

We are taking the time to involve everyone. We have agency and we are seeing our rights, culture and voice being heard, respected and enacted. This can only happen by genuinely putting decision-making in our hands.

We will share our experiences of how we are changing systems, services and decision-making (governance) – and why we must be the ones to lead the way in working with our communities to see the different future we want for our children and grandchildren. We will share how we are to make sure we are growing up our little ones to be our next generation of cultural and community leaders. They will be strong culturally and in western systems and knowledge. This is how First Nations children will grow up knowing their rights, having agency over their lives and keeping our language, culture, and practices strong.



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**Associate Professor Vicki Banham**  
Edith Cowan University, Western Australia



**Find your voice: Using the Australian Journal of Community Work to creatively communicate your practice stories.**



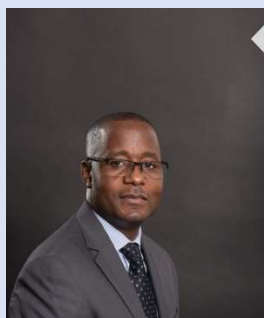
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Vicki Banham is Associate Professor and Post Graduate Coordinator (Social Science) in the School of Arts and Humanities, and Deputy Chair of the Student Appeals Committee, Edith Cowan University. She is on the Editorial Advisory Board of the Australian Journal of Community Work. She has a commitment to leading quality teaching, research, and professional involvement in areas of: listening and acknowledging the voice of people and communities in society and pathways to active participation; rights of vulnerable groups; and developing pedagogies in application of theory to practice. She has been awarded a Vice Chancellor's Award for Teaching and Learning, and in 2019 the Australian Award for University Teaching: Citation for outstanding contribution to student learning. She is a supervisor for Doctoral and Masters by Research students. She has a commitment to practice through working with organisations in evaluation studies and hold directorships on Community Service Organisations Boards of Management, and is a member of ACWA, IACD and National Association of Human Services. She holds ongoing international collaborations with a number of international institutions and organisations.

**Wilson Majee, University of Missouri (& South Africa)**  
**Contributor: Lisa Wegner**



Prof. Wilson Majee [PhD, MPH, MBA] is an Associate Professor with the University of Missouri Departments of Health Sciences and Public Health. His research interests are in exploring, identifying and implementing place-based approaches to health and well-being of those living in resource-limited communities. The interdisciplinary nexus of community leadership development, community engagement, and health promotion is the center of his work. Dr. Majee has a strong foundation in community

**"We are far from things!": Occupational engagement among rural youth in South Africa**

Youth who are occupationally engaged experience well-being and contribute productively to society. The persistent global youth disengagement epidemic highlights the need for programs that promote engagement and minimize health risk behaviors.

This presentation explores enablers and barriers to occupational engagement among rural youth in the Eastern Cape, South Africa. Together with a local municipality, we recruited 99 youth (mean age range 22 to 25 years) from seven rural communities.





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leadership development and health promotion research and practice. His work closes knowledge and practice gaps using a socioecological approach to multi-level individual, family and place-based factors affecting health and well-being. Dr. Majee has collaborated with faculty at the University of the Western Cape and Cape Peninsula University of Technology, both in South Africa, and with several local community organizations in Missouri and South Africa. Prior to joining the University of Missouri, he worked as MU Extension's Community Development Specialist in rural Missouri where he partnered with county commissioners, church leaders, school administrators, health departments, and community action agencies in developing and implementing programs to improve the health and well-being of community members.

<https://healthprofessions.missouri.edu/personnel/wilson-majee/>

Participants completed a self-report questionnaire on leisure engagement, substance use, and mental health. Participants also engaged in focus group discussions to explore the facilitators and challenges to occupational engagement. Participants perceived their occupational engagement to be constrained on multiple levels by their geographical location, inter-generational poverty, and lack of safe places for pro-social activities. Sport and substance use were the predominant leisure activities; however, there was a high level of leisure boredom.

Despite the challenges, youth perceived they had occupational potential and proposed solutions to address their situation, suggesting a degree of occupational resilience. Occupational therapists working in community development should develop programs that enable youth to engage in pro-social occupations that nurture talent, achieve their occupational potential, develop resilience and minimize risk. This requires a multi-partner approach to be sustainable.

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**Contributors: Adaobi Anakwe, David Ifeolu, Rhonda BeLue**



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**The past is so present: Understanding COVID-19 vaccine hesitancy among African American adults using Qualitative data.**

African Americans (AA) are disproportionately affected by structural and social determinants of health, resulting in greater risks of exposure to and deaths from COVID-19. Structural and social determinants of health feed vaccine hesitancy and worsen health disparities. The presentation reports on vaccine attitudes and intentions among AA faith-based wellness (Live Well by Faith - LWBF) program participants, the role of the program on COVID-19 awareness and vaccine uptake, and potential solutions for this deep-rooted public health problem.





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**Contributors: Nameri Conteh, Joachim Jacobs, Lisa Wegner**



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development and health promotion research and practice. His work closes knowledge and practice gaps using a socioecological approach to multi-level individual, family and place-based factors affecting health and well-being. Dr.

Data were collected through 21 in-depth interviews with church leaders, lifestyle coaches, and program participants. All interviews were audio-recorded, transcribed verbatim, and inductively and thematically analyzed by three researchers. Services provided by LWBF Faith included enrolling community members for vaccines, negotiating vaccine provision to and facilitating the establishment of vaccine clinics at AA churches, and connecting community members to healthcare providers. Despite the role LWBF played, vaccine hesitancy was a significant concern due, in part, to historical mistrust of government, uncertainty about vaccination (vaccines' safety, efficacy, and necessity), social media misinformation, and political affiliation. Participants expressed the need for government to commit resources towards addressing historical factors and building trust with minority populations.

**Needs ranking: A qualitative study using a participatory approach.**

Youth disengagement is a growing concern globally, yet little research has been done to explore participatory approaches that can engage youth as co-creators of community programs that improve their resilience. The presentation discusses an innovative participatory approach used in the Eastern and Western Cape provinces, South Africa, to engage vulnerable youth in needs ranking.

Data for this presentation were collected in three phases: compilation of core needs using literature, youth discussion and ranking of needs in terms of importance for their community, and focus group discussions on the ranked needs. Thematic analysis was used for qualitative data. Needs ranking data were analyzed using descriptive statistics. Although expressed priority needs



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### **Yinghao Huang, Taiwan Indigenous Dmavun Development Association**



Ying-Hao Huang is one of the Founders of the Taiwan Indigenous Dmavun Development Association (TIDDA) and is now its General Secretary. Before holding this position, he was the community practitioner and social worker supervisor. Now he is also an Associate Professor of the National Dong Hwa University in Taiwan, Department of Indigenous Affairs & Development,

Undergraduate Program of Indigenous Social Work, College of Indigenous Studies. He has been researching, teaching and publishing on the areas of indigenous social work, solidarity economy, long-term care, disaster and community development for many years.

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differed amongst communities, combined data revealed the top expressed priorities as further education (priority 1; 85%), skills development (priority 2; 74%) and career development and training (priority 3; 68%). Differences between critical needs as discussed in the literature and those perceived by youth were noted.

Focus group data validated the expressed priority needs and highlighted that vulnerable youth felt valued through the needs ranking activity. Involving youth in the assessment of their needs can improve the value of information obtained, which in turn can facilitate better allocation of community resources.

### **Local Service Model of Atayal Domestic Violence in Taiwan: Indigeneity and Culture**

This study applied the field participation, in-depth interviews with focus groups and domestic violence service practitioners in indigenous villages to explore and dialogue on the issue of domestic violence. And further tried to find out the local model suitable for the Atayal people. The preliminary study found that, besides the profound description of the domestic violence patterns, causes and social work experience of the indigenous tribes in the Taichung and Heping areas, the Tayal-based thinking puts forward possible strategies and strategies for tribal-related issues related to domestic violence.

The current service logic and main stream of domestic violence mainly depends on the administration of the law, and regards domestic violence as a "criminal behavior". The subsequent treatment can only be punished and intimidated according to the legal system. It is different for the traditional Atayal to emphasize the "repair of relationship" and "restorative justice". In the past,



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	<p>when the tribes violated Gaga's principles, the tribe talked about how the two creations were "reconciled". Through the tribe's elders, they reconciled through the rituals of seeking truth, sincerely apologizing, killing pigs and seeing blood, and agreed not to commit another crime. This study further proposes the direction of the implementation and practice of the "Sbalay Group", which is worthy of further research and related pilot projects.</p>
<p><b>Yinghao Huang, Taiwan Indigenous Dmavun Development Association</b></p>  <p>Ying-Hao Huang is one of the Founders of the Taiwan Indigenous Dmavun Development Association(TIDDA) and is now its General Secretary. Before holding this position, he was the community practitioner and social worker supervisor. Now he is also an Associate Professor of the National Dong Hwa University in Taiwan, Department of Indigenous Affairs &amp; Development, Undergraduate Program of Indigenous Social Work, College of Indigenous Studies. He has been researching, teaching and publishing on the areas of indigenous social work, solidarity economy, long-term care, disaster and community development for many years.</p> <p>Email: <a href="mailto:yinghao@gms.ndhu.edu.tw">yinghao@gms.ndhu.edu.tw</a>          FB: <a href="https://www.facebook.com/jason.huang.1004?mibextid=LQQJ4d">https://www.facebook.com/jason.huang.1004?mibextid=LQQJ4d</a></p>	<p><b>Solidarity chicken plan: a productive aging perspective</b></p> <p>organize: Taiwan Indigenous Tmavun Development Association          Nation: Atayal</p> <p>Invite the elders to use traditional wisdom to continue to maintain a dignified and valuable life and social participation in a gradually disabled physical state. Social workers prepare young chickens and vegetable seedlings, and let the elders raise and cultivate them at home. After five weeks, the chickens will grow into middle-aged chickens, and then the cooperative farmers will continue to raise them. Adult chickens and vegetables are used as "tribal common kitchen" Meal ingredients, elders get care and income, so that elders can also participate in the tribal joint care mechanism.</p>
<p><b>Zizi Charida, Community Minds, Australia</b></p>	<p><b>The Power of Appreciative Inquiry: applying asset-based/strength-based innovation for radical inclusion and wholeness</b></p> <p>This practice workshop/presentation looks at the power of Appreciative Inquiry (AI) as an innovative inclusive methodology that nurtures the 'whole' in human systems/communities. AI is a</p>



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Zizi Charida is the Founder and CEO of Community Minds, a community development not for profit organisation based in Bankstown, NSW

Zizi has worked in the community development space for over 25 years. Both a community development practitioner and qualified trainer,

presenter and facilitator, Zizi specialises in Asset Based Community Development and Appreciative Inquiry, both very similar methodologies that challenge the deficit/service delivery model. Zizi is passionate about creating opportunities that improve the lives of people and communities.

Her passion for cultivating the strengths and assets of communities, has extended into schools, educating children and young people about community building, inspiring them to contribute positively to their community, adopting a more appreciative community minded mindset.



**CommunityMinds**  
*Global Reach, Local Thinking*

philosophy and strategy for purposeful and profound change that helps us to identify what is working well so we can do more of it! Using AI in community settings engages with everybody equally, creating a more horizontal model of engagement and activation of community assets and aspirations.

AI is a collaborative search for the strengths and passions which can lead to inspired, positive change and genuine radical inclusion.

The workshop will cover an overview of the philosophy, principles, and practices of AI, as well as the power of asking powerful positive and generative questions.

This workshop would interest those who want to learn more about this particular participatory approach to support change for groups, organisations and communities. In the face of local and global challenging times, applying an Appreciative inquiry approach is a powerful way of renewing energy, hope and spark inspired action in communities we belong to or work in.

