



PROGRESS TRACKER

Chapter 3

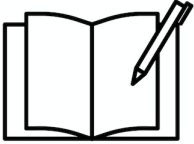
CHCCDE003 – Work within a community development framework



STUDENT NAMES	Quick Learning Engagement - What does community mean to you?	3A Inquiry Task – Community development word soup	Quick Learning Engagement – Asset-based community development	3B Inquiry Task – Past community development project	3C Inquiry Task – Priorities and rights	Reflection Bank - SET A	Quick Learning Engagement – Current social issues	Quick Learning Engagement – Political response to issues	3D Inquiry Task – Duty of care	Reflection Bank - SET B	3E Inquiry Task – Local Community Research	3F Inquiry Task – Facilitate a Group Meeting	3G Inquiry Task – Individual Reflection and Evaluation	Quick Learning Engagement – Advocacy	Quick Learning Engagement – Lobbying in Victoria	3H Inquiry Task – Areas for Improvement	Reflection Bank - SET C	Road Map to Success
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3A INQUIRY TASK

Community development word soup

Watch the following two short videos.

'Community development story' by cl4u2watch (YouTube 5.56min)

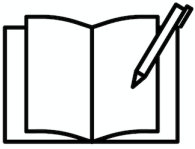
<https://youtu.be/KW73Rs2zz6o?si=8RnxE5dEPmNdH6UZ>

'Community development values and principles' by Mattie Velle (YouTube 2.41min)

<https://youtu.be/K0I3KEPXPqY?si=uXATTWarf0CbQBxJ>

- Look for key words and phrases that you think express the values and principles of community development.
- Make a note of these key words as you watch the videos.
- Compare notes and discuss with classmates.

Words and phrases expressing key principles and values: reaching out, relationships, advocacy, realising expertise and capacity, empowerment, sustainable, grass roots, collaborate, trust, respect, meet where they are at, stronger communities, see members as citizens and partners not as clients, democratic, inclusive, non-authoritarian, self-determination, community ownership, enhance capacities and networks.



3C INQUIRY TASK

Priorities and rights

Consider a scenario that is real or hypothetical, where an individual or family is experiencing a challenge in their community. For example, a young person facing barriers to culturally safe and inclusive education.

Instructions:

- Provide an overview to describe the scenario. ***A young person facing barriers to culturally safe and inclusive education.***
- For each of the following levels: individual, family, community and society, provide a brief description of the priority and/or rights may be in regard to the challenge.
 - Individual ***Their right to education. Their individual goal to learn.***
 - Family ***Family's priority for child's future, intergenerational trauma impacting family support, family's right to cultural education.***
 - Community ***Lack of culturally safe learning environments in the community, community's right to self-determination in education.***
 - Society ***Systemic racism in education system, inadequate funding for culturally appropriate programs, government's duty to provide equitable education.***
- Provide an overview of how these levels interact. ***The family's priority for cultural continuity relates to the community's right to self-determination, and systemic racism at the societal level impacts the individual's right to education.***
- Draw up a 'problem-solution web' (as was described in the section prior to this activity) by:
 - Brainstorming the causes of the problem.
 - Brainstorming solutions to the problems.
 - Interconnecting them with lines where relevant.

Answer guide: Problem – solution web should show a central matter of concern with related causes, lines that show interconnections with suggested solutions that are both practical and realistic.

REFLECTION BANK



CHCCDE003 – Set A

- A. Provide a brief description of community development.

Community development is a way of working with communities to address issues and problems that concern them. Instead of governments or experts making decisions about what the problems are and how to deal with them, members of the community make these decisions.

- B. Provide a brief description of the role of a community development worker.

A community development worker facilitates a process where the community decides what issues, problems and concerns it wants to prioritise and how it wants to address these.

- C. Fill in the blanks: Community development often aims to change social **structures** and their impact on groups within society that are **disadvantaged**.
- D. Fill in the blanks: Supporting **human rights** to increase fairness and equity is a key aspect of working within a community development framework.
- E. Fill in the blanks: **Social justice** is about equitable distribution of economic resources, supporting civil, legal and industrial rights, ensuring fair access to services, equal opportunity, and participation in decision making.
- F. Fill in the blanks: Empowerment means supporting people to take **control** of their own lives and to take control of **decisions** that affect their lives.

- G. Provide at least three aspects of what a 'commitment to people's participation' entails.

- ***Empowerment at its core***
- ***Genuine, not tokenistic, involvement***
- ***Involvement in all stages***
- ***Inclusion and equity***
- ***Building capacity and self-reliance***
- ***Patience and flexibility***
- ***Accountability and transparency.***

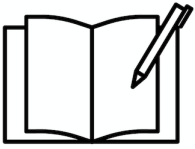
- H. Provide a brief explanation of how a sustainable focus on a community development workforce can enhance employee morale and engagement.

When employees see their workplace actively engaged in and contributing to the community (through the community development team's efforts), it fosters a sense of purpose and pride. This can lead to increased job satisfaction, loyalty, and reduced turnover.

- I. What is a socially sustainable workplace?

A socially sustainable workplace is one that contributes positively to society, fosters social equity, strong social bonds, and a high quality of life for its employees and the broader community.

- J. Name the two traditional approaches to community development.
- **Needs based.**
 - **Gap based.**
- K. Name the two contemporary approaches to community development.
- **Assets based.**
 - **Rights based.**
- L. List the three key dimensions of the ABCD model.
- **Identifying the existing resources and strengths in the community.**
 - **Connecting these assets to work together.**
 - **Solving problems and seeking new opportunities.**
- M. What do each of the letters in the acronym PANEL stand for in a Rights based approach?
- P = Participation**
A = Accountability
N = Non-discrimination and equality
E = Empowerment
L = Legality
- N. Fill in the blank: The **vision** is an aspirational future state or the "dream" for the community or the issue being addressed.
- O. Fill in the blank: The **mission** is the core purpose of the community development work; what the organisation or plan sets out to do, for whom, and how.
- P. List the four levels where priorities, rights and obligations can be identified.
- **Individual level**
 - **Family level**
 - **Community level**
 - **Societal level.**
- Q. List two or more visual techniques that can be used to support and show interrelationships.
- **Mind mapping**
 - **Community asset mapping**
 - **Rights-duty bearer matrix**
 - **Problem-solution web**
 - **Flowcharts**
 - **Venn diagrams**
 - **Ecosystem map**
 - **Matrices or tables.**



3D INQUIRY TASK

Duty of care

Read the case study then answer the questions that follow.

Case study

Mary's daughter Cynthia died recently of a drug overdose. Cynthia had been using drugs since her teens. She lived with her partner, Fred, and their three young children in a small regional town. Fred also used drugs and drank heavily. Their relationship was a stormy one with frequent instances of domestic violence and their children had come under the notice of local child protection authorities.

Just before Cynthia's death the children had been removed from their parents' care and placed in a foster home. Cynthia tried to access drug rehabilitation services after this happened and was placed on a waiting list. She had been told that she might have to wait for up to a year for a place in a local residential service.

Mary believes that if Cynthia had been able to access support earlier, she would not have died. Mary had been struggling for years to encourage Cynthia to seek support.

Mary feels very bitter and angry. She has connected with other families in the area who have also been affected by drug use and lost family members. She was interviewed by the local news radio station and started a Facebook campaign to seek community support to raise the issue of access to drug rehabilitation services in the area. While she received a lot of positive responses, Mary also experienced some very nasty 'trolling' and negative comments about her family and her daughter.

The campaign has taken off and Mary is now trying to work with a large group of interested people to lobby for better, more accessible services and increased funding. James, a worker from a local community group, is working with them to facilitate the campaign.

Unfortunately, the strain of this is taking its toll and Mary has become stressed and depressed, to the point where she is suffering from insomnia and has begun drinking heavily herself.

Questions

As a community development worker James is very aware of his duty of care towards Mary. What can he do to support her at this time?

James could spend time with Mary talking to her about her options in relation to the campaign and its impact on her life, including withdrawing from active participation and taking a less public role.

What type of professional referrals, or networks should James consider recommending to further support Mary at this time?

James could recommend that Mary:

- **Engage in the services of a grief counsellor.**
- **Join a local support mental health group.**
- **Visit her GP to discuss her insomnia and her increased drinking.**

REFLECTION BANK



CHCCDE003 – Set B

- A. Fill in the blank: In community development work it is important to recognise there are **links** between the personal, public (and sometimes political) processes.
- B. List two or more interpersonal skills considered appropriate for community development work.
- **Active listening (Deep listening)**
 - **Empathy and non-judgment**
 - **Building rapport and trust**
 - **Cultural sensitivity and humility**
 - **Creating a safe and confidential space**
- C. Fill in the blanks: A "sociological imagination" is having the ability to see the connection between **personal** troubles and **public** issues.
- D. List the five key skills for distinguishing issues.
- **Critical questioning and probing**
 - **Pattern recognition**
 - **Contextual analysis**
 - **Connecting to rights-based frameworks**
 - **The "So what?" question**
- E. Name the three changing contexts to be aware of in community development work.
- Social, Political and Economic.**
- F. Fill in the blanks: Before encouraging someone to make a transition from a personal issue into a public or political process, always provide information about their **options** and the likely **consequences** of each one.



QUICK LEARNING ENGAGEMENT



Advocacy

Access and watch the video 'ASRC Community, Advocacy & Power Program' by the Asylum Seeker Resource Centre (YouTube 1.57min)

<https://youtu.be/iXmQ7ydHUuQ?si=tpcMQrcXMatNbiPC>

From listening to the stories of these students learning about becoming an advocate for refugees seeking asylum in Australia, make a list of what you can determine from each of the following:

-Skills learned

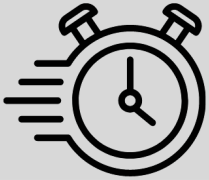
- **leadership**
- **public speaking**
- **writing**
- **video editing**
- **soft skills**
- **hard skills**

-Knowledge obtained

- **Australian political system**
- **social environment**
- **how to help and support others**

-Personal benefits from working in an advocacy role

- **self development**
- **confidence**
- **sense of achievement**
- **gratitude**



QUICK LEARNING ENGAGEMENT



Lobbying in Victoria

In the state of Victoria, lobbyists must be registered with the state and can only conduct lobbying activities in line with the *Lobbyist Code of Conduct* (the Code)

Use this link <https://www.lobbyists.vic.gov.au/code-of-conduct> to access and review the code of conduct and find answers to the following questions:

- What is defined by the Code as ‘Lobbying activity’?

According to section 3.3 of the code, lobbying activity means any contact (including telephone contact, electronic mail contact, written mail contact, or face to face meetings) with a Government Representative in an effort to influence Government decision making, including the making or amendment of legislation, the development or amendment of a Government policy or program, the awarding of a Government contract or grant or the allocation of funding.

- What is defined by the Code as ‘Lobbyist’?

Lobbyist means any person, company or organisation who conducts lobbying activities on behalf of a third party client or whose employees conduct lobbying activities on behalf of a third party client.

REFLECTION BANK



CHCCDE003– Set C

- Fill in the blank: **Research** is about collecting information or evidence about a specific topic or to prove something.
- Name the four types of data that can be useful in community development work.
 - **Quantitative data**
 - **Qualitative data**
 - **Primary data**
 - **Secondary data**
- List three ways to collect data for analysis.
 - **Surveying**
 - **Observing**
 - **Focus groups**

- D. Fill in the blanks: One of the fundamental **principles** of community development work is that all aspects should be in consultation and **collaboration** with the community and with key community members and groups.
- E. Name one of the key group decisions that need to be made for a community development project plan.
- **Selecting the best strategies to achieve goals, objectives and maximise outcomes.**
 - **Identifying the required resources, skills, capacities.**
 - **Setting the criteria for measuring success (based on goals and objectives).**
 - **Determining appropriate and realistic time frames.**
 - **Allocating the roles, tasks and responsibilities.**
- F. What are the three main elements of a project plan?
- **Strategies - the activities that will be carried out to achieve the identified outcomes and goals.**
 - **Resources – the resources needed to implement the strategies.**
 - **Project review and evaluation – how this will be carried out and the criteria used to measure success.**
- G. List two or more different forms of advocacy in community development.
- **Individual advocacy**
 - **Case advocacy**
 - **Systemic or policy advocacy**
 - **Self-advocacy**
 - **Community advocacy**
 - **Public awareness/media advocacy.**
- H. Identify one of the key characteristics of lobbying in community development.
- **Involves direct contact with decision-makers.**
 - **Usually involves clear, specific requests for policy changes, funding allocations, or amendments to legislation.**
 - **Relies on providing well-researched information, evidence, and compelling arguments to persuade decision-makers.**
 - **Often involves building ongoing relationships with key political figures and their staff.**
 - **Can be formal via registered lobbyists, or informal, such as a community group presenting a petition to council.**
- I. List the methods for modifying your own work practices, where you have identified there is a need to do so.
- **Set specific, measurable goals.**
 - **Determine action steps.**
 - **Experiment and adapt.**