

REDFERN PLACE DEVELOPMENT

CONNECTING WITH COUNTRY

DATA AND OUTCOMES REPORT | MAY 2024



Aboriginal and Torres Strait Islander peoples should be aware that this document may contain perspectives/images/ names of people who have passed away.

We acknowledge the Cultural Landscape that we are working upon, and the Gadi people as the Traditional Owners of the Country where Redfern Place is located.

We acknowledge all First Nations people and their ongoing connection to culture, lands and waters and their valuable contribution to the community. We recognise, acknowledge, and extend our respect to many others who have custodial obligations for Country and have been connected to Gadigal Country for many generations, including their Elders past, present and emerging.



Yerrabingin is an Aboriginal owned design studio. At the core of our work is custodianship and care for Country. Our expertise encompasses Designing with Country, landscape architecture and urban design. We are recognised for our collaborative design approach, bringing together cultural knowledge and sustainable design solutions. We walk together to amplify the powerful language of Country for the betterment of our collective future.

We are guided by the inspiration of Country, the stories and knowledge a place contains and gifts us. We acknowledge its contribution to wellbeing both mental and physical, providing a refuge and safe place to learn and share.

Our vision is that sensing and caring for Country is something that transcends cultural differences and highlights the many values that are similar across the cultures of our contemporary communities. Supporting a socially inclusive, resilient, and innovative community based on, honouring the wisdom and kinship of all cultures, captured through the lens of custodianship.



Aboriginal Flag in Redfern | Paul Miller/AAP

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DOCUMENT NAME	REV	DATE
YB_CWC_DAO_0052_REVA	REV A	2024 05 24
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*Definitions / Terminology Disclaimer

First Nations: Is an encompassing term that acknowledges the diversity of Aboriginal Communities, while also communicating that sovereignty was never ceded. This term is growing in preference for First Nations Australians but may also be interchanged with Aboriginal and Indigenous in this report.



Redfern Mural Project Artwork | Zuri Anderson

WORKSHOPS INTRODUCTION

Summary of Processes

This document provides a summary of our Collaborative Design process and workshops to date for the Redfern Place Development. The document first introduces our Collaborative Design Approach, including our Design Jam process and our Wanggani Dhayar - Listen to Country process. A recap of the activities within the Design Jam session is also included.

For this project, we have completed three community workshops. We held three workshops to gather input and ideas from community about the development, from a general level about the overall development and also for specific items within the development. The first workshop was a Design Jam that sought ideas and input and resulted in the development of three Outcomes to guide the next steps of the co-design. The second workshop focused on exploring and expanding the Outcomes and how they have been conveyed in the designs. The third workshop focused on gathering specific input on areas within the designs.

The report provides an overview of the findings from the three workshops, including summaries of the input and ideas of workshop attendees, images of the workshops and for Workshop 1, a series of Outcomes from the workshop that will help to inform the design direction going forward. The information gathered in Workshop 2 and 3 will be used by the project team to refine the designs of certain spaces and elements within the overall design.





DESIGN JAM PROCESS

DESIGN PROCESS

Design Collaboration

What is a Design Jam?

A Design Jam is a collaborative workshop bringing together the knowledge and minds of people from all walks of life; the local Aboriginal community, Yerrabingin team, as well as the design / project team and client.

Together, we workshop design ideas for specific sites and explore many possibilities and opportunities, ultimately this combination of knowledge will create new and innovative ideas which will be carried through into the project development.

The key attribute Yerrabingin offers is a focus on empathetic design solutions. Throughout the project, we have engaged with different partners, connecting innovation and ideation with the wisdom of our culture. Yerrabingin engages with partners that we can learn from and create alongside, this results in First Nations design narratives that reflect the Country a project takes place on.

Design Jam Outcomes

This document outlines the process and the key outcomes synthesised by Yerrabingin for the delivery of an authentic design narratives for this project. This document outlines the purpose of the design methodology and how the outcomes for creative and culturally sensitive placemaking are reached.

Unlike traditional consultation or engagement, Yerrabingin ensures First Nations Peoples are active co-designers of the project and a collective voice is presented, instead of individuals. Ideation was explored through the lens of design thinking, using collaborative events, such as Design Jams.

Yerrabingin acknowledges the First Nations knowledge holders and Traditional Custodians of the Country on which this project takes place. We pay our respects to their Elders past and present and honour their legacy throughout the design process.



DESIGN JAM PROCESS

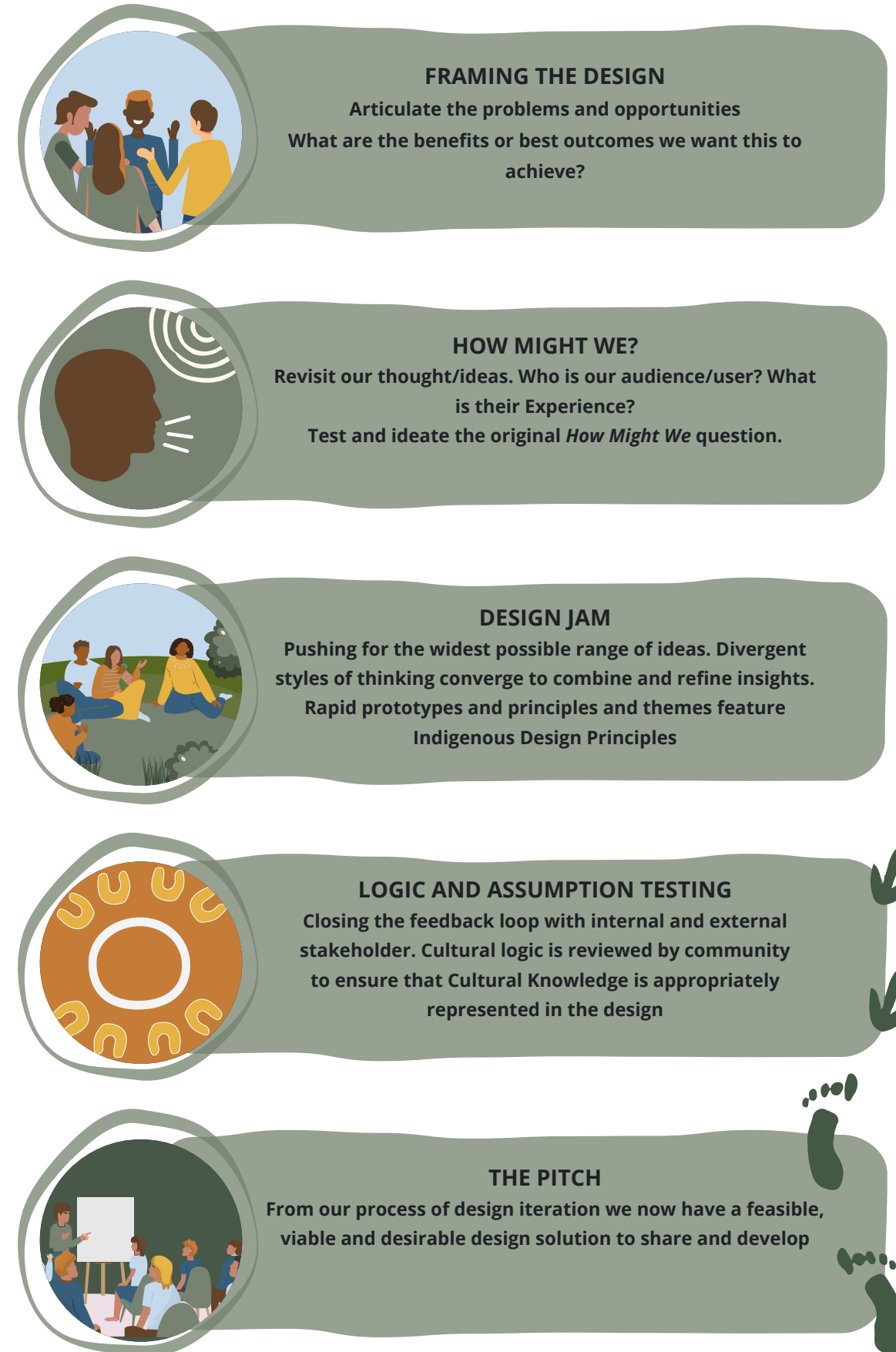
Wanggani Dhayar Process - Listen to Country

The Wanggani Dhayar process is fluid, with reiteration and organic formation of the design throughout.

The graphic to the right represents the stages of the Wanggani Dhayar design process, including framing the design, identifying the audience/users, the Design Jam, logic and assumption testing, cultural checking, and sharing the solution through the form of a pitch.

The Design Jam has occurred on site to ensure the cultural context was maintained and at the front of mind during the Design Jam. The Design Jam produced several rapid prototypes for broader testing. These are tested by cultural protocols and project principles developed in the workshop

We adopt an empathetic design approach, commencing at the start of the design process, ensuring that First Nations culture is at the core and foundation of the project. The following sections of the report outline key insights and outcomes from the process to date and the recommendations for the project.



“For much of the past two hundred years, there has been a disconnection from Country. This vision and strategy seeks to reconnect with Country and embed it in all aspects of the process.”

- Yerrabingin

DESIGN JAM PROCESS

Wanggani Dhayar Process - Listen to Country

“How Might We?”

This process is all about bringing clarity and focus to the design space. The goal of this stage is to craft a meaningful and actionable challenge statement – this is what we call a ‘How Might We’ question. For this project we explored -

“How might we create an invitation to connect with Country through the design of Redfern Place?”

A how might we question considers the needs of the future users/audience, the opportunities offered, and the problems encountered.

Brainstorming

In breakout groups, participants are asked to respond to the how might we question by writing down as many ideas as they can about the project. Participants are encouraged to include both positive and negative ideas as they can bring guiding principles forward.

Sharing Ideas

After the brainstorming rapid ideation, participants talk through their ideas with their group. They then begin to cluster similar or complementary ideas together. These clusters then begin to generate common themes. As a team they then pick and decide on the top two to three themes to go forward with into the next exercise.

Team Sketches

With the themes as a prompt, team members can describe their ideas and how they see them meet the requirements of the “How Might We?” question. Ideas can be sketched and to show the evolution of the idea, empathising with the user’s perspective.

Flowers and Flame-throwers

One to two members of each group are nominated to be a presenter. The presenter has five minutes to outline the team’s ideas to the rest of the group. During the presentation, everyone else will silently record feedback in a matrix that includes positive and negative feedback, ideas for change and questions asked. The host does not engage with the audience and will take the information back to their teams to discuss.

Redesigning the Idea

The group discuss feedback and also the inspiration from other teams. They then have the opportunity to redesign (if necessary) elements of their ideas. They then prepare to deliver a five minute pitch to the whole group.

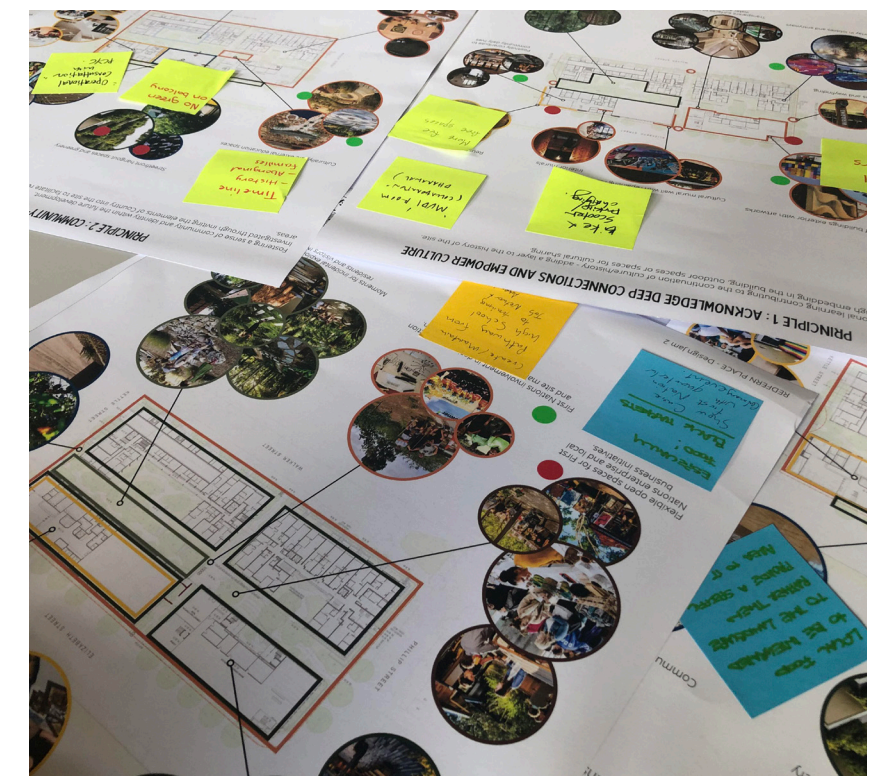
The Pitch

Each group is given a maximum of five minutes to present their refined ideas to everyone. These are recorded to ensure all key themes, features and narratives are captured (see Data and Outcomes Report)

Discussion

Everyone is given the chance to debrief within their groups and are asked to consider reflecting on questions such as:

- Which features of ideas stood out?
- Which are most intriguing and exciting?
- What seems most challenging and difficult to achieve?
- Where do we see areas that are clear no-gos?
- What must-haves are we seeing?
- What was a challenge? What conflicts emerged?





WORKSHOP 1 - MARCH 1ST 2024

The workshop attendees were broken into four groups. The following pages present the initial ideas of the group in response to the How Might We Question, the feedback on their ideas, and the group 'Pitch or Key Ideas' for each of the four groups.



WORKSHOP 1 DATA

Group 1 - Initial Ideas

In breakout groups, participants are asked to respond to the 'How Might We' question by writing down as many ideas as they can about the project. Participants are encouraged to include both positive and negative ideas as they can bring guiding principles forward. Participants grouped the information into the key themes presented here.

Vegetation and Water

- Telling a water story through the site.
- Re-purposing parts of the existing PCYC.
- Native trees and plants.
- Sensory garden.
- Drinking water stations.
- Community veggie garden eg. bush tucker.
- Water feature.
- Nice for a Central Place.
- Water play area for kids and pets.

Storytelling

- Metal frame (Aboriginal artworks).

- Tell a story walking along paths.
- Floor lights and footprints that light up when you walk.
- Aboriginal art on buildings.
- Aboriginal local Elders / heroes showcased.
- QR codes to tell a story before - photo and interview.
- Yarning circle in the garden.
- Memory walks.
- Where can we teach culture? Room in PCYC.
- Large sandstone name in visible place.

History and Identity

- The history of the community and the members who made the community what it is.
- Totem poles / plaques acknowledging local people (60's, 70's), founders of ALS, AMS, ACS, Murawina etc. along the pathways.
- Aboriginal names for buildings and streets, family names - both languages.
- Crisis centre for Aboriginal kids.



- Language on buildings and translated to English.
- Local Aboriginal history and shared stories through photos and art.
- Acknowledge Palm Cafe - meeting place.
- Create job opportunities for young people - construction as well as after.

Amenity

- Seating.
- Cafe / kiosk within Bridge Housing or Centre.
- Space to hang out and dwell.
- Circular (raised) steps / terraces. Amphitheatre.

WORKSHOP 1 DATA

Group 1 - Feedback

One to two members of each group are nominated to be a presenter. The presenter has five minutes to outline the team's ideas to the rest of the group. During the presentation, a Yerrabingin team member will silently record feedback in a matrix that includes positive and negative feedback, ideas for change and questions asked. The host does not engage with the audience and will take the information back to their teams to discuss.

Positives

- Lots of positive feedback.
- Shops / cafe and drinking stations are a great idea.
- Sensory gardens with bush tucker is a great asset.
- Employment opportunities throughout the whole process is important.
- Blak stars in PCYC.

Negatives

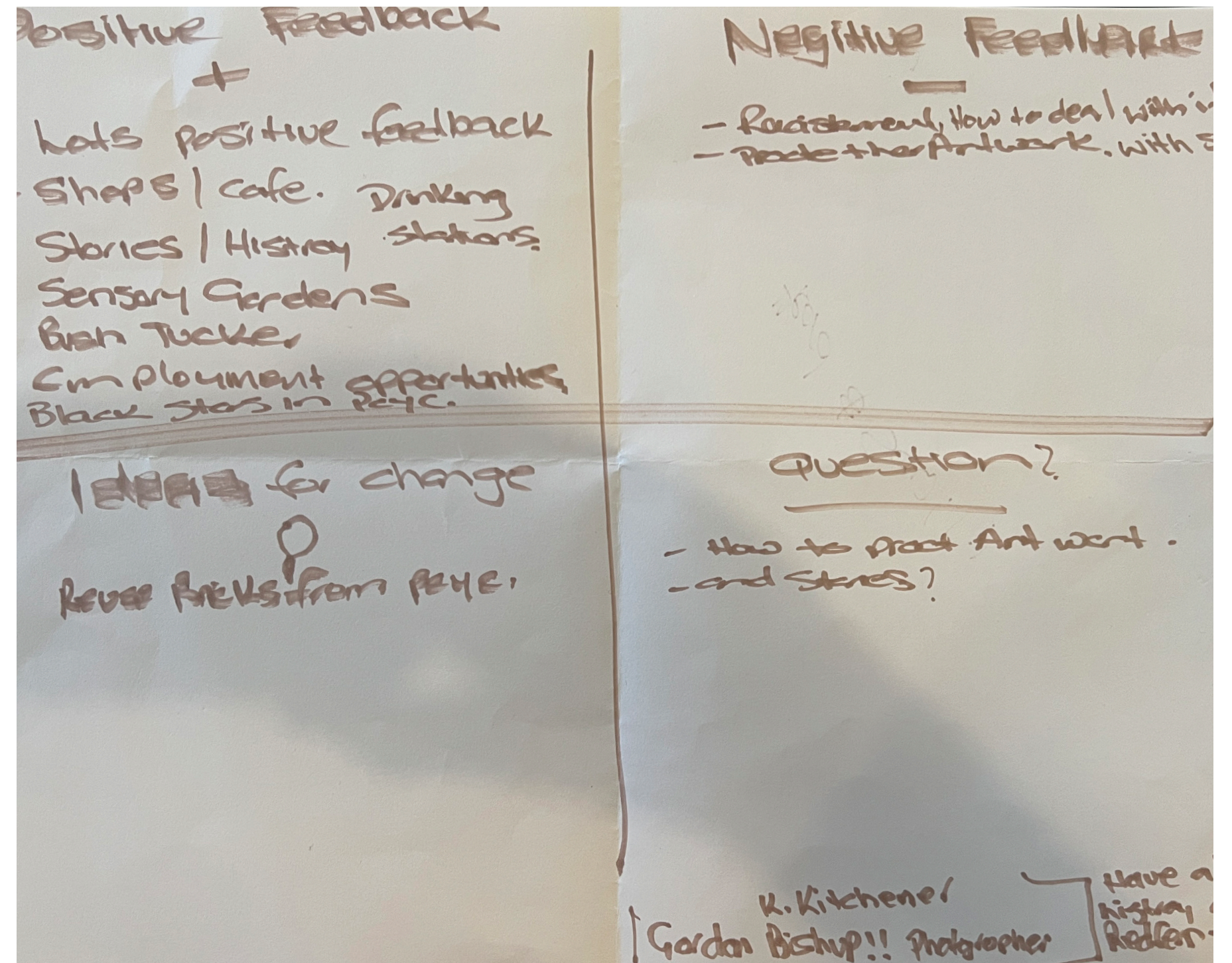
- Considerations on how to deal with racism.
- How will Aboriginal art be protected?

Ideas for Change

- Reuse brick from PCYC.
- K. Kitchener, and photographer, Gordon Bishop have a lot of history of Redfern.

Questions Asked

- How can we protect Aboriginal art and stories?



WORKSHOP 1 DATA

Group 1 - The Pitch - Key Ideas

Each group has the opportunity to present their refined ideas to everyone in a short 5 minute pitch. Below is the Pitch shared by Group 1.

We would love to see an acknowledgement of First Nations people at the forefront of the design, located as **gateway or entry features** at key points for pedestrians. These points should be visible internally, and within the surrounding streets and open spaces. It should be **protected and vandal resistant**.

Following the entries, we considered the **pathways**. How people can **efficiently move** through the ground plane of the site. This movement journey also gives the opportunity to **incorporate the local Redfern history** through a **timeline** element with key dates and events. This could also feature reference to the cottages located on this site prior to demolition, photos from the archives.

Footprints can also be featured as artistic expressions along the pathways. Local community members, from **jarjums (children) all the way up to the Elders** can be involved by placing their feet into the cement. These could also **light up at night** and activate the space in the evening.

Another option to acknowledge the cultural history of this site is through the inclusion of **'totem poles' or wayfinding elements** that link to the flora and fauna totems of the First Nations people of this area. There could also be information through **signage or interactive technology** to educate the wider community on the significance of these elements.

The PCYC should be a place for **youth** to be able to **learn about culture** - it should be a **safe space** and contain a crisis centre and a cultural centre. A space where community programs can be run to support kids.

Having a **cafe** or **kiosk** within the complex is another opportunity for residents to **gather, and share knowledge** and conversation. This could be integrated into the PCYC building of the Bridge Housing office. Another opportunity for gathering is **communal seating spaces of varying scale**, inspired by the form and function of yarning circles. These seating areas should be surrounded by a **sensory garden with bush tucker species**.



Each housing complex could also be **named after First Nations heroes** from recent history, with legends from the 50's onwards. Another option is to use First Nations language words for endemic flora and fauna that have dwelled within Redfern throughout history.

There should also be **employment opportunities for mob**, during construction for labourers - as well as caretakers and maintenance workers following completion. There is **pride, ownership and custodianship** for youth.

WORKSHOP 1 DATA

Group 2 - Initial Ideas

In breakout groups, participants are asked to respond to the 'How Might We' question by writing down as many ideas as they can about the project. Participants are encouraged to include both positive and negative ideas as they can bring guiding principles forward. Participants grouped the information into the key themes presented here.

Knowledge

- Opportunities to SEE, so to KNOW, so to DO.
- Opportunities to exchange knowledge amongst people, plants and animals.
- Community food garden.
- Tree of knowledge.
- Identity of buildings - how to know where you are going. E.g. Kangaroo building - where is that? Follow the tracks past....
- Teaching by doing.
- Creating knowledge to maintain the community art / professions.
- Create visible environmental systems like solar, water processing.

- Given songlines interpretation of coinciding season.
- Incorporating native plants with story and inviting native species into communal areas.
- Shaded play areas that are designed around culture / Traditional games / art.
- Redfern Rangers.

Community

- How to directly influence community's daily lives.
- Acknowledge history and people of Redfern. Tell stories.
- How do we make the community feel like they own it?
- Give it a name people can identify with.
- Clan groups. LALC consultation. Cornerstones using heroes.
- Planting seasonal. Storyline going through. Native gardens created by community organisations (Wildflower).
- Recognise local history / people / stories.
- Water - waterhole.

- Rabbitohs.
- Be a place for community.
- Old cottages photos / murals in community spaces (below).
- Aboriginal artworks on the buildings and in the landscape.
- Possum trail, fruit bat trail, symbols - requires research.



Aerial of previous cottage layout (1943) - informed by discussions by community in data | SIX Maps

WORKSHOP 1 DATA

Group 2 - Feedback

One to two members of each group are nominated to be a presenter. The presenter has five minutes to outline the team's ideas to the rest of the group. During the presentation, a Yerrabingin team member will silently record feedback in a matrix that includes positive and negative feedback, ideas for change and questions asked. The host does not engage with the audience and will take the information back to their teams to discuss.

Positives

- Shaping sense of belonging.
- Flow through the site.
- Wayfinding into storylines.
- Clarity of directions.
- Seasonality.
- Holding knowledge.

Questions Asked

- How would this idea affect the buildings? Is it through materiality? Signage? Lightings? Is it physical?
- Is the water contained? How is it leaving the site?
- How would this idea spread from the site? E.g. Redfern Park



WORKSHOP 1 DATA

Group 2 - The Pitch - Key Ideas

Each group has the opportunity to present their refined ideas to everyone in a short 5 minute pitch.

Our group's number one focus is **safety**. We are conscious of the context around Redfern Place - so we want to continue to keep the environment and area within the development safe. The success of the design and creation of community **doesn't work if it isn't safe**.

In addition to safety, we explored the notion of **health** at Redfern Place. To assist with the cost of living, **community gardens** can not only create **job opportunities** for First Nations employees, but it also allows residents to access fresh, organic produce. This also links back to **custodianship**, allowing for residents to **immerse** themselves in the practice of **caring for Country** within the development.

In terms of wayfinding, we have explored approaches for **identifying the buildings** based on **clan groups and the animals** that are endemic to the Redfern community.

Another strategy we looked at was **layering plant forms**, from the upper storeys of the buildings - down to the ground plane. **Songlines** can also be feature along the ground floor to identify with each building - e.g. one in the **kangaroo building**, one in the **flying fox building**, one in the **possum building**. The vegetation surrounding and integrated across the built form should respond to the **habitat and food source** for each particular **fauna species** the building is named after. **Track inlays** in the pavement of each species can **guide people** through the ground plane toward the themed buildings.

A further wayfinding element could be **cornerstones** inspired by the **local unsung heroes of Redfern**, and those that contributed to the **progressive movement** for the local First Nations community. This is another important way the development could **acknowledge the history** of Redfern.

We explored the connection between the **movement of water and people**, with the opportunity for water to flow down facades and collect at the **'waterhole'**, where the **new PCYC** will be located - this is the **meeting ground** for everyone, from residents to members of the public.

At the block, there used to be a large tree which community called **'The Tree of Knowledge'** where **Elders sat around**. We noticed at the Redfern Place current site, there's a tree in the same spot. This not only evokes memories for community who remember the original tree, but it also links back to our notion of education through culture, reinforcing culture.

We also explored **generation seed and growth** that lies within the Redfern community - which assists with **identifying clan groups and kinship structures** which are present, and giving them a **modern-day feel**.

Our holistic approach is all about **inclusivity**, of residents, the public and non-human kin. This is something that is missing currently, and will add cultural value to Redfern Place.



WORKSHOP 1 DATA

Group 3 - Initial Ideas

In breakout groups, participants are asked to respond to the 'How Might We' question by writing down as many ideas as they can about the project. Participants are encouraged to include both positive and negative ideas as they can bring guiding principles forward. Participants grouped the information into the key themes presented here.

Inclusive Public Facilities

- Disability ramp - fully accessible throughout site.
- Bins, bathrooms, seating - so the design is clean and welcoming.

Art and Motifs

- Aboriginal art.
- Biwali Bayles - basketballer.
- Walkways showing animal prints or constellations.

Cultural Safety

- Seating areas for gathering and ceremony.
- Intergenerational knowledge sharing. PCYC workshops.
- Visual connection to spaces for safety.

Language

- Dual naming - paths and buildings.

Vegetation

- Native plants.
- A place to gather on the site surrounded by planting.
- Cultural use of plants - for weaving, eating or medicine.
- Sensory gardens.
- Shaded seating areas under canopy.

Inspired by Country

- Seating created by sandstone blocks.
- Motifs in art to include leaf shapes of local plants.
- Buildings to avoid having square edges and corners.
- Artistic expression of stars and non-human kin habitat integrated into building vertical surfaces



WORKSHOP 1 DATA

Group 3 - Feedback

One to two members of each group are nominated to be a presenter. The presenter has five minutes to outline the team's ideas to the rest of the group. During the presentation, a Yerrabingin team member will silently record feedback in a matrix that includes positive and negative feedback, ideas for change and questions asked. The host does not engage with the audience and will take the information back to their teams to discuss.

Positives

- Materials, details.
- Feeling of space, protected.
- Passive surveillance.
- Spillover space for PCYC, planting that is sensory.
- Local heroes celebrated, role model for the youth of Redfern.
- Sensory garden is equitable.
- Equity, inclusivity and equality.
- Dual naming, local language.

Ideas for Change

- Understand the animals that are here now - look at the Gadigal totems.
- Biwali should come back to the PCYC to inspire children in a workshop.
- Light poles to increase safety.

Questions Asked

- What animals would be the best representation of endemic fauna?



WORKSHOP 1 DATA

Group 3 - The Pitch - Key Ideas

Each group has the opportunity to present their refined ideas to everyone in a short 5 minute pitch.

Our group focused on a totally **inclusive approach** - this includes **residents with disabilities, culturally inclusive** as well as inclusive with **inviting the public into the development** from the street.

This can be influenced through the design of **wayfinding entry points**, which encourages passersby to move through the spaces. We want to ensure there are **ramps, DDA furniture and lifts** where possible to ensure ease of movement and access for all residents living within, and visiting Redfern Place.

We also wanted to integrate **cultural symbolism and design**, not only on the ground plane and footpaths - but also on the **facades of the built forms** across the development. This increases the potential canvas to **share the cultural story internally and externally** of the site, as well as allowing for incidental education and inclusion. Examples of this could include **culturally significant constellations** displayed on facades - which can also be lit up at night - as well as lighting poles throughout the space for evening use.

We also included the notion of **play** - as a means to explore, educate and bring people of all ages together. We drew a **tree-house**, inspired by the natural landscape. It also features a nest swing for all abilities to engage with.

This inclusivity is also extended through our **sensory garden**, with species to engage visitors and residents moving through the space. Native plants can also feature **small plaques with educational information** such as local language, uses and illustrations to educate community on the cultural significance of these species.

We also want to ensure the public open space features **dynamic gathering areas** of varying size, which can act as a flow on from Redfern Park across the road. Featuring bins, bubblers, BBQs, chairs, benches and tables.

The **local heroes** of Redfern, such as NBA player Biwali Bayles could be featured on a **large mural wall**, and invited back to run **workshops** with the residents and surrounding community.

Entry signage could show the specific site through history, and feature **braille** and **audio** to ensure access for all residents.



WORKSHOP 1 DATA

Group 4 - Initial Ideas

In breakout groups, participants are asked to respond to the 'How Might We' question by writing down as many ideas as they can about the project. Participants are encouraged to include both positive and negative ideas as they can bring guiding principles forward. Participants grouped the information into the key themes presented here.

Connect to Country

- Redfern Park connected to this project.
- Constellations artwork to connect to Sky Country.
- Waterpark for kids.
- Native landscapes on site with wild flowers.
- PCYC community room for parties etc. A place to come together.
- Big windows to allow for natural light to enter.
- Space to run around.
- BBQ areas.
- Spaces to relax, meditate and connect with Country quietly.
- Avoid clinical-styled hallways.

Connect to Community

- Materials from Supply Nation.
- Wildflower native landscapes.
- Traineeships and employment opportunities.
- Safety for residents.
- After school care.
- Aspirational Aboriginal household percentage target.

Recent History

- Aboriginal art, Redfern history through the building.
- Cultural language and trail connected to areas.
- History of past sports-people.
- Blocked off from public.
- Blak stories of this area - murals from the existing PCYC.
- Statues of Aboriginal warriors of the area.
- Name buildings after community legends.



WORKSHOP 1 DATA

Group 4 - Feedback

One to two members of each group are nominated to be a presenter. The presenter has five minutes to outline the team's ideas to the rest of the group. During the presentation, a Yerrabingin team member will silently record feedback in a matrix that includes positive and negative feedback, ideas for change and questions asked. The host does not engage with the audience and will take the information back to their teams to discuss.

Positives

- Cultural walk.
- Native Plants.

Negatives

- Corners could be an issue for hiding.

Ideas for Change

- Gate for safety (open during the day and closed during the night).
- General evening and night safety.
- Swipe cards for resident access.

Questions Asked

- What is the relationship between the PCYC and the public space?
- Will it become a safe area?



WORKSHOP 1 DATA

Group 4 - The Pitch - Key Ideas

Each group has the opportunity to present their refined ideas to everyone in a short 5 minute pitch.

We wanted to focus around **safety**, to think about **limiting access** for individuals to gain entry into apartments. A balance between openness and restricted access. We proposed areas to the north and south gated areas with restricted access during certain hours, and a **publicly accessible east-west link** from Elizabeth St to Walker St.

This east-west link could feature a **timeline** to tell the cultural stories and history of the Redfern community. This could be bordered by a **native garden** which features **First Nations sculptures and artwork**.

Within the PCYC, there should be **function rooms** along the ground floor - that **link to the open space**. These can be used for birthday parties or group events, as well as create a link to Redfern Park.

The basketball court at the PCYC should have **walls / fencing that can roll up** - to provide a dynamic edge for **events** such as Koori knock-out, grand finals or movie nights. This opens up access to indoor/outdoor activation.

Adjacent areas should feature **BBQs, playgrounds and seating** areas for community to use during the day. Which can be locked off to ensure no anti-social behaviour or damage occurs.

Entry locations should have a large **Acknowledgement of Country and Welcome to Country** for all those moving through to see. This highlights to all visitors that the aim of this development is to acknowledge the First Nations community and bring attention and **awareness** to that.

We also want to feature the **footprints and handprints of youth** in the community, not just adults and Elders. This acts as a conversation piece for community members to **return with their kin** when they are older, and explain their involvement. It also creates a sense of custodianship and encourages a **care for Country** by those involved.

This **custodianship** can be practiced through the care and upkeep of vegetable gardens of native and endemic species - featuring **food, medicine, resource and textile** species. Maintenance tasks can be assisted by the youth at PCYC, offering productive tasks to remove involvement in anti-social activities. This is also a **cultural experience** to educate young people about culture for **employment**.



If buildings are going to be named, it should be named after **Aboriginal legends**, rather than European settlers. Legends including boxers from the 30s and the NRL. New amenity provides spaces for **future legends** to grow. Significant family names and totems within the community should also be included to acknowledge the recent history of Redfern, who have **contributed the community**.

We also want to highlight the importance of **interior** architecture and design to avoid a clinical and sterile design and palette. It needs to be warm, friendly and comfortable to dwell in to evoke the sense of home,

comfort and community. Apartments can have associated numbers, as well as each having an **Aboriginal name**. This could be different **tribal areas and languages**. Front doors should also be personalised, to allow for identification and customisation to give residents more sense of **autonomy**.

Our final point is highlighting the **health and movement** of water, through the designed **integration** of a **water** feature or element to cool and calm residents. We want to **elevate the standards** of what social housing can deliver.



WORKSHOP 1 OUTCOMES

Principles

The outcomes from the Design Jam encapsulate the transformative journey the workshop facilitated and summarises the data collected into key themes. These themes can be used to help develop key design principles and concepts going forward into the design process.

The overarching aim of this process is to foster creative and culturally sensitive place making, grounding the project in empathetic design solutions.



Acknowledge Deep Connections and Empower Culture

Trans-generational learning contributing to the continuation of culture/history - adding a layer to the history of the site. Explored through embedding in the building, outdoor spaces or spaces for cultural sharing.



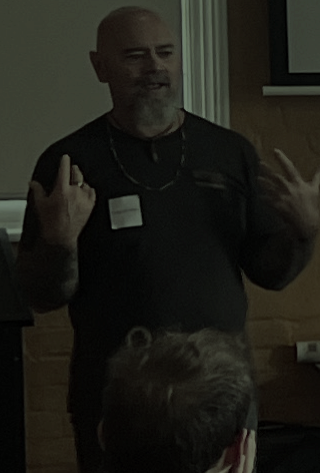
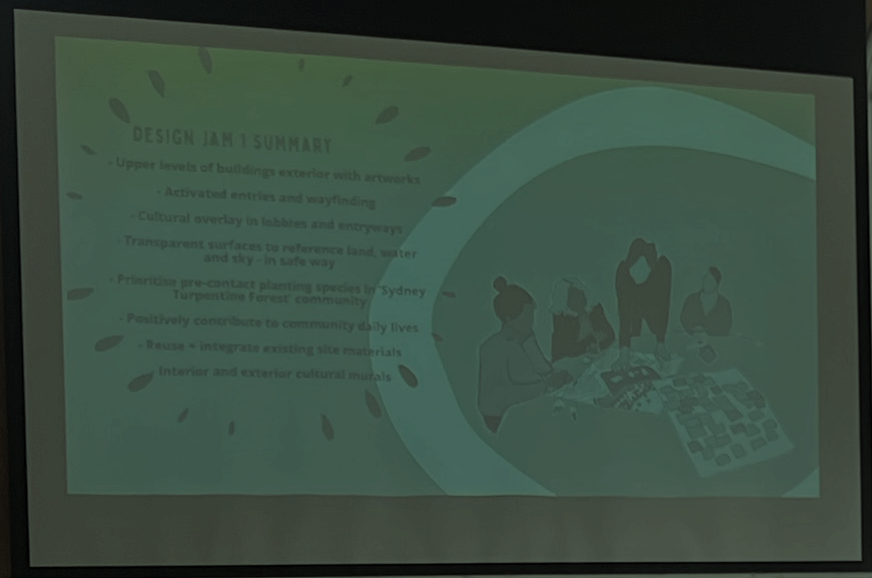
Community-centric at it's Core

Fostering a sense of community and identity within the future development. Investigated through inviting the elements of Country into the site to facilitate relationships between humans and provide culturally safe areas.



Fostering Ongoing Relationships and Custodianships with Country

Incidental and planned moments for witnessing and engaging with Country. Created through the consideration and integration of Country and non-human kin in the human experience of the development.



WORKSHOP 2 - MARCH 19TH 2024

The purpose of Workshop 2 was to explore the Outcomes that were developed following Workshop 1 and how these had been incorporated into the developing design. The workshop attendees were broken into three groups and considered how each of the Outcomes could be brought to life in the design. Each of the three groups explored all three outcomes. The following pages share their exploration of the Outcomes and design suggestions.

WORKSHOP 2 DATA AND OUTCOMES

Group 1 - Principle 1 - Acknowledge Deep Connections and Empower Culture

Each group member was given a green and red sticker.

The green was to be placed against the aspiration design move or precedent image that they believed was most innovative.

The red sticker was placed next to the idea that could use more development or exploration.

Post-it notes were provided for community members to provide additional suggestions or ideas to the posters.

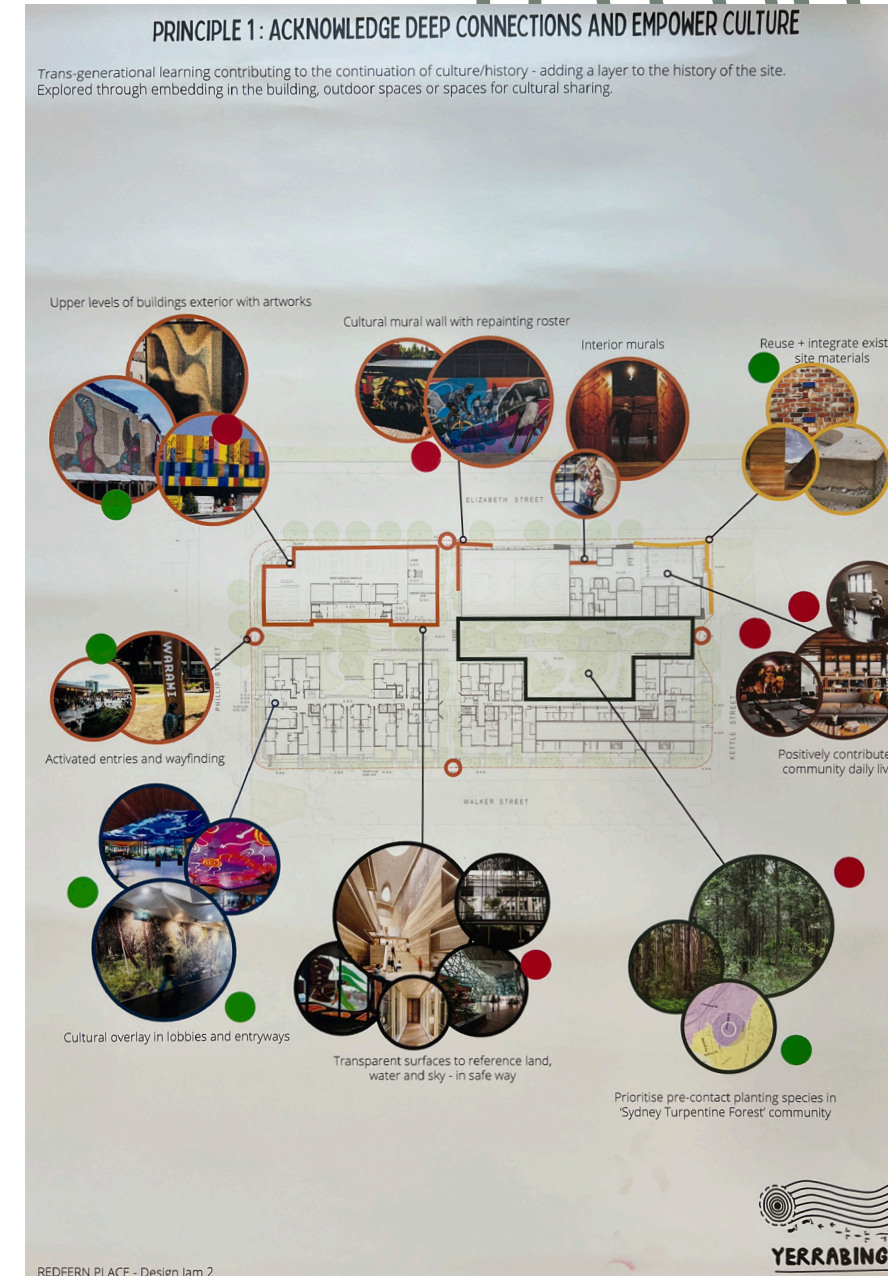
Verbal Comments from Community

Lobbies:

- They should be different and unique, like the programmable rooftop areas.
- It looks amazing.
- I like how dynamic it is, that stands out.
- They can act as wayfinding to figure out where you area.
- Different artworks per building.

General:

- The colours are welcoming and make you happy.
- Think more about the community rooms. What are they for? What is the program? Make sure it is accessed.
- Colours inspired by a range of vivid Country hues - flora and fauna.
- Thresholds and doors as intergenerational experiences - like the wayfinding poles
- Planting density should be considered.
- Rather than artworks on building exteriors, consider colours.
- The reuse of materials on site is great, e.g. the PCYC bricks.
- Can big trees be dug up and re-planted? They are part of the history - anything cut down to be recycled into the design e.g. the big existing palm.



WORKSHOP 2 DATA AND OUTCOMES

Group 1 - Principle 2 - Community-centric at it's Core

Verbal Comments from Community

- Take inspiration from Melbourne Museum with their outside garden.
- Water play, cooling on hot summer days.
- Consider the relationship to Redfern Park, work it into social housing families and their habits.
- How can Redfern Park service the community and department of housing?
- Earth colours within material and art selection.
- Research into local heroes, spread out across the site. E.g. Aboriginal Medical Services, Aboriginal Legal Service boxing, Rugby League, Rugby Union, Aboriginal Dance Theatre, quiet achievers and unsung heroes. Need to put their names and stories on there. Leave a space for future heroes.

- It's nice how it's open and sporty.
- Outdoor BBQ areas for community - such a birthday parties. Adjacent to the community rooms and rooftop gardens.

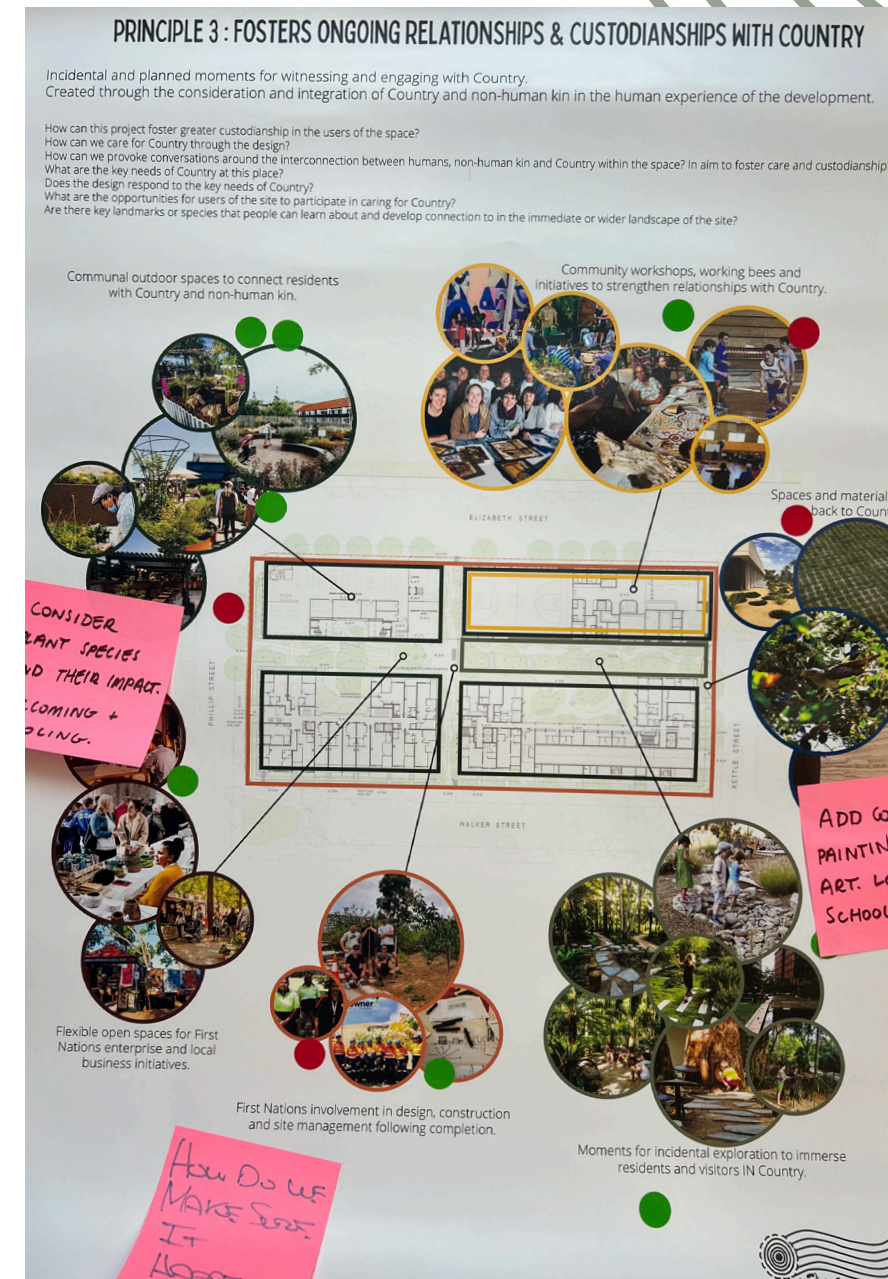


WORKSHOP 2 DATA AND OUTCOMES

Group 1 - Principle 3 - Fostering Ongoing Relationships and Custodianships with Country

Verbal Comments from Community

- How can the residents witness and experience the creation of art?
- Can the community be involved in painting bricks to display in the design? Inclusive of all cultures.
- Paint stones and put them in the garden or along the edges.
- Greenery, outdoors, playful.
- "It's like being in the bush!".
- If there are community workshops, they will need structure and organisation.
- Make sure there is 'forest planting' design near the BBQ areas. This should be lush, shaded, cool, water and green.
- If kids aren't born and bred in the bush, you need to bring it to them.



WORKSHOP 2 DATA AND OUTCOMES

Group 2 - Principle 1 - Acknowledge Deep Connections and Empower Culture

Each group member was given a green and red sticker.

The green was to be placed against the aspiration design move or precedent image that they believed was most innovative.

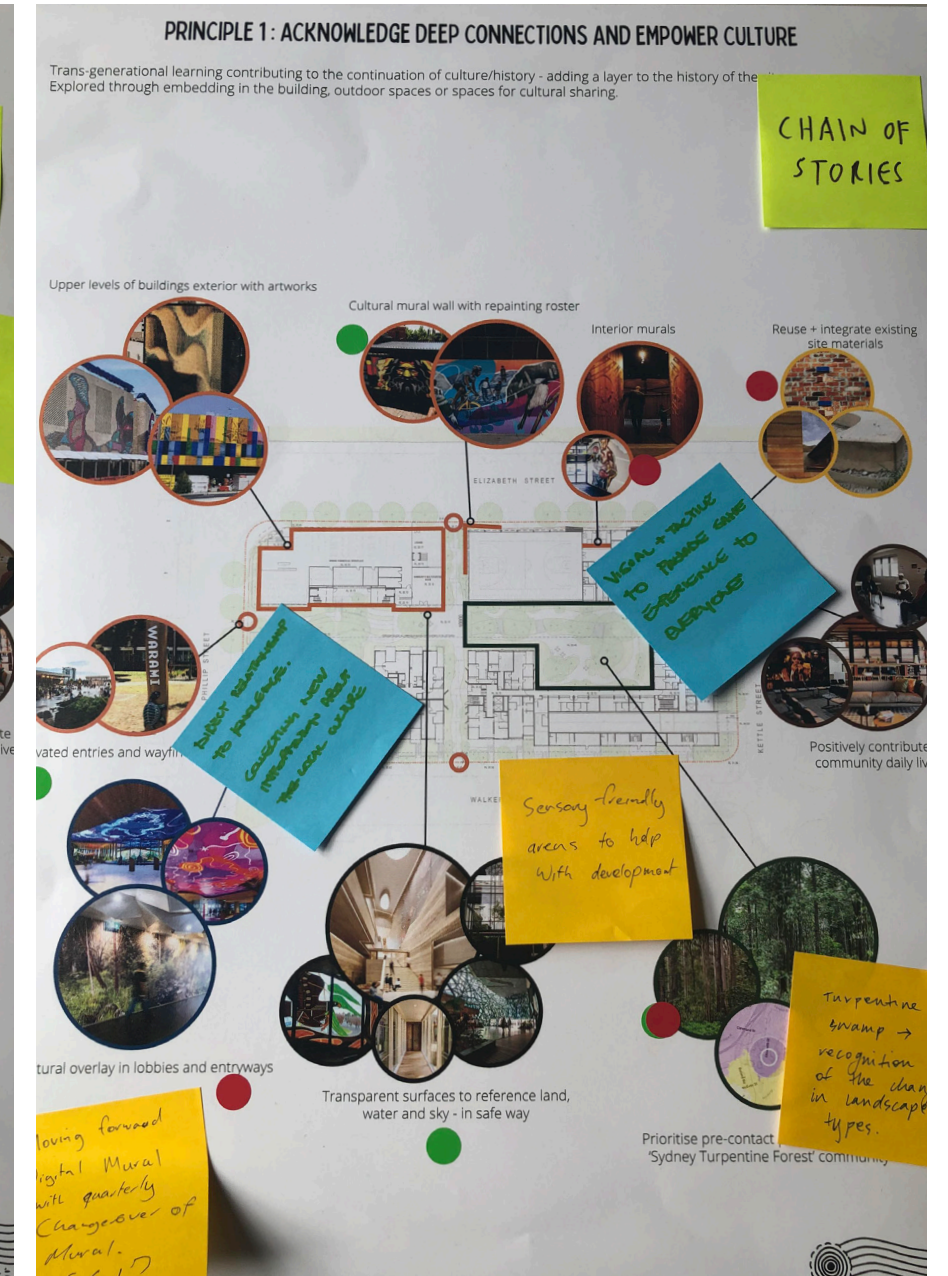
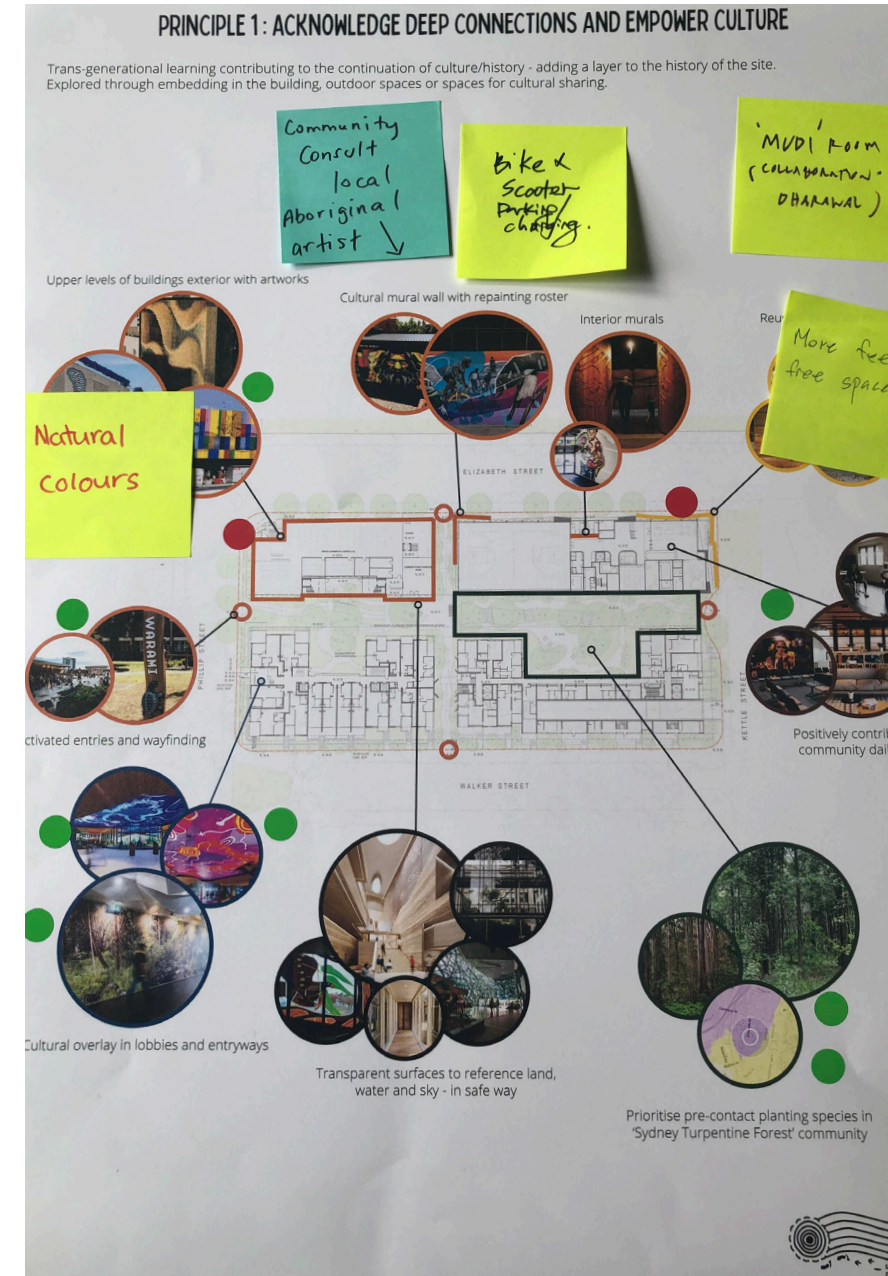
The red sticker was placed next to the idea that could use more development or exploration.

Post-it notes were provided for community members to provide additional suggestions or ideas to the posters.

Verbal Comments from Community

- The entries need to consider the user experience. When you walk in that's where you want the main feature – we want that wow factor.
- If its going to rain outside then more people will come in – it needs to be inviting for community.
- Native plants and a native garden are positive impacts.
- It's a space to breathe.
- Not just have it (owned) by PCYC – Have a free space for community to run workshops.

- We pay so much money for everyone around here and we cant afford it. (In reference to having a free space for community to run workshops)
- This is what will change the vibe and impact.
- Digital drawings and digital artwork could change every year – Permanent artwork could tell the story of the space.
- Kids could get involved in the public art.
- Basketball court – That's what the kids want these days.
- Learning space for young people to use – we have homework clubs and tutors – We don't want to sit at desks – we like to be outside – we learn better like that.
- Lots of seating.
- Every year the artwork is re-painting.
- Bring the outside in.
- Animals associated with the building.
- Community centre link to water.
- Texture on the ground for kids to run their hands over the textures.
- Sensory areas for all ages.



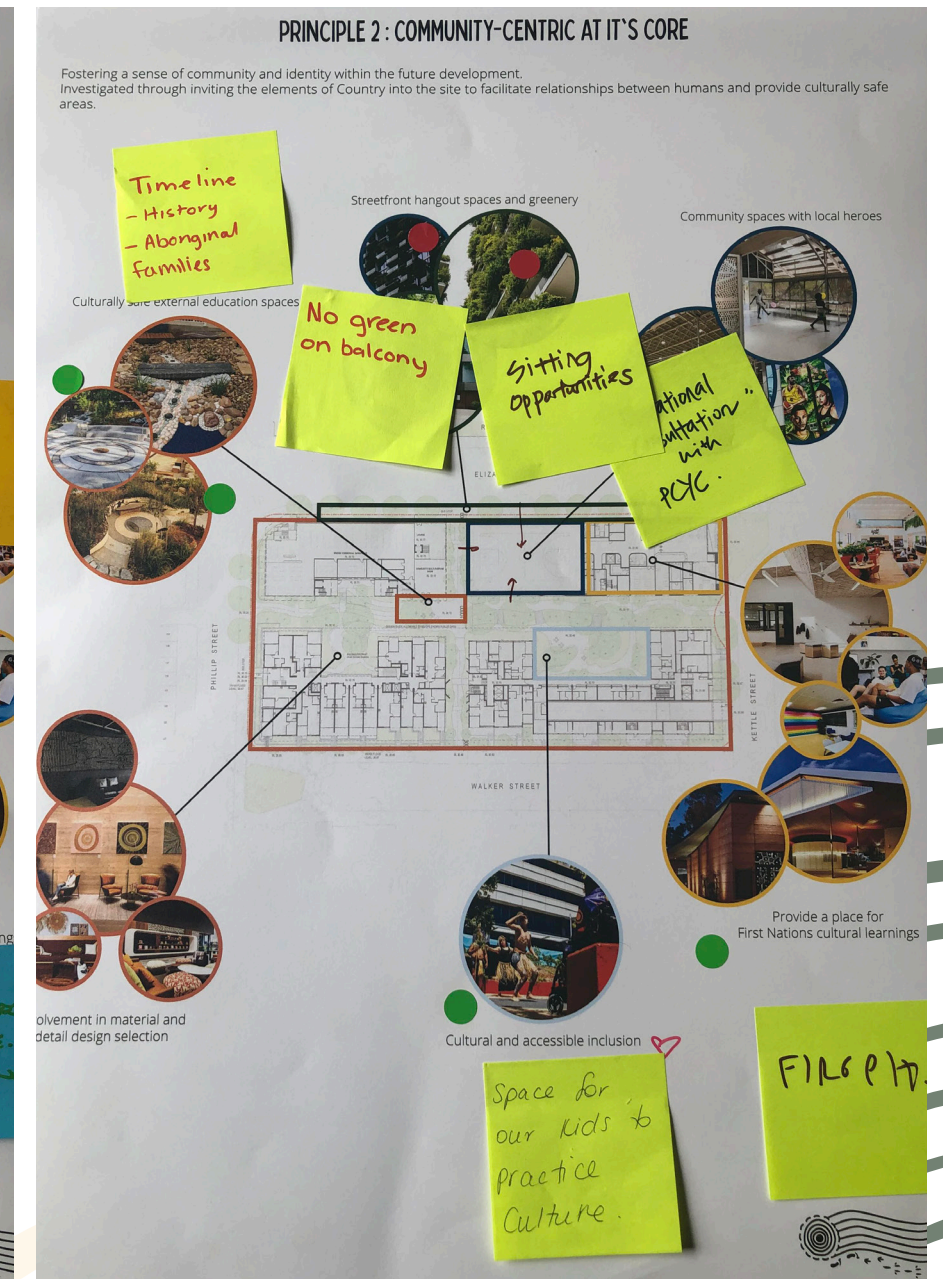
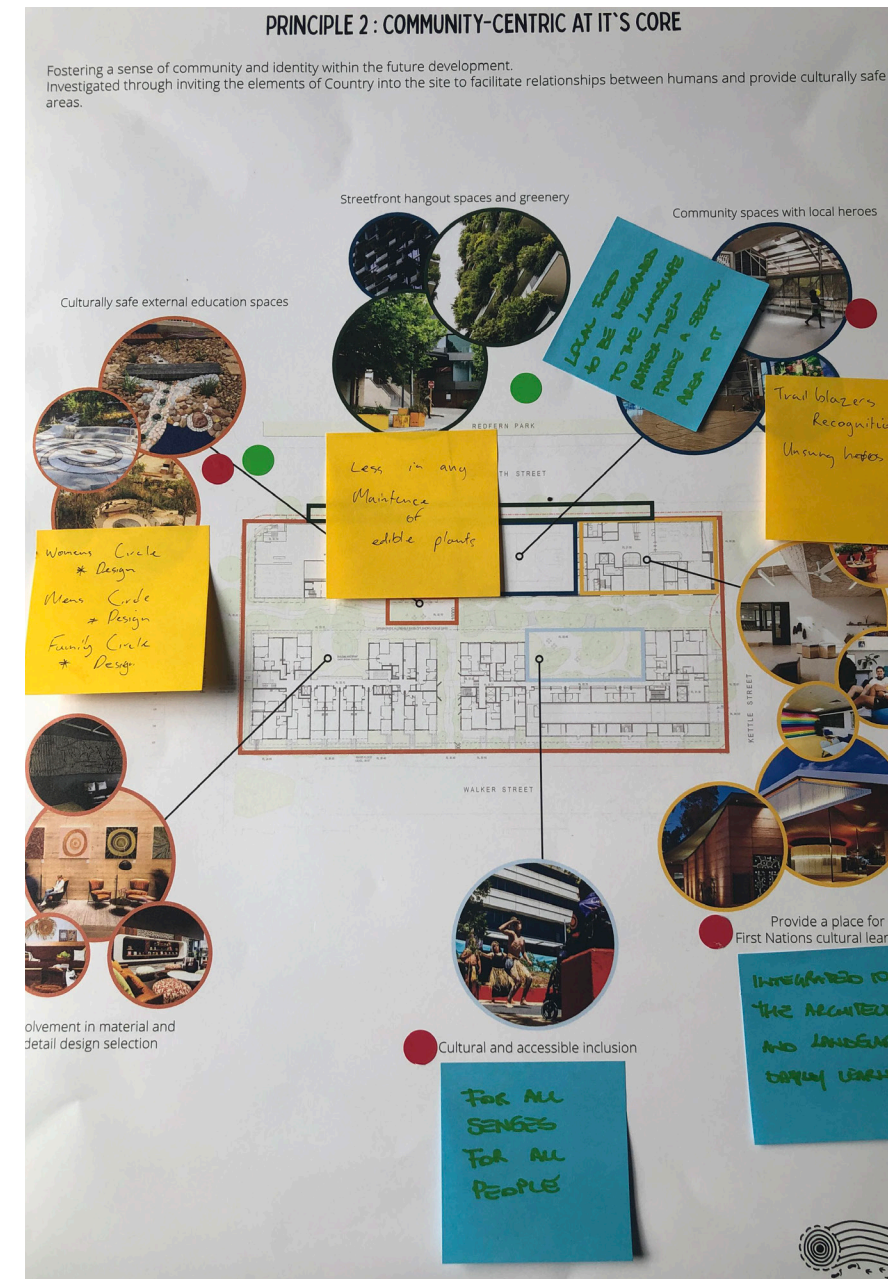
WORKSHOP 2 DATA AND OUTCOMES

Group 2 - Principle 2 - Community-centric at it's Core

Verbal Comments from Community

- Bike storage areas.
- Understanding local heroes.
- How do these places interconnect, timeline of local history - weaving through the gardens.
- Seating representing Men/Women, incorporating family connections.
- Interaction with nature and having places to sit, and reflect.
- Integrate edible gardens, part of the space.
- Explore the space being available for community.
- Before they start putting a rate on things – they have to get the numbers. No one has done that, it turns people away. This has been an ongoing cycle. We can't build a community if our own people don't feel welcomed.
- So many things we've just been shut out. We run programs here for many years, this was a place we would gather. It's like being kicked out of your own house.

- Even if we are welcomed to places – its open 1-2 hours after school otherwise they are locked. How can this space be activated across flexible hours?
- Fencing things off is the wrong model. We are a whole community. The PCYC's intentions aren't being shown if there's no open access.
- We don't want have the same living circumstances as now – brick housing, pay your rent and water, and that's it. Nothing is inviting, we are in a controlled environment.
- PCYC – should allow access at anytime to the basketball court.



WORKSHOP 2 DATA AND OUTCOMES

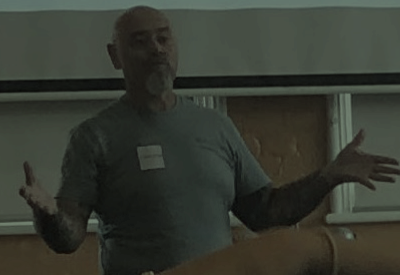
Group 2 - Principle 3 - Fostering Ongoing Relationships and Custodianships with Country

Verbal Comments from Community

- It says immerse residence – but there’s a fence there.
- When building this, consider having a relationship with the local schools – or keep in contact with youth spaces and the PCYC. By doing this, you’ll find our qualified plumbers, carpenters and other trades-people. We can help put this together, we’d love to see our own build our community up for themselves or their kids’ future.
- Before anything goes ahead, make sure the community is aware. This way we can plan out what we can deliver for when its ready.
- There’s so many local schools around here – they’d love to hold events in community.
- All the schools could have their Friday sports in community – their families and Elders could come and watch.

- The biggest issue here is fully immersing community into these processes and programs .
- We could have a security guard walking around for safety.
- Get the kids to maintain the community gardens – this gives them a job, responsibility and life skills – This is what our community drives through almost every program - its a sense of custodianship for the young ones.
- Make this program a youth led asset.
- Please don’t put big bushes on balconies.





WORKSHOP 3 - APRIL 2ND 2024

Workshop 3 involved community contributing ideas to specific areas of the design, including: Community Rooftops, Apartment Layouts, and Breezeways. The attendees were broken into three groups. The below pages share the feedback of the three groups on the three components.