

WELCOME to AT THE HEART



This user guide is designed to accompany the *At the Heart* DVD.
It provides additional commentary, learning links and ideas for
how this material can be used in workshop discussions and training.

Background to this Resource

The 2011 Victory Village Forum in Nelson brought together 250 people from a range of organisations and communities to learn more about Victory's progress in turning round a failing school and struggling community. They also came to share learning and experience from their own communities.

The focus for the three-day forum, co-hosted by Victory Village, Inspiring Communities and the Families Commission, was family-centred, community-led development (FC-CLD). Workshops and plenary sessions focused on various aspects of this theme. A summary Forum Report can be found on the Families Commission website.

<http://www.familiescommission.org.nz/sites/default/files/downloads/victory-village-forum-report.pdf>

The rich content and learning shared at the conference has now been packaged into a DVD resource to inspire and further strengthen family-centred, community-led development thinking and practice throughout Aotearoa, New Zealand.

About this Resource

This DVD resource includes four core modules and is designed to be used as both a learning and discussion tool. This user guide includes a number of reflective questions and exercises to help stimulate further thinking and dialogue in your organisation or community.

Module 1: *At the Heart - An overview of family centred, community-led development (13 mins)*

Module 2: *Strategies for Success - for growing and sustaining family-centred, community-led development (22 mins)*

Module 3: *Thinking tips and tools:*

3a. Working with complexity (10 mins 25 secs)

3b. Action reflection (2 mins 15 secs)

3c. Understanding needs (2 mins 58 secs)

3d. Victory Community Health Centre: being the first stop (3 mins)

3e. Victory Village: key learnings from our story (3 mins 20 secs)

Module 4: *Victory Village: Our Story - The door is always open. (32 mins 26 secs)*

This brings together the three interrelated stories of Victory Village (Victory Primary School, Victory Community Health Centre and the Victory community) and reflects on their 20-year community change story and achievements.

These modules will be freely available online and further copies of the DVD can be obtained by contacting enquiries@nzfamilies.org.nz. All proceeds from DVD sales will be reinvested back into further family-centred, community-led activities by the project partners.

We would like to acknowledge and thank everyone who has contributed to this project and welcome your feedback both on how you've used it and what else could be done to strengthen family and community centred approaches.

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About Family-Centred, Community-Led Development (FC-CLD)

Working in family-centred, community-led ways means doing just that – putting families at the centre and letting communities lead.

Instead of asking how services can be delivered **to** families by agencies, this work is about exploring how families, whānau and communities themselves can be empowered to develop, design and deliver the support that they need.

That leaves us with two key inter-related questions:

- How can we support and grow communities to be places where families and whānau thrive?
- How can we support and grow families and whānau to enable communities that thrive? (See Appendix 1 for a discussion what we mean by families, whānau and communities).

There are no recipes, models or single service programmes for achieving this. Instead, family-centred, community led-development is a way of thinking and working that's driven by a set of six core principles:

1. **Engagement** – being inclusive and proactively reaching out to include and involve families and communities as experts in discussions and decision making.
2. **Empowerment** –working with families and communities in ways that enable them to participate, make decisions and take action themselves.
3. **Connection** – being welcoming and linking up people, ideas, agencies to explore shared visions, knowledge and activities.
4. **Collaboration** – multiple stakeholders working creatively together to maximise energy, impact and resources.
5. **Relational** – building strong, respectful, reciprocal and long term relationships with families and communities.
6. **Responsive** –changing and adapting how we do things to achieve aspirations of local families and communities.

Reflection and Discussion

Family-Centred, Community-Led Development in your organisation and community

- What would support and strengthen your community to be a place where families and whānau thrive?
- What would support and strengthen local families and whānau to enable a community that thrives?
- When family-centred community-led development is at its best, what does it look like in your work/your organisation or your community? What is happening? Who's helping this to happen and how?

- If we want to strengthen FC CLD in our work/organisation/commmunity, what does it mean we need to do more/less of? What needs to change/stay the same?

Reflection and Discussion

Principles of Family-Centred Community-Led Development in YOUR work

<i>FC-CLD Core Principles</i>	<i>Give practical examples of this principle in action in your work, your organisation and/or your community.....</i>
Engagement	
Empowerment	
Connections	
Collaboration	
Relationships	
Responsive	

- Which of the principles is your greatest strength and why? What's in place to enable this to happen.
- Which of the principles do you think you need to work on most? What gets in the way now and what could be done to change this?

This exercise can be done individually, with teams, organisations, communities then comparing notes. It could also be part of a process to:

- formally **NAME** family-centred community-led principles and practice in YOUR work place and document 'how' you do what you do to enable families to be at the centre and for communities to lead.
- build an **ACTION PLAN** for family-centred, community-led development in your organisation or community.

Pause Points

- **Skip to Sue Rei @ 3.41.... "Nothing about us without us"** - think about who is/isn't included in discussions and decision making about plans, services or activities in your organisation/community. What could be done to change this??
- **Skip to Nancy Eisenberg @5.55.... "But first I was made to feel welcome"** - what does your organisation/initiative do to make local families/the community feel really welcome and connected? What else could you do?

Module 2: Strategies for Success

(Length 22 mins)

There are no rulebooks for family-centred, community-led development or any magic entry points. Our advice is to just get started from where you are! There is a lot we can learn from those already working in family-centred, community-led ways. Key themes from Victory Village Forum interviews and plenaries pointed towards seven key strategies for success. Many of these build on and incorporate the six principles of family-centred, community-led development outlined in Module 1.

- ☑ **Build from the Ground Up** - rather than services and projects being predetermined and 'rolled out', first ask local families and communities what they think and want. Take time to work with local people, to understand root causes to issues, encourage people to dream and actively encourage and support local families/communities to be part of what happens next.
- ☑ **Build from Assets and Strengths** - start by asking what this family or community does well, when things work best - and do more of what works. Name and communicate talents, contributions and achievements. Encourage families to make links with others in their neighbourhood, create a culture of generosity and reciprocity to enable local families and places to make the most of what they already have.
- ☑ **Enter from Multiple Doorways** - a family-centred, community-led development lens can be creatively added into any activity - from sports clubs, to social service delivery, to schools, to community facilities, to policy development processes and town planning. Events are a great way to connect local people and build relationships and collaboration between families, communities, service providers and other key agencies.
- ☑ **Be Intentional** - working in family centred, community-led ways means paying careful attention to '**how**' things happen, ensuring the 6 core principles are incorporated in your business as usual. From designing processes, to developing up plans, to decision making structures, to delivering services and implementing projects and demonstrating and communicating learning and results -it's about asking how is what we're doing enabling families to be at the centre and communities to lead?
- ☑ **Be Prepared to Change** - family-centred, community-led approaches often require us to change our usual ways of thinking and doing. Working effectively in this space means being open, flexible and constantly reflecting and responding to new ideas and approaches both from those we're working with, and from new evidence and learning.
- ☑ **Foster Partnerships** - outcomes for families and communities are strengthened when multiple stakeholders join up and work together to share ideas, energy and resources. By proactively partnering, the complex needs of families and communities can be more effectively addressed and shared visions for positive change achieved.
- ☑ **Identify and Grow Local Leadership** - if we understand leadership being about willingness to help and stepping up to take action or influence change, then we can all be leaders. Having families and communities engaged and actively involved in participating and leading local solutions is essential. We need to value all kinds of leaders in our communities, do what we can to join people, support new leaders as they step up and celebrate multiple contributions being made to effect positive change.

This module shares stories and examples about what these **Strategies for Success** look like in practice.

Reflection and Discussion

What are the strategies for success in your work with Families and Communities?

- Which stories or examples from Strategies for Success really grabbed your attention? Why was that? What might you do next as a result?
- How are the seven strategies for success reflected in your work, your organisation or community?

<i>Strategies for Success</i>	<i>Share examples of what this strategy looks like in your work/your organisation and/or your community?</i>
Build from the ground up	
Build from assets and strengths	
Enter from multiple doorways	
Be intentional	
Be prepared to change	
Foster partnerships	
Identify and grow local leadership	

- What other strategies and approaches are you finding successful? What else would you like to try in the future? What challenges might you face?

Pause Points:

- **Skip to Robyn Scott @ 13.1.4 - "It's really important that we continue to notice, collect, gather evidence of change."** *What strategies or reflective practice processes do you have in place to notice how change is happening for the families and communities you're working with? What results do you see that demonstrates positive change? How could learning and results from your work be more effectively captured and communicated? What would need to be in place for this to happen?*
- **Skip to Di Grenell @ 19.24 - "Are we going to spend our time doing things differently? Or are we being invited to do some different things?"** *Discuss options and opportunities arising from both of these questions for you/your organisation/your community.*
- **Skip to Helen Watson @ 21.28 - "You've got to be specific and shoulder tap to get people involved."** *Who could you shoulder tap in your community to help grow their leadership and assist with initiatives you're working on?*

day to day activities. Continually reviewing progress, learning and next steps against overall intent and outcomes sought also enables a conscious 'check in' with the vision to ensure that it's still current and that any actions prioritised, link directly to strategic goals.

Reflection and Discussion

The plan-act-reflect-(re)vision framework and your work

- How do you know that what you're doing is making a difference?
- What kind of action-planning-reflection tools and frameworks do you use in your work at the moment? How do they help you in your ongoing planning and measurement/analysis of learning and change?
- How might you incorporate the plan-act-(re)vision tool in your ongoing work and planning?
- What are other key elements of this process that are important to highlight and build into what you currently do?

3c. Understanding needs

Kindra Douglas, Director of [Victory Community Health](#), relates how the SCARF model of social needs provides a useful framework for thinking about key drivers behind people's social behaviour, interactions and survival needs. She reflects how this new brain research provides new understandings about some of the bigger 'drivers' going on for people, and how incorporating this into your practice enables you to more effectively assist people when they 'come through the door.'

- ☑ **Status** - relative importance of self compared to others, feeling good about yourself and your situation.
- ☑ **Certainty**- being able to predict the future for yourself and those around you.
- ☑ **Autonomy** - knowing you can make decisions and have a sense of control over what happens
- ☑ **Relatedness** - being connected to others, having a sense of belonging, and feeling safe and supported
- ☑ **Fairness** - that everyone is treated evenly and equitably.

This tool was created by David Rock. For more detail about the SCARF model and additional resources see <http://www.scarf360.com/>

Reflection and Discussion

Ways to utilise the SCARF framework in your work

- Think about a client, family or neighbourhood you've been working with recently and their needs and aspirations. Which aspect(s) of the SCARF model stand out most ie what are the most likely drivers behind the key issues/opportunities presenting?
- Recognising this, what might the family want to ensure their broader social needs are met?

3d. Victory Community Health Centre: being the first stop

In this short clip, Kindra Douglas, Director of the [Victory Community Health](#) shares what being a 'first stop' for local families and the community in Victory means in practice. She reflects on their role as facilitators and enablers of local people - their needs and dreams. She talks about the Centre's key role as connectors and how being inclusive, welcoming and accessible means that where possible, needs and requests are dealt with 'in the moment' - an acknowledgement that opportunities in relationships are sometimes 'momentary'.

Reflection and Discussion**Being a first stop for families and communities**

- What does being an effective 'first stop' look like in your work? How do you ensure your services/activities are accessible, inclusive, welcoming and effective for those you're working with?
- Who are the/other 'first stop organisations' in your community that support families and communities to be their best? Are there effective relationships, information sharing and processes in place across organisations to make sure that families are in the centre and that communities can lead?
- How do ideas and feedback from local families and communities get collected and acted upon to ensure that support organisations are acting and responding in ways that best support local families/communities and their ever changing needs?

3e. Victory Village: key learnings from our journey

In this clip, Kindra Douglas one of the key leaders in Victory Village¹ shares key tips for other communities that emerge from Victory's 20+ year community change efforts summarised in Module 4. Kindra reflects how this work is not a straight line! Rather it is a jigsaw of many pieces, with phases that move fast or slowly depending on a range of factors, including emerging leaders with the right energy and ideas, and being able to spot opportunities that advance big picture goals. She talks about the importance of strong values and ways of working that uphold and progress a clear long term vision, and the need to both recognise and engage multiple stakeholders by sharing power and resources. Being brave and having moral courage is essential, with transformational change likely to be made up of small, incremental steps sometimes taken together over many years.

Reflection and Discussion**Key learnings for other's from Victory Villages journey**

- Do Kindra's key learnings sound familiar?
- What are your three biggest learnings about family-centred, community-led work over the past few years?
- What do you know now that you wished you'd known a few years ago?
- What constantly surprises you about this work?
- What's the BEST piece of advice you would give someone just getting started in FC-CLD?

¹ **Note:** Victory Village is the overarching term used to describe the community change efforts collectively undertaken by Victory Primary School, Victory Community Health Centre and the Victory Community.

Module 4: Victory Village- our story. The doors are still wide open....

(Length 32 mins 26 secs)

Victory is an inner city suburb of Nelson, with around 6000 residents. It's an ethnically diverse community with higher than average social needs. In the early 1990s Victory was characterised as a struggling community and failing school. A number of committed community leaders and support agencies were determined that this would, and could change. And it has! Victory's story is about multiple people making multiple contributions over a **very** long time. It's also the story of key long term leaders determined to do things differently, being opportunistic and building a new culture based on collaboration, 'can do' attitude, and integrated support for local families and people based on respect, accessibility and empowerment.

This module shares more about what, how and why change has happened in Victory. It's not one story, but three inter-related stories of Victory Primary School, Victory Community Health and the Victory community. It demonstrates what can happen when families are at the centre and the community's needs and aspirations lead the development.

Reflection and Discussion

Victory community's story and your community's story too!

- What stands out for you after watching Victory's story? What does this tell you about how change happens?
- What surprised you about Victory's story?
- Can you see elements of your community's story in the Victory story? What's similar and why?
- Think about your community's story to date, what are they key milestones and themes emerging? Is it a shared story? Who would be your main story tellers and why?
- What are key learning aspects from your community's story or from your work with families and communities that can be shared with others? What can others' learn from your experience to date?
- When you look back, what were the key moments of significant change? What were these and how did they happen?
- Is/how is your community capturing or documenting its own story and stories? What else could be done to support story telling in your work/your organisation or your community?

Resources and Links

Some useful resources

Paths of Victory

This case study research project explores the innovative practices and outcomes associated with the convergence of health, education, social and community development goals at Victory Village. Families Commission, Nov. 2010.

<http://www.familiescommission.org.nz/publications/research-reports/paths-of-victory>

Victory Village Forum: An Overview

More than 250 delegates attended a Victory Village Forum in Nelson, July 27–29, 2011. The forum aimed to showcase the Victory Community — ‘Kiwibank New Zealand Community of the Year’ in 2010 — and share information about family-centred, community-led development.

The three-day forum, organised by Victory Village, Inspiring Communities and the Families Commission, was fully subscribed – underscoring an interest in New Zealand in thinking differently about how we work within and across communities, and promote family-centred, community-led ways of working. This new way of working requires thinking about what is best for families, and allowing communities to lead the changes they want to see.

<http://www.familiescommission.org.nz/sites/default/files/downloads/victory-village-forum-report.pdf>

Victory Primary School

A little over nine years ago, Victory Primary School in Nelson had real problems with bad behaviour, truancy, and stand-downs, with a high percentage of families moving away during each school year.

Since then, however, the school has adopted an approach which it describes as 'enrolling the family, not just the child'. Community facilities have been put in place on the school grounds and parents actively welcomed and encouraged to participate in their child's education.

The result has been that in nine years there have been no stand-downs, truancy has been dramatically reduced, behaviour problems have been all but eliminated, families are staying in their school communities longer instead of moving away, and education outcomes have improved.

As well as being involved in their child's education, families can get medical help, counseling, adult education, childcare, legal advice and meet with a number of government and community agencies providing family assistance at a school community centre.

The Families Commission worked with Victory School to create these videos outlining their "community hub" approach.

<http://www.youtube.com/watch?v=7f0ruzKXU-c> (15 minutes version)

<http://www.youtube.com/watch?v=dA4wx5uY0wc> (6 minutes version)

Victory Community Centre website

<https://sites.google.com/site/victorycommunitycentre/>

Victory Primary School website

<http://www.victory.school.nz/index.html>

Neighbourhood environments that support families

The report highlights results from a research project entitled The Place of Caregiving: Community environments, participation, health and wellbeing.

The project, undertaken in Waitakere City and North Shore City in the Auckland region in 2006, explored the relationship between characteristics of the natural and built environments of selected neighbourhoods, and the daily experiences of parents living and raising young children in these neighbourhoods. Study findings that relate to the attributes of urban neighbourhoods that support families are presented.

Families Commission, May 2006

<http://www.familiescommission.org.nz/sites/default/files/downloads/BS-neighbourhood-environments.pdf>

The Spinafex Effect: Developing a Theory of Change for Communities

The report provides a brief overview of Te Aroha Noa Community Service's two-year process of reflection, critique and practice development, and highlights some of the key practice learning. It also provides some suggestions about the ways in which other family/whānau and community organisations could develop their own theories of change by reflecting on their practice to become more intentional about the work they do.

Families Commission, February 2009

<http://www.familiescommission.org.nz/sites/default/files/downloads/IP-spinafex-effect.pdf>

Violence Free Community Project – Te Aroha Noa

This report details the development and operation of a community-based violence prevention programme (VFCP) developed and run at Te Aroha Noa Community Services (Te Aroha Noa) in the Palmerston North suburb of Highbury from 2007 to 2010.

<http://www.tearohanoa.org.nz/research.html>

Thriving: Connected – Effective – Reflective

This resource is an account of the 'doing it differently together,' that is social innovation. It charts the relational journey made by a group of social innovators comprising staff from the Families Commission, and four exemplary social service organisations, who came together to undertake an 'action inquiry,' to learn more about what we have come to call a family whānau centred approach.

This resource was produced in collaboration with [Auckland Women's Centre](#), [THRIVE Teen Parent Support Trust](#), [Te Waipuna Puawai](#), Anglican Trust for Women and Children, Know Your Neighbours, [Lifewise](#), and Takapuna Methodist Church, 2011.

http://www.familiescommission.org.nz/sites/default/files/downloads/THRIVING_Resource_0.pdf

Thriving in Practice

This resource is a companion document to THRIVING. It is an account of the 'doing it differently together,' that is social innovation. It charts the relational journey made by a group of social innovators comprising staff from the Families Commission, and two exemplary organisations [Te Waipuna Puawai](#) and [Kia Aroha College](#). It explores what we have come to call a family whānau centred approach from the perspectives, and largely in the words of those working at the interface or frontline. It provides practice-based evidence for a more connected, relational approach to working with families whānau and communities in New Zealand, 2011.

http://www.familiescommission.org.nz/sites/default/files/downloads/TPRACTICE_Resource_0.pdf

Great Start Taita - Residents Leading the Way

Great Start Taita is a community-led development initiative, held by Barnardos, that's supported by a strong, diverse collaborative network of local residents and agencies. This story offers some insights into Great Start, how it has evolved to date and the many challenges that have been faced as a result of attempting something in a very different way – seeking to innovatively form a social service approach around the needs of an individual local community and drawing on its own potential for leadership. Great Start Taita began as, and continues to be framed by, a central question – “how can we best support people living in Taita, especially the children?” As an inquiry, rather than an approach that sought to fix something or come up with an answer, its success or otherwise can best be determined by what has emerged in response to this question. The four stories forming this case study aim to provide the reader with a holistic sense of this.

Inspiring Communities and Barnardos 2010

<http://www.inspiringcommunities.org.nz/learning-centre/core-learning-cluster/taita>

What we are learning about community-led development – Inspiring Communities 2010

A core purpose of Inspiring Communities is to support the learning of others involved in community-led development by sharing what they are noticing, learning and observing about community-led change. ‘What We Are Learning’ 2010 covers I read practical tips, lessons and examples about four aspects of community-led development:

- Community building
- Leading in and leaderful communities
- Working together in place
- Creating and sustaining momentum

<http://www.inspiringcommunities.org.nz/learning-centre/learning-a-sharing>

To sign up to regular newsletters featuring stories and learning from across Aotearoa contact newsletter@inspiringcommunities.org.nz

Thinking Out Loud – A think piece from Inspiring Communities

As a lead in to the 2012/3 edition of What we are learning about community led development, Inspiring Communities reviews changes in the broader environment. They also comment on key aspects that are helping and hindering communities’ and key stakeholders’ work in community-led development (CLD) ways.

- About community-led development
- So what’s changed since 2010 and why?
- What does community-led development take?
- The future: supporting and strengthening CLD
- Our conclusion – it’s here to stay

<http://www.inspiringcommunities.org.nz/learning-centre/learning-a-sharing>

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Computers in Homes – Di Daniels
Families Commission – Carl Davidson, Dr Kathie Irwin, Lorraine Brown
Great Start Taita – Kirsten Grenfell, Mark Bromley, Michelle Tindling, Sue Rei, Sailine Fakalelu
Lifewise – Rebecca Harrington
Inspiring Communities – David Hanna, Barbara MacLennan, Denise Bijoux, Jenny Chilcott
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New Zealand Community Economic Development Trust – Di Jennings
North East Valley Project – Jan Hudson
Philanthropy New Zealand – Robyn Scott
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Te Ora Hou Whanganui – Judy Kumeroa, Tania Hoeta, Greg Tichbon, Karen Phillips
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APPENDIX

What we mean by family, whānau and community

This user guide and the video resource it supports make frequent reference to the terms, family, whānau, and community. We thought it useful to expand briefly on what we mean by these terms.

Family²

In all societies, families are pivotal to individual, community and societal wellbeing. Families nurture and support their members, teach values such as tolerance and respect and develop members' abilities to be resilient and engaged with their society. The economic and social wellbeing of a society rests on the wellbeing of the nation's families. When families are stressed and dysfunctional, society suffers. The family is the vehicle by which social and cultural values, knowledge and experience are passed between generations.

Families endure, shape and adapt to changes in social and economic circumstances, and this adaptation leads to varied family structures. In New Zealand families are complex and diverse with a wide range of form which means that providing support is complex and one approach will not work for all.

Perhaps the most important 'takeout' in the context of this resource is that it is the functions (and functioning) of families that matters. It is not possible to define families by any particular form or structure.

Whānau

Whānau is generally described as a collective of people connected through a common ancestor (whakapapa) or as the result of a common purpose (kaupapa).

The two pre-eminent models of whānau from the literature are whakapapa (kinship) and kaupapa (purpose driven) whānau. Whakapapa and kaupapa whānau are not mutually exclusive. These two whānau models construct whānau identity differently but the intent of both models is to contribute to the achievement of whānau ora (wellbeing) by means of building and strengthening bonds of kinship and giving effect to the collective practices of whanaungatanga (whānau support). For the purposes of this work it is important to remember that family and whānau are not the same and should not be used interchangeably.

For a more extensive discussion of the definition of whānau see; *Definitions of Whānau: A review of selected literature*, published by Families Commission in April 2010.

<http://www.familiescommission.org.nz/publications/research-reports/definitions-of-wh%C4%81nau>

² This discussion of families is drawn from the Families Commission Statement of Intent 2009 – 2012.

Community

'Community' can be described in many ways. These include; areas of interest (where individuals or groups elect to participate), religious belief, sexual orientation, ethnicity or belonging to a 'cyber' community where participation is electronically based.

In the context of this resource the focus is on place-based communities. In this way, families, whānau or individuals may to a greater or lesser extent identify with the locality or neighbourhood where they live, and the sense of belonging this enables. In this context what matters are the relationships and connections within that place, the way in which people give and receive support, connections to the local environment, history and focal points. These 'place' aspects also contribute significantly to quality of life and wellbeing outcomes for local residents.

Community-led development (CLD) is built around this place-based approach. The characteristics of community-led development are described by Inspiring Communities as:

- CLD is about place – local communities.
- CLD is about people from all sectors (residents, business, funders, iwi, local and central government, schools) within local communities working together to release local resources, energy and ideas to create opportunities and solve problems.
- CLD can embrace economic, cultural, social and environmental issues—with the driver being local vision and priorities.
- CLD is *not* a service delivery model, project or programme, but a planning and development approach, underpinned by several key principles.

For more discussion of this see the Inspiring Communities website.

