

VICTORIA UNIVERSITY CLINICAL HEALTH TEACHING FACILITY CONNECTING WITH COUNTRY FRAMEWORK INCL ENGAGEMENT PLAN

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We would graciously like to thank Wurundjeri Woi-Wurrung Elders Aunty Gail Smith, Aunty Julieanne Axford and representative Charley Woolmore for helping to guide the project team to deepen our understanding of Wurundjeri Country, people and culture and help shape this Connecting with Country Framework.

Definitions

Traditional Custodian	The term 'Traditional Custodian' has been used in this report to recognise and better reflect the responsibility and process of looking after Country than the term 'Traditional Owner'.
Wurundjeri Woi-wurrung	Wurundjeri Woi-wurrung are the Traditional Custodians for the area identified as Victoria Univerisity Footscray Park campus. Wurundjeri Woi-wurrung is used in this report to also mean Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (WWWCHAC) - Cultural Consultations Unit.
Moondani Balluk	Moondani Balluk Indigeous Academic Unit are the Indigeous representative body for Victoria University.
Broader Community	In context of this Engagement Plan, this term is used to define the broader local Aboriginal community.
Engagement	Engagement refers to the planned process involving two-way open and respectful dialogue with the specific purpose of working with Traditional Custodians and their communities to encourage active involvement and discussion to inform a project decision.

*We proudly acknowledge Wurundjeri
Woi-wurrung people as the Traditional
Custodians of the land where the Victoria
University Footscray Park campus is located.
We recognize their continued connection to
land, water, sky and community.*

*We appreciate the knowledge that has
been passed down over many, many
generations and is used to guide us in our
understanding.*

*We would like to pay respect to all their
Elders, past and present.*



Contents

INTRODUCTION 7

1.0 Introduction	8
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PROJECT APPROACH TO COUNTRY-CENTRED DESIGN 10

2.0 Project Approach	12
2.1 Project Methodology	13
2.2 Engagement Plan Timeframe	14
2.3 Engagement Context	15
2.4 Understanding Country	16
2.5 Project Aspirations	17
2.6 Design Approach	18
2.7 Country informed Design Themes	20
2.8 Engagement Plan	28
2.9 Design Narrative and Interpretation	30
2.10 Principles for Interpretation	31
2.11 Design typologies and opportunities	32
2.12 Future Opportunities	34
2.13 On-going project evaluation & monitoring	36
2.14 Cultural Protocols	37
2.15 Cultural design precedents	38





Introduction

1.0 Introduction

The purpose of this Country-centred Design Framework is twofold. It acts as a guide to help the Victoria University and the design team to better understand their roles, responsibilities and involvement in the process of delivering a Country-centred design project philosophy. It also includes a collaboratively developed project wide Engagement Plan and approach that sets up an agreed approach of involvement for all parties in the delivery of the project.

This framework is a summary of the collaborative process undertaken to develop a culturally responsive and Indigenous-led approach to Country-centred design.

The Victoria University - Clinical Health Teaching Facility Country-centred Design Framework (this document) has been developed on the foundation of a genuine engagement with Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (WWWCHAC) Cultural Consultations Unit and key members of the Moondani Balluk Indigenous Academic Unit from Victoria University, Footscray Park campus. This engagement has informed the design team's understanding and approach to collaboratively developing Country-centred design outcomes.

What is a Country-centred Design Framework?

Cultural values aim to develop a holistic approach and understanding about what is unique about the place and the people of that place.

A Country-centred Design Framework is an Indigenous-led approach to ensure a culturally responsive approach to engagement and design informs all aspects of the project. It identifies and ensures ways of knowing, being and doing are respected and informed, enrich and educate all who will study, work and visit the Clinical Health Teaching Facility.

Cultural narratives and interpretation is increasingly recognised as powerful enablers in connecting our past to the present and acts to build a platform to a sustainable and shared future.

The Victoria University Clinical Health Teaching Facility Country-centred Design Framework recognises the relationships and cultural values of Wurundjeri Woi-wurrung as the Traditional Custodians of this place. We also recognise Moondani Balluk as the university Indigenous representatives. The cultural values provide guidance to inform and integrate a Wurundjeri Woi-wurrung understanding together with a contemporary connection from Moondani Balluk to this place into all aspects of interpretation, design and experiential opportunities.

Benefits of this Approach:

PLACE AND EXPERIENCE CENTRED

The Framework focuses on revealing an understanding of the deep connection that Wurundjeri Woi-wurrung have with this place together with connections of Moondani Balluk with Aboriginal people of Melbourne's west.

This understanding can influence the experience and understanding of all who use the facility.

A WELCOMING AND CONNECTED APPROACH

The Framework provides a strong welcoming and connected approach to all creative components of the Clinical Health Teaching Facility, including place design, art, activation and interpretation ensuring it is embedded with local knowledges.

Engagement Plan

The objective for the engagement process in the development of this Country-centred Design Framework was to ensure that Wurundjeri Woi-wurrung as the Traditional Custodians of the land that Victoria University Clinical Health Teaching Facility is located on together with Moondani Balluck guides its development through it’s planning and design.

This document also outlines the expectations to current and future project partners to ensure a consistent approach that builds on an existing understanding of the culturally responsive approach to engagement and the importance of cultural values.

This approach will not only develop a planning and design process that is genuinely informed through the cultural values of the area, it provides guidance and a clarity for the interpretation opportunities that arise.

This framework has had a comprehensive review and has been endorsed by 2024.

Indigenous Cultural Intellectual Property (ICIP)

In the process of developing the design principles and themes both WWWCHAC Elders and Moondani Balluk representatives shared personal narratives and stories to help build the cultural understanding of the design team.

The Indigenous cultural intellectual Property (ICIP of these narratives and stories) shared to date will remain with those who were kind enough to share their stories. Through ongoing engagement for the future project design phases we understand that potentially more narratives may be shared with the design team.

These narratives and stories may not be used in part of whole without the express involvement and permission of the knowledge keepers - being WWWCHAC and Moondani Balluk.

Narratives that are directly connected with design works may need a formal agreement to be set up prior to undertaking any artist based design works.

Endorsement

This framework has been closely developed with Wurundjeri Woi-wurrung Cultural Consultations Unit and Moondani Balluk Indigeous Academic Unit.

This framework is currently seeking endorsement by both parties prior to continuing onto the next phase of design development.

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Project Approach of Country- centred Design

2.0 Project Approach

Relationships and Understanding

The most important aspect of engaging with Traditional Custodians is the forming of a genuine and trusting relationship. This relationship is a two-way approach - and although the core relationship sits between the Traditional Custodians and Victoria University (as the client) - through developing a Country-centred Design approach there is a mutual understanding that the design team has a shared level of interest in jointly building this relationship.

It is equally the responsibility of the design team to ensure they are culturally respectful and not adding to the cultural load of Traditional Custodians.

The focus on engaging with Traditional Custodians is often misdirected and is focused primarily and directly on the potential project outcomes, where its primary focus should instead be on developing and building genuine relationships through a shared understanding.

Placing people first ahead of the project not only builds stronger relationships and deeper levels of understanding for the project team, it provides opportunity for the design team to also share knowledge with Traditional Custodians in ways that are of interest and relevant to them.

Traditional Custodian Engagement

This Country-centred Design Framework has collaboratively developed a project wide engagement plan with an engagement approach to deliver further design phases.

This framework is intended as a tool to guide, influence and validate the Clinical Health Teaching Facility project against the design commitments and Cultural Design Principles that have been collaboratively developed with Wurundjeri Woi-wurrung Cultural Consultations Unit and Moondani Balluk Indigenous Academic Unit in the Schematic Design phase of the project.

The long-term strategy for ongoing engagement and involvement with Wurundjeri Woi-wurrung together with Moondani Balluk to further develop the design themes through building awareness of Wurundjeri Woi-wurrung history and significance of the history of Aboriginal people in Melbourne's west. This may include to understand and identify the traditional, historical and contemporary Cultural Values and meanings of the area which are specific to this place and of significance to the Wurundjeri Woi-wurrung people.

These themes and narratives may then be interpreted and celebrated, ensuring this is done in a respectful, meaningful way which will be robust in highly used public spaces with a diverse set of visitors.

Opportunities to create advisory, design procurement social opportunities and delivery activities extending from this engagement will also be considered.

Together this engagement approach and plan will continue to guide ongoing collaborations and ensure a consistent Indigenous-led approach.

2.1 Project Methodology

Collaboration and Co-design approach

Engagement with Wurundjeri Woi-wurrung and Moondani Balluk was undertaken through a series of workshops, facilitated by ASPECT Studios.

The first workshops were held with each organisation separately to provide space to be able to brief them and allow for conversations that were of particular interest to their own organisation. Both organisations were keen to attend future workshops together.

Further engagement sessions were undertaken through a collaborative process built on the importance of enabling self-determination and being Indigenous-led.

Communication & engagement methods

Engagement to date has comprised of the following:

- Inception meeting & Walk on Country
- A number of collaborative workshops both in person and on line which developed the approach outlined in this report.
- Workshops were held across the period from April to September 2024. Workshop dates are listed on the following page.

It is anticipated that future design phases will continue in a similar manner - as identified as the Engagement approach (page 28), and that future project partners must develop their engagement schedule and process to build on the principles and relationships established and endorsed by WWCHAC and Moondani Balluk.

A final review and endorsement by Wurundjeri Woi-wurrung and Moondani Balluk is due to be completed in early October, 2024.

Engagement approach

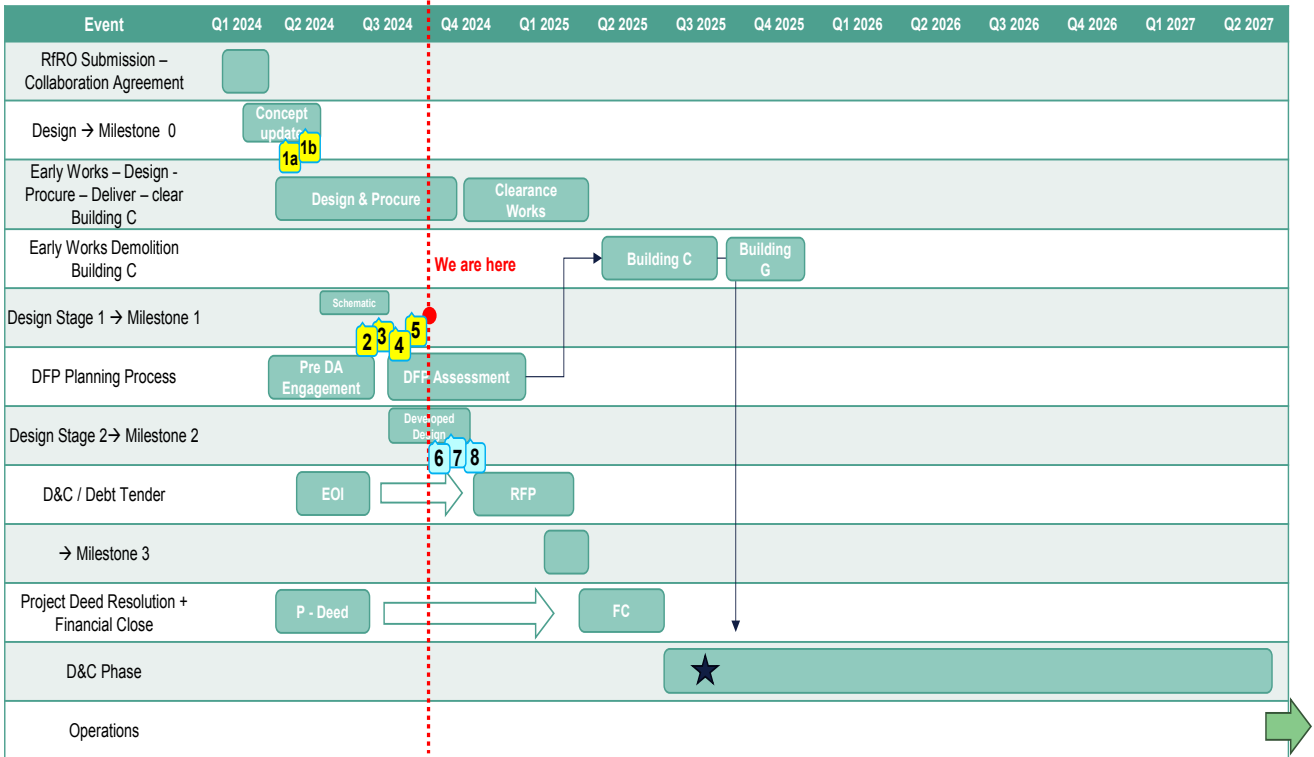
Our approach to engaging with Traditional Custodians is through a respectful, collaborative two way conversation. By ensuring we are coming to the conversation openly - ensuring discussions are Indigenous-led and our approach is enabling self-determination.

Early engagement

Engagement workshops with both WWCHAC Cultural Consultations Unit and Moondani Balluk Indigenous Academic Unit representatives were initially focused on building new and extending existing relationships between Wurundjeri Elders & the Moondani Balluk team.

2.2 Engagement Plan Timeframe

Project Program - highlighting WWCCHAC & Moondani Balluk engagement workshops



Legend

- Milestone 0 (completed)
 - Workshop 1A - Moondani Balluk, 12 April, 2024
 - Workshop 1B - Wurundjeri Woi-Wurrung, 19 April, 2024
- Design Stage 1 - Milestone 1 (completed)
 - Workshop 2 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 2 July, 2024
 - Workshop 3 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 15 August, 2024
 - Workshop 4 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 29 August, 2024
 - Workshop 5 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 12 September, 2024
 - Review - Close the Loop - - combined Wurundjeri Woi-wurrung + Moondani Balluk, October, 2024
- next stage*
 - Design Stage 2 - Milestone 2 (confirmed proposed dates)
 - Workshop 6 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 17 October, 2024
 - Workshop 7 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 14 November, 2024
 - Workshop 8 - combined Wurundjeri Woi-wurrung + Moondani Balluk, 5 December, 2024

2.3 Engagement Context

Strategic Context

Victoria University - Clinical Health Teaching Facility (VU-CHTF) Connecting to Country Framework (this document) outlines the approach to the ongoing engagement for a culturally responsive and informed project delivery through design development, construction and future programming opportunities.

This framework sits within a broader context of published documents listed below. Each document identifies the importance and the need for genuine and authentic ongoing engagement with both Wurundjeri Woi-wurrung and Victoria University Moondani Balluk Indigenous Academic Unit in order to achieve the objectives and outcomes identified for the project.

Victoria University strategic documents publicly available:

- Victoria University Strategic Plan 2022-2028
- Campus Master Plan Victoria University (summary)
- Victoria University Bathelmun Yalingwa Strategy, Aboriginal & Torres Strait Islander Strategy 2017-2020

Key bodies

Traditional Custodians as rights holders

- Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (WWWCHAC)

Victoria University key Indigenous support unit

- Moondani Balluk Indigenous Academic Unit

Stakeholders

- State Government of Victoria

Existing strategic documents:

Victoria University
Strategic Plan 2022-2028

Campus Master Plan
Victoria University

Victoria University
Bathelmun Yalingwa Strategy
Aboriginal & Torres Strait Islander Strategy 2017-2020

New document - this Framework:

Victoria University
Clinical Health Teaching Facility
Connecting to Country Framework
October 2024

2.4 Understanding Country



Diagram: Local cultural narrative mapping

Cultural narrative mapping

When designing with/on Country we first need to develop an understanding of the Country where the project is located. The Clinical Health Teaching Facility at Victoria University Footscray Park Campus is located on the lands of the Wurundjeri Woi-wurrung people.

An understanding of Country is multi-layered. Some of these layers can readily be self-researched, such as the geology of the physical landform and the local Indigenous vegetation communities that were once abundant. What can't be self-researched are the cultural understandings and connections to the place. These can only be genuinely understood through first hand conversations with Traditional Custodians.

The cultural narrative understanding of the Victoria University Footscray Park campus included cultural narratives from beyond the site, both traditional and contemporary. This included ones from the nearby Mirring-gnay-bir-nong (Maribyrnong River), through to contemporary narrative for the adjacent New Footscray Hospital.



Diagram: Extent of project area

2.5 Project Aspirations

Project aspirations were identified through engagement workshops with both WWCHAC Cultural Consultations Unit and Moondani Balluk Indigenous Academic Unit representatives.

Conversations of the project aspirations provided the project team with deeper understandings for not only project design opportunities, but just as much a cultural education of Aboriginal people in Melbourne's west.

The project aspirations are summarised under two main areas of the importance of understanding and guidance for the design team in their ongoing design approach and specific opportunities to directly inform design.

Aspirations summary:

Understanding & guidance

- Developing Indigenous cultural awareness and connection into their curriculum
- Consider responsibility of teaching (Indigenous understanding)
- Focus on Aboriginal people in Melbourne's West
- Design team to seek understanding and guidance from WWW Elders on connection with Wurundjeri Country
- Moondani Balluk proud of their courtyard landscape design reflecting Country and specifically the local area

Informing design

- Consider sensitive cultural protocols for building uses
- Valued campus that is safe for students, including a space for the Western suburb's Indigenous community
- Welcoming entry to the campus is important
- Introducing sound could be an interesting opportunity
- Cultural values of Healing – Care – Knowledge – Continued Presence are appropriate
- Opportunity for economic growth - as part of outcomes

2.6 Design Approach

Design Principles

The key design principles were developed from an overall combination of the previously identified VU Masterplan Design Principles together with those identified as part of the New Footscray Hospital (reviewed and deemed appropriate by WWWCHAC Cultural Consultation Unit).

These design principles were identified as addressing the important cultural areas of:

Understanding - Educating - Connecting

Understanding

- Create a welcoming experience that embraces an understanding of Caring for Country

Educating

- Respectfully reveal the voices and history of Aboriginal people of the West

Connecting

- Provide an inviting, connected and safe place for communities

These design principles aligns with Victoria Univeristy Bathelmun Yalingwa Strategy 2017-2020 (Shine Bright)- Grow, Share, Connect.

Design opportunities are to be considered across all areas (not limited to):

- Physical
 - visual
 - textural
- intangible (understanding)
 - sensory
 - community understanding
 - strengthening
- Experiential
 - cultural practices
- Educational / understanding
 - sharing knowledge of Country
- Revealing of deep history
 - generational

Design themes spatial connection

The design themes have been co-designed and informed by conversations where knowledge and guidance was shared by both Wurundjeri Cultural Consultations Unit and Moondani Balluk Indigenous Academic Unit attendees.

These conversations allowed the design team to develop a deeper understanding of important community values and how they specifically relate to this place and this project.

The following design themes were identified and seen to appropriately connect and inform the design of the following areas:

- ① Theme: Caring for Country
Area: landscape as a gateway to the campus
- ② Theme: Unity
Area: connection between landscape and building
- ③ Theme: Knowledge/contemporary culture
Area: building - internal

These design themes are explored in more detail on the following pages.

Understanding the relationship between each of the three main areas of:

- landscape
- interface of landscape/architecture, and
- architecture

provides a greater holistic understanding of the relationship between the design responses and their influence and impact with each other.

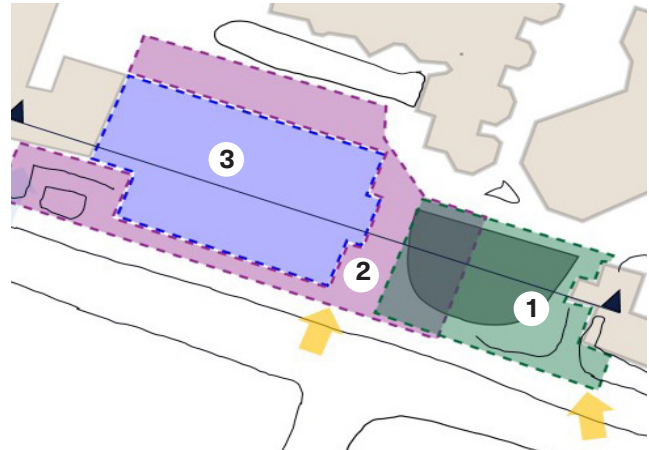


Diagram: Spatial arrangement plan of design themes

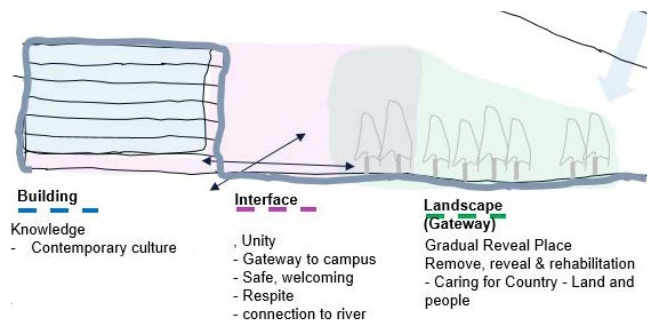


Diagram: Physical volume of Knowledge theme to surrounds

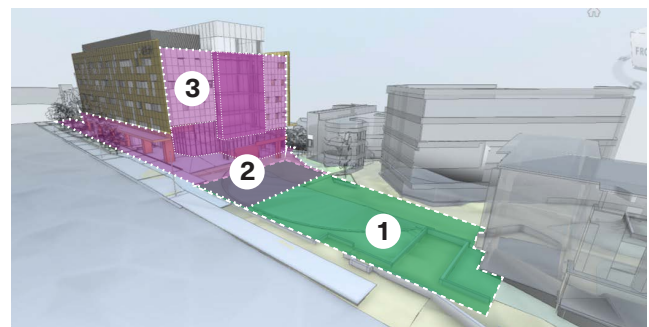


Diagram: Spatial representation of design themes

2.7 Country informed Design Themes

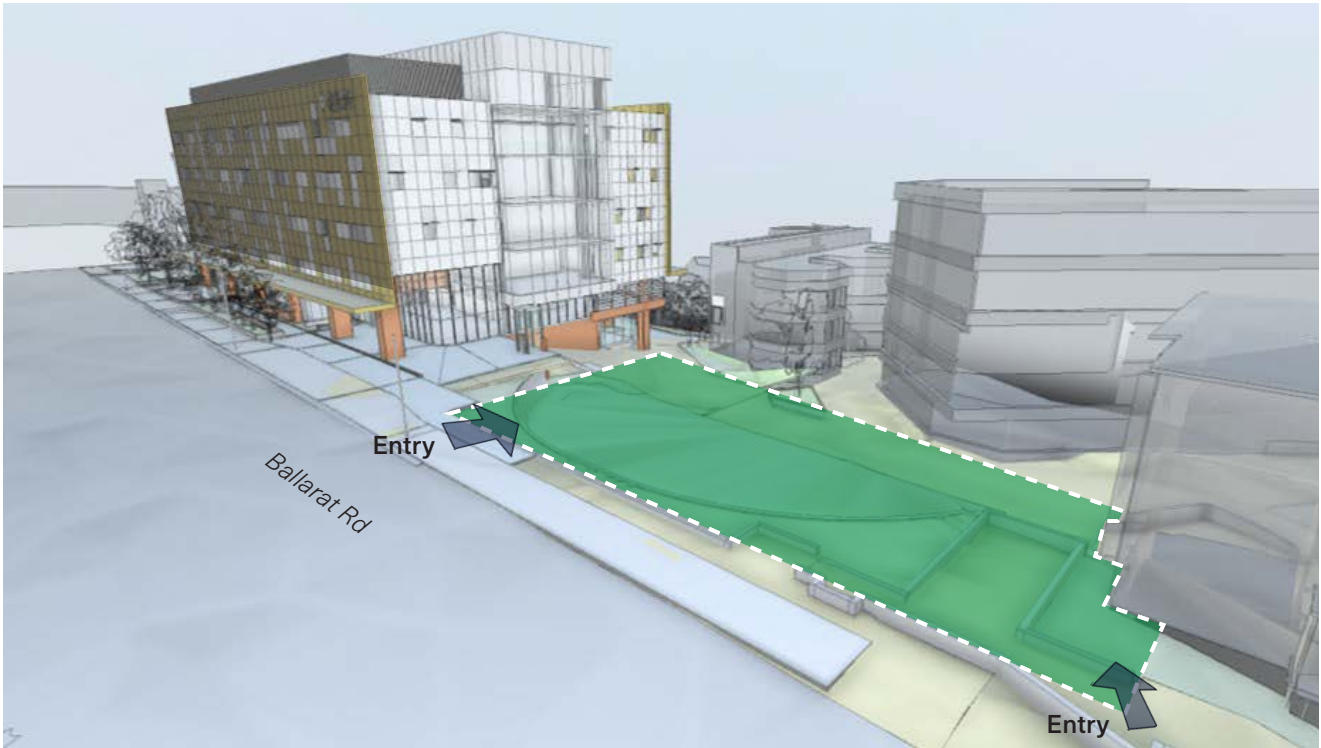


Diagram: Spatial extent of landscape project scope as design theme

Landscape Design Inspiration

Design Theme - Landscape as the Gateway

A journey is about the experience on the way to a destination which involves travelling across Country, whether in an urban built up area, across grassy woodlands, adjacent water courses or over many other forms of Country.

Understanding how these different experiences can provide more meaningful and stronger connections with Country sits at the core of exploring opportunities which should inform the design process.

The design team were asked to consider the proposed landscape area (which currently has a building located on it). Even though Country can't be physically seen beneath the building, there is still a connection with it, although for the majority of people it may be harder to understand and connect with it.

To fully explore the theme of *Landscape as the Gateway* we need to explore how design responses address the design principles of Understanding, Educating and Connecting.

Landscape opportunities

Initial design opportunities that respond to the design principles, as a starting point:

Understanding

Create a welcoming experience that embraces an understanding of Caring for Country

- What does it mean to be Welcomed onto Country?
How and where can we experience this?
eg consider different access points into the campus
eg sound of wind blowing through trees (She oaks)
- How are we able to care for Country?
eg informed by local Indigenous vegetation communities - grasslands (including Silver wattles), biodiversity, water
eg water sensitive design - river/embankment (riparian zone)

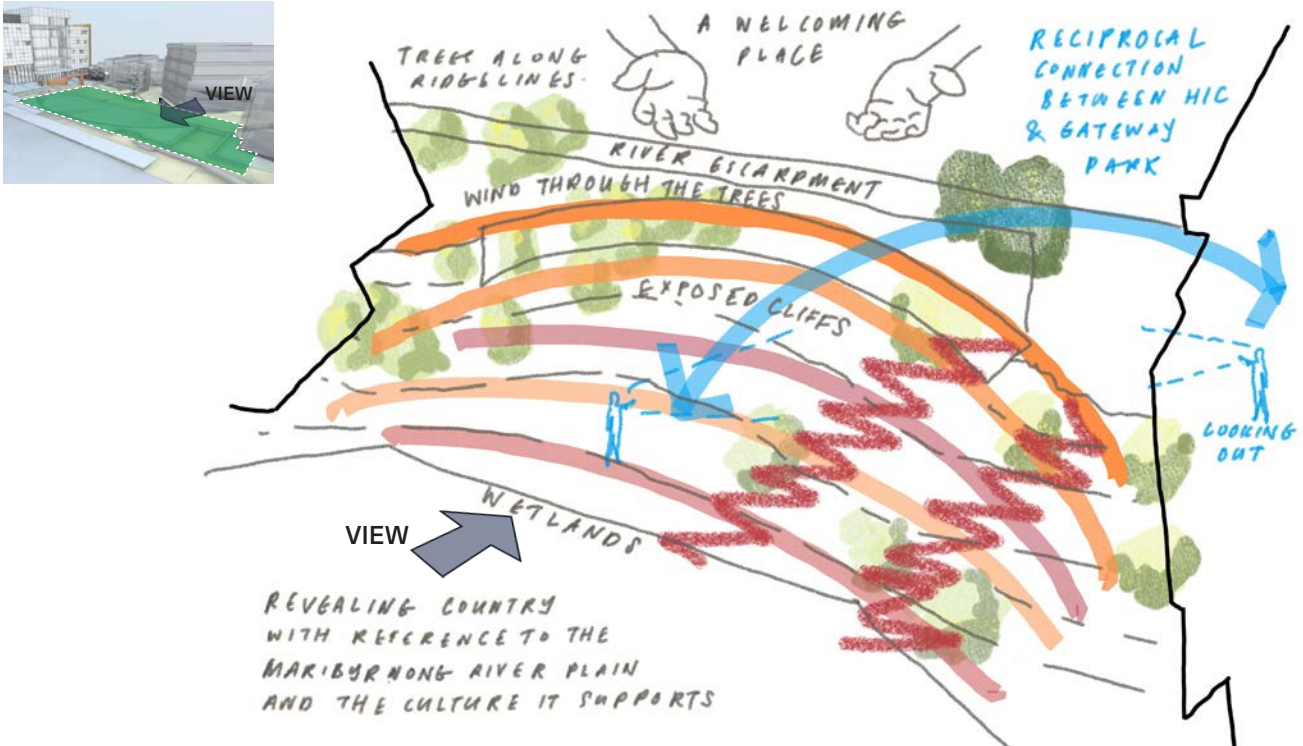


Diagram: Landscape as Gateway design response

Educating

Respectfully reveal the voices and history of Aboriginal people of the West

- How can the past actions of Aboriginal people of the West continue to be heard?
eg sound, voices
- How can the knowledge of strong ancestors of the past help the current and next generations

Connecting

Provide an inviting, connected and safe place for communities

- How to gradually reveal Country/this place?
eg local geology, change of levels
- Remove, reveal and rehabilitation & repair (of land, healing of people)

Also see 2.12 Future opportunities for potential prompts for conversation and ideas in design development.



Image: Smoking from Welcome to Country ceremony

2.7 Country informed Design Themes

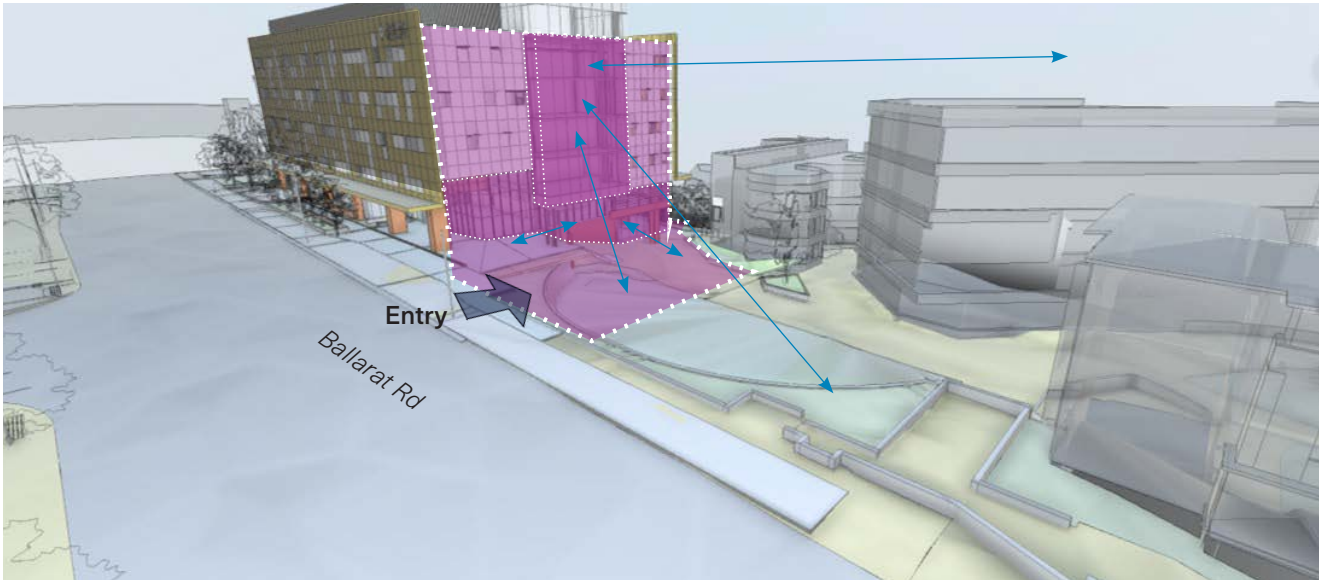


Diagram: Spatial extent of public realm project scope as design theme

Public Realm (+ Internal) Design Inspiration

Design Theme - Unity

The connecting space between landscape and building.

This is a space that is not only a common space between the strong identities of landscape and architecture (Clinical Health Teaching Facility building)- it has an equally important role holding its own space.

This connecting space gives rise to its own identity whilst also cohesively stitching together the strong identities of landscape and architecture. It is a place that unites the campus - not only does it need to be a safe and welcoming space for all - including a place of respite for hospital visitors from across the road - it also provides a physical and partially visible connection from Ballarat Rd directly through the campus to the Maribyrnong River in the north east.

To fully explore the theme of *Unity* we need to explore how design responses address the design principles of Understanding, Educating and Connecting- see below.

Also see 2.12 *Future opportunities* for potential prompts for conversation and ideas in design development.

Urban design opportunities

Initial design opportunities that respond to the design principles, as a starting point:

Understanding

Create a welcoming experience that embraces an understanding of Caring for Country

- How can the public understand they are welcomed and invited through an accessible entrance and into the cafe?
- How do they understand they are invited/can access further into the building?

Educating

Respectfully reveal the voices and history of Aboriginal people of the West

- TBC

Connecting

Provide an inviting, connected and safe place for communities

- How can a public space draw people into a building?
eg How can the external landscape be drawn in to connect with the internal?

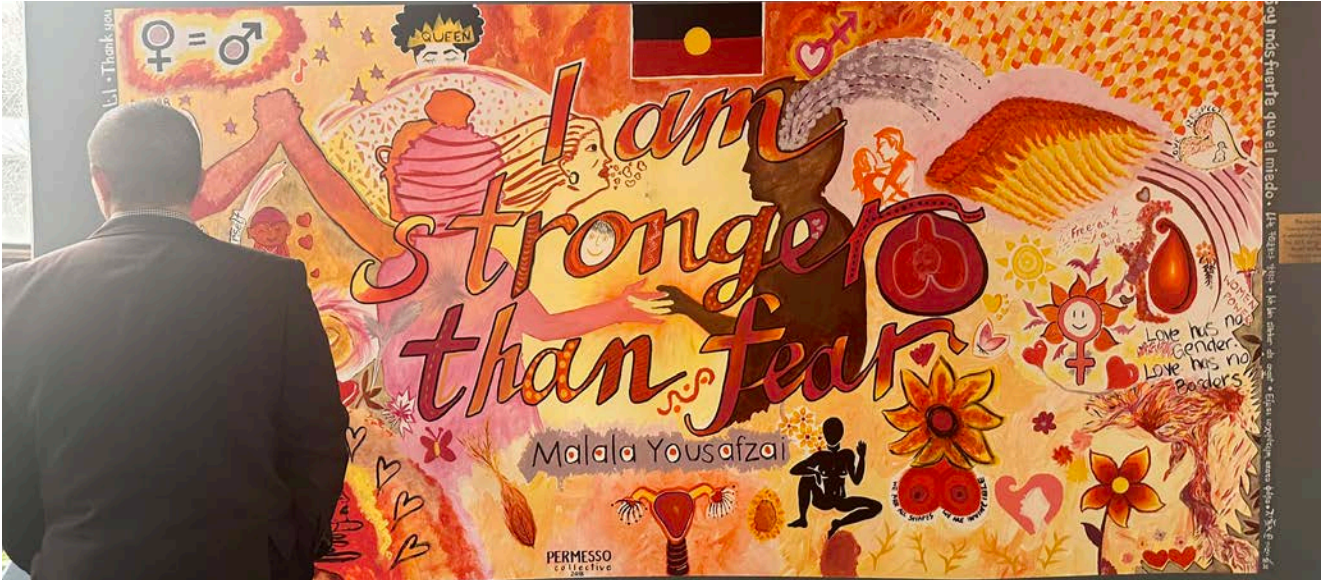


Image: Existing artwork to be photographed/recorded for potential re-presentation



Image: Maribyrnong River



Image: Concept of Unity



Image: Welcoming and inviting experience

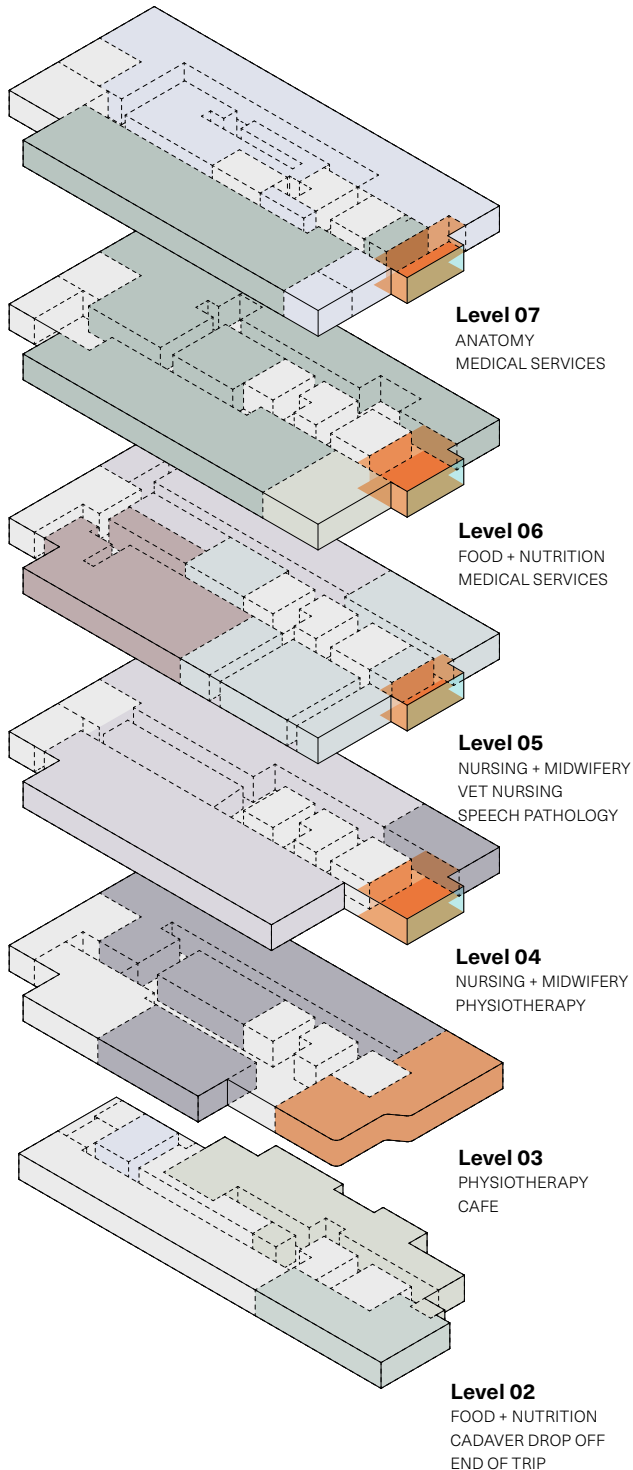
2.7 Country informed Design Themes

Internal (+ Public Realm) Design Inspiration

Design Theme - Unity

Design and layout of (public) gathering spaces on each floor responds to understandings and experiences through many generations of the Western suburbs Indigenous community. To be further informed through the narratives of strength, resilience and guidance of their ancestors.

Also see 2.12 Future opportunities for potential prompts for conversation and ideas in design development.



Anatomy

- Further research required – respectful ceremonial requirements? (Smoking – eternal)
- Consider Coroners Court - sensitivity and respect of deaths in custody

Medical Science (labs)

- Indigenous knowledges – health, Country (silcrete), technology

Food + nutrition

- Ancestral knowledge program on food (native food plants?)
- Monthly community cook ups, programs

Speech

- Languages focus

Nursing & Midwifery

- Caring for people, truth telling (not to cause trauma)

Physiotherapy

- movement (cultural practices), ancestral knowledge of medicinal plants?

Café / Entrance

- Ancestral knowledges - Welcoming and cultural safe (materials, layout, Unity copy, etc)
- Interface between landscape & internal, bring landscape in – bring people in – inviting, public
- Program on food (native food plants?)

Cadaver

- Journey - respectful ceremonial requirements? (Smoking, language, other?) further research required.



Image: Respectful ceremonial requirements - smoking



Image: Community cook ups



Image: Selection of native foods



Image: Cultural understanding when caring for people



Image: Cultural understanding when caring for people

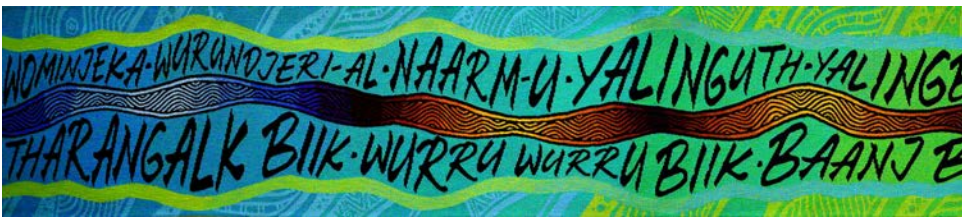


Image: Language - written and spoken (through sound)



Image: Medicinal plant knowledge



Image: movement through cultural practices

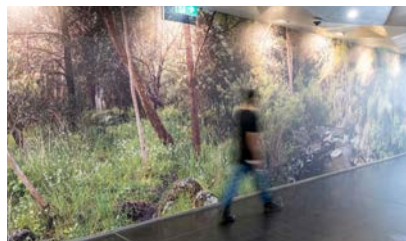


Image: Welcoming and cultural safety



Image: Language - written and spoken (through sound)



Image: Respectful ceremonial requirements

2.7 Country informed Design Themes

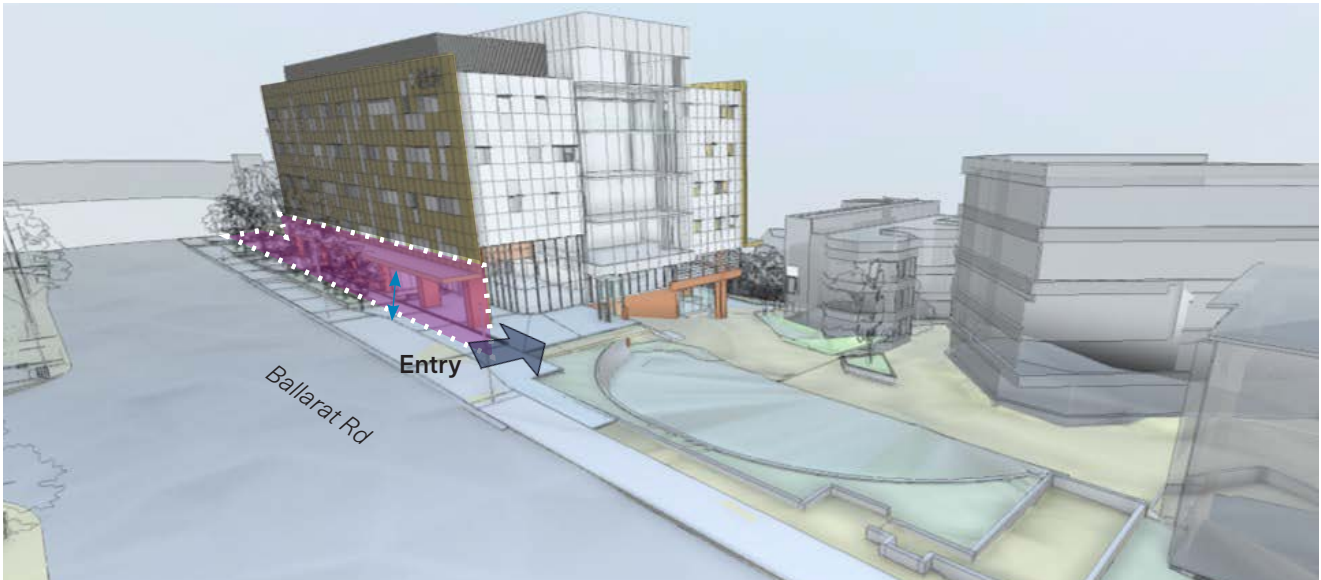


Diagram: Spatial extent of architectural design theme - building support columns providing a strong connection to the ground (Country)

Architecture Design Inspiration

Design Theme - Contemporary cultures through knowledge

This theme has been developed through considering how Country informs and influences architecture and the connection architecture (building) has with Country. This has been explored through both its conceptual and physical forms.

The siting of the building across a significant change in ground level gave rise to the conceptual notion of an aged tree on the edge of a riverbank (Maribryngong) where its (extensive) roots provide its strength and stability.

The same extensive root system of an old aged tree can also be considered through a generational sharing and passing of knowledge from ancestors. The 'tree roots' take up the knowledge that has been developed across many generations and lies embedded in the soil, ready to be absorbed and passed onto the current and future generations. Understanding the extensive scale of this knowledge needs to be reflected in significance of scale in the design response.

To fully explore the theme of *Contemporary cultures through knowledge* we need to explore how design responses address the design principles of Understanding, Educating and Connecting- see following.

Also see 2.12 *Future opportunities* for potential prompts for conversation and ideas in design development.

Architecture design opportunities

Initial design opportunities that respond to the design principles, as a starting point:

Understanding

Create a welcoming experience that embraces an understanding of Caring for Country

- What does it mean to be Welcomed onto Country?
eg consider different access points into the campus
- How is Country revealed?

Educating

Respectfully reveal the voices and history of Aboriginal people of the West

- How can the knowledge and actions of strong Aboriginal people of the West help current and next generations

Connecting

Provide an inviting, connected and safe place for communities

- How can the knowledge of strong ancestors of the past help the current and next generations
eg pillar form, scale, materiality (of Country - clay)
eg interpretation along Ballarat Rd walkway, underside of canopy and pavement



Image: River Red Gum extensive tree root system exposed along a riverbank, representing strength and stability (community)



Image: Strong influential Ancestors of Melbourne's Western suburbs. All were either, organisers of or prominently involved in, many historical Aboriginal community organisations, Indigenous rights groups and activist activities or events.



Image: Connecting point between tree roots and ground plane



Image: Intricacy of complexity of strength and shaping of tree roots (Ancestors)

2.8 Engagement Plan

Engagement Plan (whole of project)

(Diagram opposite page)

This Engagement Plan (opposite page) was developed as part of the collaborative schematic design process with Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (WWWCHAC) Cultural Consultations Unit and Moondani balluk Indigenous Academic Unit.

Respectful and genuine ongoing engagement across all design and documentation phases are to inform outcomes for the landscape, public realm, architecture and interiors. Engagement to date has identified additional outcomes to include art, language, naming and interpretation.

Engagement Approach

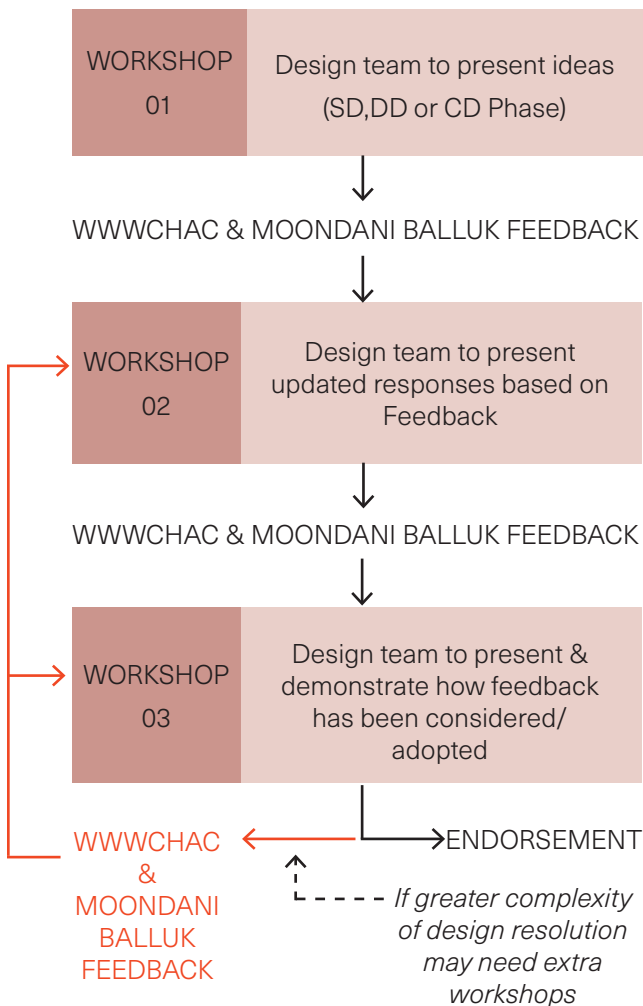


Diagram: Engagement Approach

Engagement Approach (per design phase)

(Diagram this page)

The engagement approach undertaken for the schematic design phase was considered to be a culturally appropriate approach and was agreed to be implemented as the ongoing Engagement Approach for subsequent design phase.

Ongoing engagement sessions / workshops

Future engagement sessions / workshops for each phase of the project should follow the scheduling as per the Engagement Approach diagram (this page).

Engagement through each phase of the project will comprise minimum 3 sessions, allowing for:

- WORKSHOP 1: the presentation of ideas (built on previous development and feedback),
- WORKSHOP 2: allowance for response to feedback received and
- WORKSHOP 3: subsequent presentation to demonstrate how feedback has been considered or adopted.

Depending upon the complexity of the design works and whether the design team is being directly guided by Elders or if artists are involved this may add the need for additional workshops. Multiple design opportunities may be running concurrently - with some only requiring the three workshops for Endorsement and others requiring an additional 1-2 workshops.

Ongoing engagement and guidance with Wurundjeri Woi-wurrung during the remainder of the design phases will be crucial to provide direction on genuinely embedding a Country-centred Design approach.

Wurundjeri Woi-wurrung to advise which stories are to be shared to inform these works and Moondani Balluk to advise further on considerations of design ideas to the different learning and gathering areas.

Ongoing involvement in Contract Documentation and Construction Phase services is recommended however should be co-designed with Wurundjeri Woi-wurrung at the end of detailed design development phase.

As with other strategies of this type, in order for the Victoria University Clinical Health Teaching Facility Country-centred Design Framework (including the Engagement Plan) to remain relevant and in tune with current best practice and approaches, this document should be regularly reviewed.

Engagement Plan

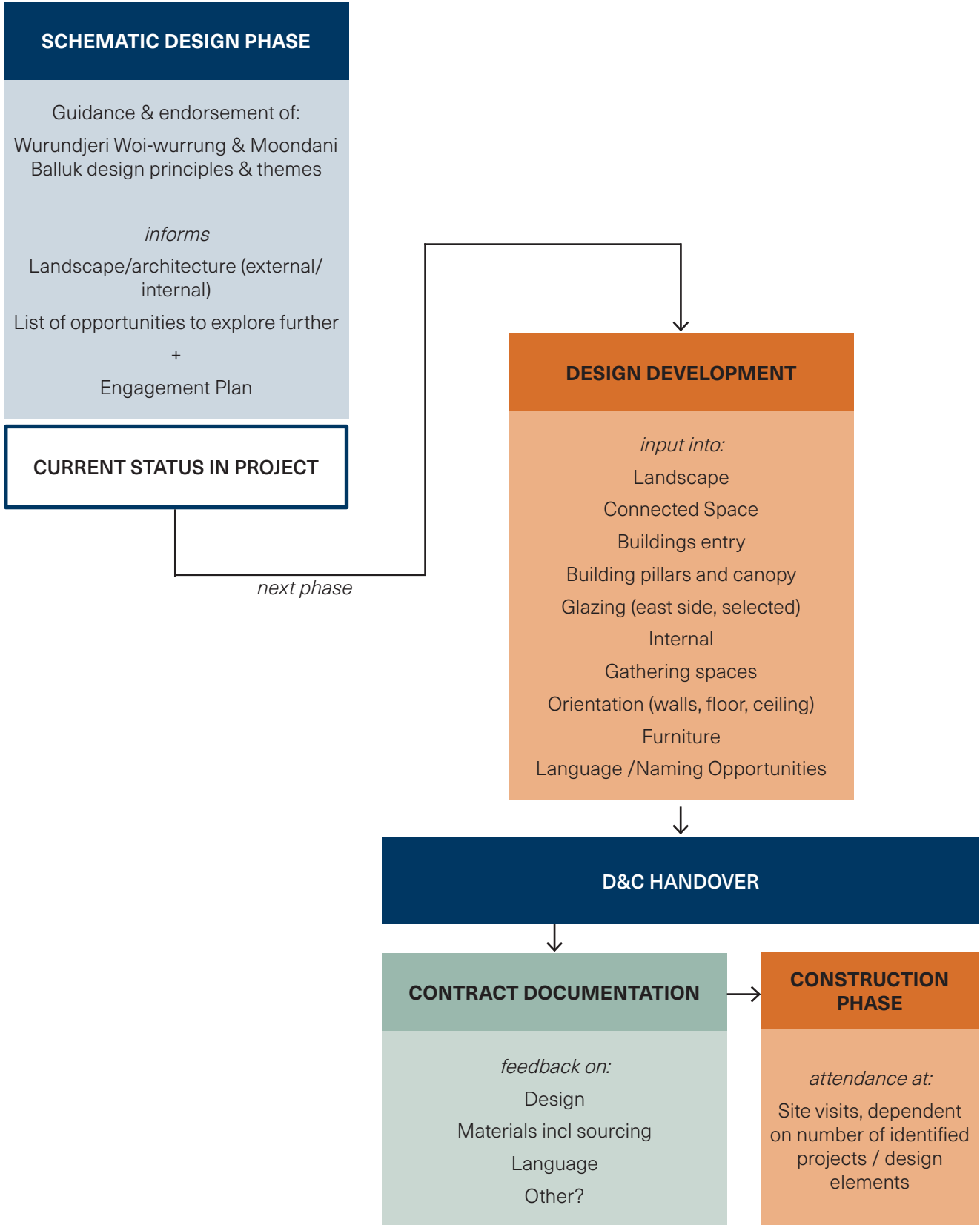


Diagram: Engagement Plan

2.9 Design Narrative and Interpretation

Design Narratives

For consideration in design development:

- What stories do Wurundjeri Woi-wurrung consider appropriate to be shared? (Ensure early development of ICIP)
- Where are these stories told?
- What are First Nations community requirements?
- What are the opportunities to provide these within the development?

What are the metrics to measure the success of these aspirations/ objectives?

Considered approach for Interpretation

The source of information for interpretation content may come from a variety of sources, via in person interviews and conversations, desktop research, review of existing documents as well as spatial mapping of places and stories. All sources must be endorsed by WWWCHAC Cultural Consultations Unit prior to utilising and sources remain the intellectual property of the storyteller.

Further research packages may be identified through the design process. First option should be given to WWWCHAC or Moondani Balluk (dependant on material required (if Wurundjeri specific or of Moondani relevant research) to undertake appropriate research. Alternatively if WWWCHAC or Moondani Balluk are unable to undertake then this scope can be undertaken by others as approved by WWWCHAC or Moondani balluk (as appropriate, regarding material).

Sources of information may include but are not limited to:

- Verbal or written information from Elders
- Cultural Values Assessment
- Existing written sources of Information (library research, digital or physical collections)
- Material from Site-Specific Investigations (i.e. CHMP)
- Approved input from relevant bodies (i.e. IADV)
- Incorporation of Wurundjeri Woi-wurrung language
- Aboriginal artwork & input from artists
- Existing alternative media (video, audio, visual arts)

2.10 Principles for Interpretation

Specific & Integrated

Interpretive content should reflect the locally specific and unique stories and practices of Wurundjeri Woi-wurrung people and Aboriginal people of the West. Design works should recognise that First Nations people are not a homogeneous group, and interpretation material should be distinct to the Country (site area) and Traditional Custodians who have historically occupied them.

Cultural interpretation should be used to inform and integrate development through engagement with Wurundjeri Woi-wurrung and Moondani Balluk in a holistic approach, woven with other themes and comprised of a mixture of subtle and feature elements, active and passive interpretation types. Built outcomes should be complemented with installation and programs where appropriate and supported by Wurundjeri Woi-wurrung and/or Moondani Balluk.

Inclusive & Progressive

Design initiatives should be developed to identify ways in which Aboriginal cultures can inform and be incorporated into the design of the Clinical Health Teaching Facility building and connected landscape, which progresses an understanding and positive approach forward.

A goal of interpretative design projects is to provide an informal education through an experience of a greater understanding of contemporary Aboriginal life in an inclusive way.

Truth-telling & Accessible for All

It is important for the project to recognise and acknowledge the difficult truthful and traumatic history of First Nations with a particular focus on those from the Western suburbs of Melbourne. The narratives need to be authentically and carefully developed to ensure an understanding, without the experience of associated potential trauma. Interpretive information may be provided with a digital link which provides access to further information should people wish to engage with this content.

Interpretation should provide a positive focal point to use the teaching facility and associated landscape as a way of connecting the community, learning and celebrating the resilience and continuous cultures of Wurundjeri Woi-wurrung people and other Aboriginal people of the West.

Appropriate, Respectful and with Consent

Embedding Wurundjeri Woi-wurrung and potentially Moondani Balluk stories through interpretation, artworks or other design means, including use of language should be done only through engagement and permission from Wurundjeri Woi-wurrung Cultural Consultations Unit.

Guidance and approval will also need to be sought from Wurundjeri Woi-wurrung if other Aboriginal artists are being considered for artworks.

Robust & Considered

The selection of materials and media types should be durable, and considered for their sustainable properties.

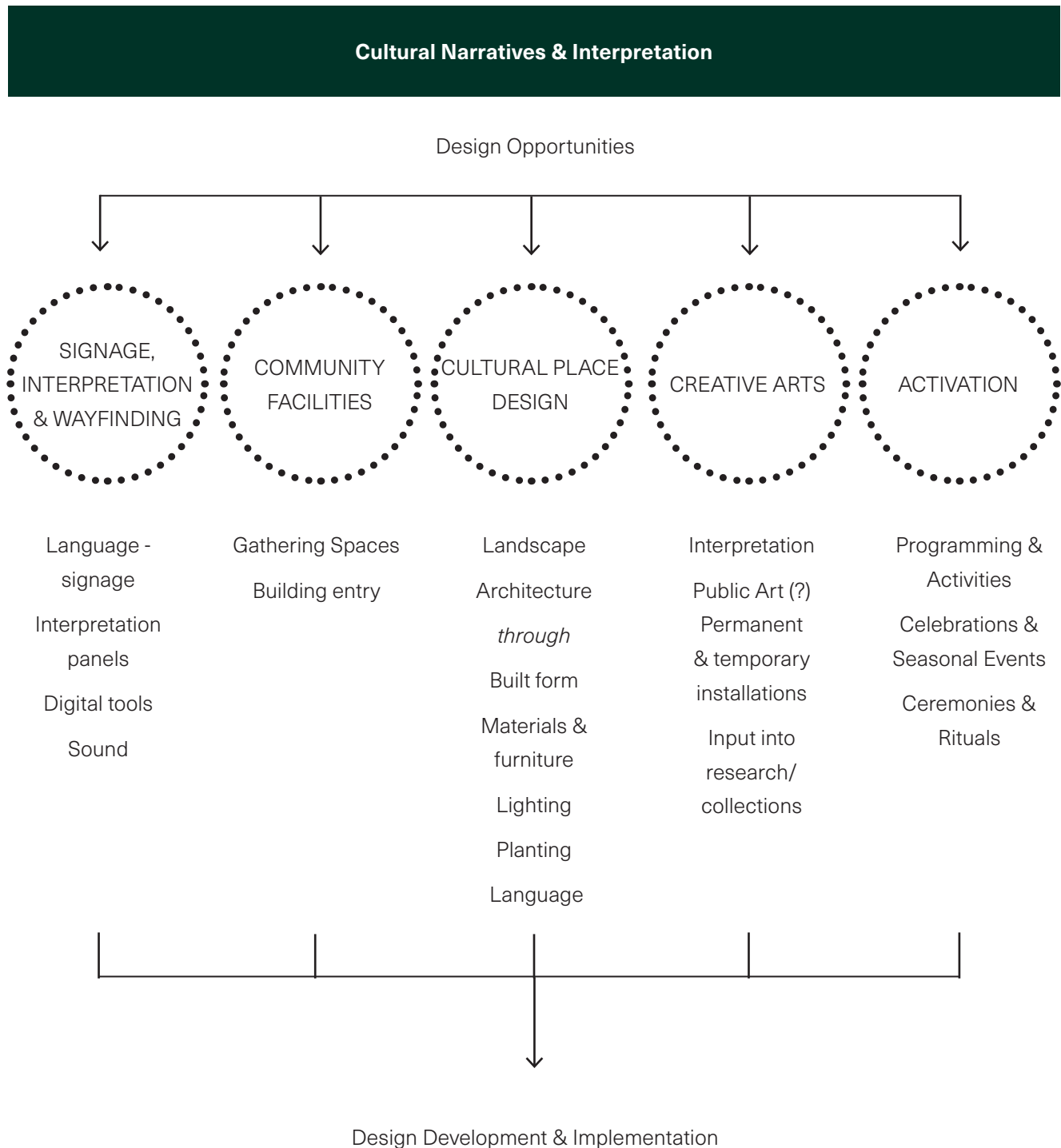
If required, measures should be taken to ensure security of tenure and avoid piecemeal changes which may disrupt the original narrative or design intent across the different stages of the project.

Commissioning Strategy

The project team in collaboration with Victoria University and through seeking guidance from Wurundjeri Woi-wurrung should develop a strategy to identify and commission Aboriginal artists and designers to contribute to development of the teaching facility and integrated landscape opportunities.

2.11 Design typologies and opportunities

This diagram shows the breadth of design areas that can benefit from being informed by Cultural Design Principles and their interpretation.



2.12 Future Opportunities

The Framework proposes genuine and authentic ongoing engagement across all phases of the project in order to identify further opportunities and develop design ideas further with the appropriate guidance.

Design for the future phases of the architecture and public landscape realm works are prompted through an Indigenous way of thinking and understanding, with responsive prompts.

These prompts are not an extensive list but rather are a starting point for potential further investigation, and importantly, for ongoing discussion with Wurundjeri Woi-wurrung as the Traditional Custodians together with Moondani Balluk.



Caring for Country

What does it feel like to be an Elder, a knowledge holder, to be on Country?

How can this influence an understanding that informs the design approach?

How could this development become a guide to understanding Wurundjeri Woi-wurrung cultural values?

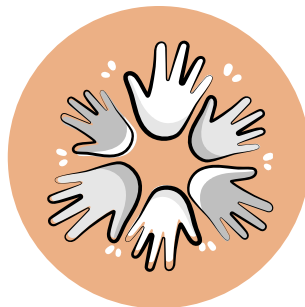


Connections to Country

Explore the idea of amplification of this connection in some areas, and dial it down in others.

Are there some areas where cultural interpretation could be overtly expressed and other areas where it is subtle, or more abstract, where you have to seek it out?

Do we have to provide all the answers, or do we want people to form their own connections?



Culture

What are the cultural events and ceremonies that these spaces should reference or provide amenities to host?

How can these spaces provide a platform for the generation of new cultures and celebrations to grow?

What is the opportunity this development can provide for the youth and future generations in building on from a better point of cultural understanding and empathy?



Survival and healing

Explore further the understanding of the notation '*When Country is healthy, people are healthy*'.

Providing spaces for people to process, heal and reflect. Providing inspiration and parallels with stories of healing of First Nations, recognising this is ongoing work.



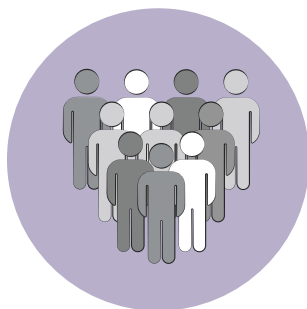
Traditional Knowledge

How can we understand and express knowledge like a journey? Knowledge as a concept that is never finished and unfolds through time as we grow and learn more.

Traditional knowledge was developed over generations of careful observations - what are the opportunities that people can observe changes?

Can we look at embedding questions in the design, as a form of education?

Teaching visitors to question, to research for themselves, to learn more.



Community

How can we create a place that is a welcoming space for all, inclusive of everyone from all backgrounds, and a space where people feel empowered to feel connected to place?

What are the ways in which the diverse community can be reflected in the landscape?

How would the Elders advise a space which can make a person feel like they are being held, supported and welcomed?

How can we better support mental and physical health through the landscape?



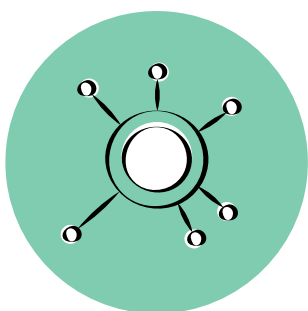
Ancestors

Which ancestral stories are most appropriate or most relevant to represent and reflect?

What are the ways in which ancestral lines, and responsibility should be considered?

What is the connection to ancestors in this place, including Wurundjeri Country as the birth of the Indigenous rights movement?

As a teaching facility for clinical health, how can this development consider ancestors and the notions of time. both history and the future?



Knowledge in time

Further conversations to properly explore knowledge to inform designs - what will these look like?

What knowledge used to inform the project is publicly shared? What remains solely with the Wurundjeri Woi-wurrung or Moondani Balluk?

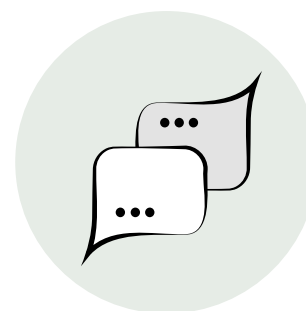
How can this project grow, give back or add to Wurundjeri Woi-wurrung or Moondani Balluk knowledge or historical records?



Water

Explore the narratives of water as a healing force that has the power to repair and rehabilitate landscapes.

Water as the driver of creating quiet places to pause and observe the environment around us - slowing down, noticing the plants and animals. How can we create spaces which encourage this and provide an alternative to the current pace of life?



Truth Telling

What are the important understanding, information or stories that we need to embed, that we shouldn't forget?

The interpretation, reflection and telling of difficult stories will open old wounds, how can we acknowledge this in the design process and the final built outcome, so as to reduce trauma and provide a culturally safe process and space for all?

2.13 On-going project evaluation & monitoring

A genuine approach in delivering a Country-centred design is to ensure its consideration and implementation across every phase of the project, from the initial planning, through the various design phases, and into contract documentation.

In order to assess this on-going approach we have identified a simple 3-step evaluation criteria. This criteria applies to all design and documentation phases of the project. The criteria is to be addressed by the design teams with support from their consultants in aiding and addressing these values.

The on-going evaluation and monitoring criteria has been devised through utilising three Wurundjeri Woi-wurrung cultural values (as WWWCHAC approved adopted from neighbouring New Footscray Hospital) of:

1. Healing (all aspects) of Country, including people and place through culture
2. Revealing layers of history and experience to highlight Indigenous knowledge systems
3. Providing opportunities for individual and Community wide care for each other and for future generations

For each design delivery phase of the project the design teams are requested to provide their responses on how their approach and design outcomes are addressing each of the above cultural values. The supporting work by their consultant teams should also be considered and included.

Some starting examples of delivering on the above criteria might include specific outcomes for:

- Embedding and showcasing sustainable design principles
- Facilitating connections between the site and surroundings
- Creation of a space that is community focused
- Provision of a safe, secure and inclusive environment for all

The next phase of the project will develop project evaluation and monitoring criteria for the construction phase.

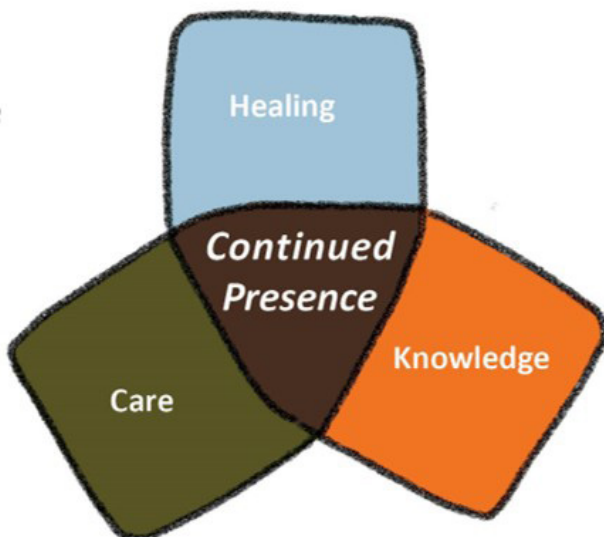


Diagram: Evaluation and monitoring criteria identified from Wurundjeri Woi-wurrung Cultural values

2.14 Cultural Protocols

Cultural awareness

Cultural awareness means being aware of, and developing sensitivity to, cultural differences and cultural diversity. It involves an understanding of attitudes and our values which demonstrate an openness and respect for other people, other cultures and other languages.

Cultural safety

Cultural safety (as a definition) is an approach where there is an understanding of an environment which is safe for Aboriginal and/or Torres Strait Islander people, where there is no assault, challenge or denial of their identity and experience.

We understand that ensuring cultural safety is not only a focus between individuals, it also involves the organisations we work within. We need to ensure our practices understand how actions and decisions may impact Aboriginal and/or Torres Strait Islander people, and focus on creating and maintaining an environment where all people are treated in a culturally respectful manner.



Image: Cultural protocols, being Welcomed onto Country

Cultural protocols

Indigenous cultural protocols are based on ethical principles that shape our personal and working relationships with Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander peoples have an intimate knowledge of the land and a deep relationship with it. They can teach us so much about understanding, connecting and caring for our environment and in turn, each other.

Ensuring all aspects of the project observes respectful cultural protocols of Aboriginal and Torres Strait Islander peoples is an important step towards understanding, enabling of self-determination, building of strong relationships and contributes to reconciliation.

An understanding of Cultural protocols that may apply to this project - what they are and how they need to be addressed may include the following:

- what should consultant teams do before they meet with community for the first time
 - eg. read relevant Country Plan (if appropriate), other readings?
- Collaboratively develop Engagement Plan (when, where and to what level)
- Cultural awareness training - design teams and contractor
- Level of involvement in concepts, design development and documentation including artist opportunities
- Approach to procuring artworks
- Cultural briefings to design and construction teams
- understand and implement early construction works protocols - involved in first breaking of (ground) Country
- Identified involvement during any excavation works
- involvement during construction of design progress
- Closing out of project (official opening, ongoing partnership, submission for awards, etc)

2.15 Cultural design precedents

Landscape

Design response opportunities

The following precedent images are representations of how culturally responsive principles can inform an authentic Country-centred design response.

These landscape examples demonstrate a welcoming, inclusive and culturally safe place for all users.



Image: Wind singing through Allocasuarina trees (She Oaks)



Image: Interpretation



Image: Inclusive landscape

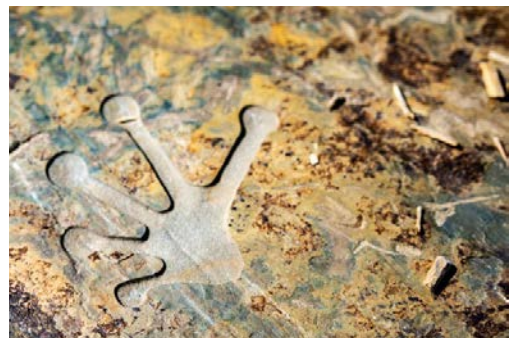


Image: Interpretation of local narrative and materials



Image: Strong cultural identity



Image: Inviting, culturally safe space



Image: Local material selections

Public spaces - connecting external and internal areas

Design response opportunities

The following precedent images are representations of culturally safe, inviting public spaces that aim to connect and invite people in through an authentic Country-centred design response.

These examples of public spaces demonstrate a welcoming, inclusive and culturally safe place for all users.



Image: Culturally safe and inviting building entry



Image: Strong cultural identity through artworks



Image: Welcoming and culturally safe entrance



Image: Transparency of internal culturally space and inviting spaces



Image: Welcoming and inviting entrance



Image: Strong, welcoming cultural identity

2.15 Cultural design precedents

External Architecture

Design response opportunities

The following precedent images are representations of culturally responsive architectural design opportunities through an authentic Country-centred design response.



Image: Connecting to local area



Image: Sourcing of local materials



Image: exploring intricacies of connections



Image: Strength of connecting and stabilising (building) columns



Image: Artistic representation of connections



Image: Artistic representation of intricate connections and knowledges

Interiors

Subtleness to design response opportunities

Locations: teaching rooms on all floors of building, hallway passage of cadavar.

The following precedent images are representations of subtle culturally responsive interior design and interpretation opportunities through an authentic Country-centred design response.



Image: Identity through materiality



Image: Ceremonial respect (mural)



Image: Subtle acknowledgement of Country through paint colours

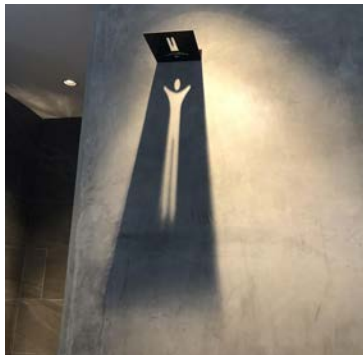


Image: Respectful interpretation for passage of Cadavar



Image: Respectful lighting response for passage of Cadavar



Image: Subtle interpretation



Image: Connection through selection of local materials

2.15 Cultural design precedents

Interiors

Visually recognisable (mid level) design response opportunities

Locations: places of orientation on all floors of building - stairs, hallways including outside lifts and toilets.

The following precedent images are representations of recognisably visual culturally responsive interior design and interpretation opportunities through an authentic Country-centred design response.

Design response for other circulation/hallways on floors to be addressed through selection and application of readily available materials. To be provided to walls or floors (not both).



Image: Artwork opportunity as wayfinding and onnection



Image: Representation of Country as way finding



Image: Culturally safe artistic interpretation

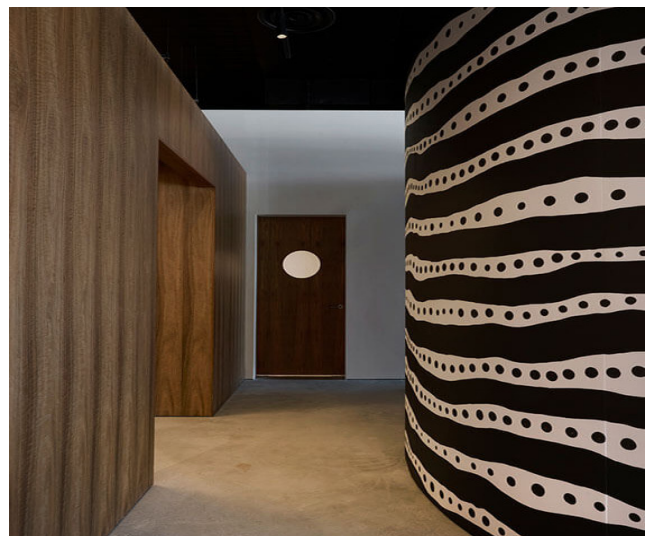


Image: Artistic design opportunity

Interiors

Strong level (intensity) of design response opportunities

Locations: gathering places on all floors of building (eastern end).

The following precedent images are representations of a strong visual level of culturally responsive interior design and interpretation opportunities through an authentic Country-centred design response, which provide a strong level of cultural identity and safety.

Design response opportunities are developed through design together with the selection of materials, their potential customisation and their applications. For walls (murals), flooring, ceiling, furniture and layout.



Image: Artistic opportunity in materiality

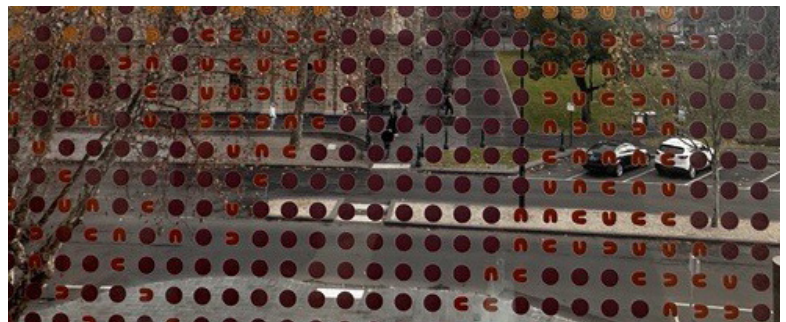


Image: Where functional requirements (fretwork) can provide artistic opportunity



Image: Strong cultural identity



Image: Simple yet strong cultural design response



Image: Strong identity as welcoming and inviting



Image: Inviting, usable and comfortable layout



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