

Tibetan community in Dee Why

Until 1949, Tibet was an independent Buddhist nation in the Himalayas which had little contact with the rest of the world. Hundreds of thousands of Tibetans have left their homeland since 1950 due to political and religious persecution. Tibetans leave because they can't freely study their language or practise their religion in their homeland. There are generations of Tibetans who have never seen their homeland. The Tibetan diaspora has had an injurious impact upon Tibetans' collective and individual identity and psychological wellbeing. Dee Why has the largest Tibetan population in Australia, with over 500 now being residents there. Many of the Tibetan community in Dee Why are classified as refugees.

Tibetans living in exile face additional challenges such as low socio-economic conditions, low education levels and poor literacy in both English and their first language. The international Tibetan community has also faced the erosion of their population, culture and language since 1950.

Sources:

<https://www.atc.org.au/>

<http://www.startts.org.au/media/Tibetan-Consultations-Report-2016-WEB-2.pdf>

<https://www.refugeecouncil.org.au/portfolio-item/warringah-council/>

Key Needs of Tibetan Community in Dee Why:

- Cultural needs (connection to Tibetan culture)
- Cultural needs (connection to Australian culture)
- Language needs (learning English)
- Language needs (learning Tibetan)
- Wellbeing needs (cultural identity and connection to homeland)

Gifted and Talented Primary Students on the Northern Beaches

Gifted and Talented students are those with evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields. Some Gifted and Talented students on the Northern Beaches learn in Opportunity Classes (Balgowlah Heights, Mona Vale, Neutral Bay) while some primary age students living on the Northern Beaches do not have daily access to gifted and talented educational activities.

Key Needs of GAT Primary Students on the Northern Beaches:

- Challenging and differentiated learning activities
- Independent learning skills
- Risk-taking experiences
- Opportunities for creative and critical thinking
- Executive functioning skills (e.g. goal setting, time management)
- Wellbeing needs (e.g. resilience)
- Opportunity to explore passion areas

Toddlers in daycare on the Northern Beaches

Early Learning Childcare Centres focus on establishing an academic foundation for children by helping them improve their cognitive and social abilities. Toddlers face many challenges through their development into young children, and often learn through play based learning.

Play Based Learning is associated with the development of intellectual skills and understandings. In play experiences children integrate emotions, thinking and motivation that establish neural connections critical to effective brain functioning (Lester & Russell, 2008).

Key Needs of Toddlers on the Northern Beaches:

- Physically their skills and coordination are also rapidly increasing: learning how to kick a ball, climb stairs and grasp a pencil to scribble.
- Social Development (interactions with other toddlers)
- Develop language skills
- Imagination
- Emotional Development

Elderly people on the Northern Beaches

In line with current national trends, over the coming decades both the number and proportion of older people living on the Northern Beaches is expected to increase dramatically. Approximately 35% of the population on the Northern Beaches is aged 70 and above, and this percentage is increasing each year. The challenge is how to ensure older people are supported to continue to live active and healthy lives as they age. Currently the council is considering how to develop projects, facilities and services which will enhance the quality of life and wellbeing for older people.

Key needs of elderly people:

- Support with daily activities such managing money, taking care of themselves, preparing meals, going shopping
- Accessible activities, exercise and entertainment
- Keeping physically fit
- Keeping mentally and emotionally healthy
- Express themselves creatively
- Connect with peer networks or self-advocacy groups
- Community involvement
- Share their stories and experiences
- Developing ICT skills

Teenagers Concerned About Climate Change

Climate change is defined as 'a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.' (Google)
Young people are becoming increasingly concerned about climate change, as evidenced by the global youth Climate Strike movement started by Swedish school girl Greta Thundberg.

Key needs of teens concerned about climate change:

- Developing a scientific understanding of climate change
- Understanding the factors contributing to climate change
- Data on impact they currently have on the environment
- Strategies for how to reduce personal impact on the environment
- Information on not-for-profit climate action organisations
- How to raise awareness of the problems of climate change
- Developing understanding of political and economic factors related to climate change
- To overcome feelings of hopelessness and apathy