Introduction

Why change?

Over the past few decades, there have been dramatic changes in the conditions under which families are raising young children.

While many of these changes have been beneficial, there have been some negative side effects: there are more families with complex problems, and worsening or unacceptably poor child outcomes across every index of health, development and functioning.

Parenting has become more complex and demanding, and those families with fewer resources are struggling to cope.

The current service system was designed at a time when family circumstances were simpler and parenting less challenging, and needs to be reconfigured to meet the needs of contemporary families more effectively.

What to change

Moving towards integration

A Platforms Approach

WHAT TO CHANGE

AIMS

LONG-TERM OUTCOMES

More supportive communities

Build rich, supportive and inclusive social networks and community environments for families of young children

Improved health and developmental outcomes for young people

Better interface between services and communities

Improve the interface between services and communities so as to be able to respond promptly to the emerging needs of young children and their families

More supportive service system

Build a strong universal service system that provides high quality, inclusive and well integrated child and family services
The Guide to Community Engagement helps communities build a comprehensive community partnership group to lead the reconfiguration of services.

The Guide to Planning, Implementing and Evaluating a Community Initiative helps communities plan and respond to the needs of their children and families, as well as monitor and evaluate their work.

The Guide to Integrated Service Delivery helps communities reconfigure and integrate their services.

The Guide to Sustaining and Evaluating Community Partnerships helps communities evaluate the effectiveness of their community partnership group and plan for its sustainability.

Using data to inform integration of services

Case Studies from the Hume Region and the Doveton Early Learning Centre

Moving to integration—the roadmap

Moira Shire, using data to engage the community

Doveton, using data to plan for and evaluate an integrated children’s centre

INTEGRATION—STARTING WITH THE END IN MIND

Using data at the regional/local and service level

The activity of documenting community demographics using a wide range of data is an important precursor to developing a strategic action plan for the community that will translate the community’s highest priority needs into outcomes, objectives and strategies for action.
A REGIONAL CASE STUDY OF USING DATA
Moira Shire

Data about children

<table>
<thead>
<tr>
<th></th>
<th>MOIRA SHIRE</th>
<th>VICTORIA</th>
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<tbody>
<tr>
<td>Total population 1</td>
<td>27,946</td>
<td>5,128,310</td>
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<tr>
<td>Number of children aged 0-8</td>
<td>3,204 (11.5%)</td>
<td>573,353 (11.1%)</td>
</tr>
<tr>
<td>% aged 0-8 Aboriginal or Torres Strait Islander 2</td>
<td>2.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>% children exclusively breastfed at 3 months 3</td>
<td>48.7%</td>
<td>52.4%</td>
</tr>
<tr>
<td>% of children fully immunised at 12-15 months 4</td>
<td>88.3%</td>
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Child development outcomes at school entry (AEDI)-Moira LGA

<table>
<thead>
<tr>
<th></th>
<th>% developmentally vulnerable</th>
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<tr>
<td>Total Community</td>
<td>No of children</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Cobram</td>
<td>24</td>
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<tr>
<td>Numurkah</td>
<td>52</td>
</tr>
<tr>
<td>Wodonga</td>
<td>17</td>
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<tr>
<td>Total</td>
<td>94</td>
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Child development outcomes at school entry (AEDI)-Moira LGA

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<tr>
<th></th>
<th>Number developmentally vulnerable</th>
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<td>Total Community</td>
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<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Cobram</td>
<td>74</td>
</tr>
<tr>
<td>Numurkah</td>
<td>24</td>
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<tr>
<td>Wodonga</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
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What influences child development?
Children’s family, community and environment

Data about families

<table>
<thead>
<tr>
<th></th>
<th>MOIRA SHIRE</th>
<th>VICTORIA</th>
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</thead>
<tbody>
<tr>
<td>Couple families</td>
<td>82.3%</td>
<td>83.3%</td>
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<tr>
<td>Single parent families</td>
<td>17.7%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Family income-couples</td>
<td>$1,106</td>
<td>$1,176*</td>
</tr>
<tr>
<td>Family income-single parent families</td>
<td>$554</td>
<td>$541*</td>
</tr>
<tr>
<td>Education levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Couples with &lt;yr 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education levels</td>
<td>35.7%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Single parent families with &lt;yr 12</td>
<td>64.6%</td>
<td>54.7%</td>
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</table>

Data about community and service environments

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<thead>
<tr>
<th></th>
<th>MOIRA SHIRE</th>
<th>VICTORIA</th>
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</thead>
<tbody>
<tr>
<td>Maternal and child health (home visit)</td>
<td>77.9%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Maternal and child health (3 year old visit)</td>
<td>87.9%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Preschool participation (including in a day care centre)</td>
<td>83.7%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Average days absent from school (Prep)</td>
<td>14.2</td>
<td>13.2</td>
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</table>

Kinship and informal networks

Key questions
- How do families with young children connect with other families (e.g. new parent groups, playgroups)?
- What social supports are available for families in the community?
- Are there peer and kinship supports for families?
- Do families have someone to go to when they are in need?
Data about community and service environments

| Total number | Day care
| % | Pre-school | % | Family day care | % | Child care | % | Other | % | Nursery | % | Other places | % |
|--------------|-------------|
| Australia    | 24.36%      | 44.3% | 55.1% | 60.5% | 112.2% | 8.2% | 17.0% | 3.7% |
| Victoria (VIC)| 89.0%        | 11.3% | 89.7% | 6.6%  | 112.2% | 9.3% | 18.7% | 6.6% |
| Victoria (Vic)| 13.8%        | 11.7% | 85.1% | 6.6%  | 122.2% | 10.2% | 18.7% | 6.6% |

Local Community

- Childcare: 71.2%, 79.7%, 84.4%
- Families: 25%, 65%, 34%
- Restaurants: 61%, 20.9%, 72.4%
- South: 18.8%, 37.3%, 23.7%
- Vacancies: 70.2%, 98.4%, 83.2%

Other questions

- What is the availability and accessibility of services and facilities e.g. health, family support, early education and care?
- Are there access gaps?
- Do services and facilities provide families with the opportunity to meet other families?
- How family friendly are services and facilities?
- How flexible are services e.g. father inclusive?
- How affordable are services and facilities?
- What is the coordination between services and ease of finding out about services?
- What is the quality of services?

What influences child development?

Children’s family, community and environment

Broader economic, policy and political environments

- Aging population
- Impact of climate change and globalisation on farming
- Absence of 19-39 year olds who move away for education/jobs
- Difficulty in attracting skilled labour force
- Pockets of disadvantage
- Limited incentive for business/economic growth
- Very small ratepayer base

EVALUATING & MONITORING SUCCESS

USING DATA TO PLAN FOR AND EVALUATE SUCCESS FOR INTEGRATION

Doveton Early Learning Centre
Our children are ready and able to benefit from age-appropriate learning and social opportunities

Our families are able to meet the health, social, emotional and learning needs of children

The Doveton Early Learning Centre actively supports families and children in an integrated fashion, delivers evidence-based programs and is ready for children and families

Our community members are connected to local services and facilities that meet their diverse needs

Our children are ready and able to benefit from age-appropriate learning and social opportunities

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Australian Early Development Index (AEDI) 2009
National Assessment Program – Literacy and Numeracy (NAPLAN) 2009

11.7% of students commence prep with no preschool experience
57.3% year 3 students in Doveton demonstrate reading competencies below the expected level
41.45% year 3 students in Doveton demonstrate writing competencies below the expected level
63.7% year 3 students in Doveton demonstrate numeracy competencies below the expected level
32.4% of children developmentally vulnerable on one or more AEDI domains in Doveton
55% of children developmentally vulnerable on one or more AEDI domains in Eumemmerring
Our children are ready and able to benefit from age-appropriate learning and social opportunities

- 26.5% of families living in Doveton are single parent families
- 21.0% of families living in Eumemmerring are single parent families
- Median family income in Doveton is $1095 per week ($175 less than state average) # Median family income in Eumemmerring is $821 per week ($349 less than state average) #
- 36.3% of families in Doveton have a combined weekly income of $549 or less
- 37.3% of families in Eumemmerring have a combined weekly income of $549 or less # ABS Census 2006

The Doveton Early Learning Centre activity supports families and children in and integrated fashion, delivers evidence based programs and is ready for children and families.

Our community members are connected to local services and facilities that meet their diverse needs

Our families are able to meet the health, social, emotional and learning needs of children

- 1.2% people living in Doveton and 1.4 % living in Eumemmerring are Indigenous Australians #
- 43.2% people living in Doveton and 42.5% living in Eumemmerring speak a language other than English at home #
- 41.4% people living in Doveton and 42.2% living in Eumemmerring speak a language other than English at home #
- 30.6% of residents in Doveton and 31.3% in Eumemmerring (aged 15 years and over) have completed year 12 or equivalent #
- 11.4% of the Doveton population and 3.9 % in Eumemmerring (aged 15 years and over) are unemployed #

The Doveton Early Learning Centre activity supports families and children in an integrated fashion, delivers evidence based programs and is ready for children and families.

Our community members are connected to local services and facilities that meet their diverse needs

Our children are ready and able to benefit from age-appropriate learning and social opportunities

- 28.5% of families living in Doveton are single parent families
- 21.0% of families living in Eumemmerring are single parent families
- Median family income in Doveton is $1095 per week ($175 less than state average) # Median family income in Eumemmerring is $821 per week ($349 less than state average) #
- 36.3% of families in Doveton have a combined weekly income of $549 or less
- 37.3% of families in Eumemmerring have a combined weekly income of $549 or less # ABS Census 2006

The Doveton Early Learning Centre activity supports families and children in and integrated fashion, delivers evidence based programs and is ready for children and families.

Our community members are connected to local services and facilities that meet their diverse needs

Our families are able to meet the health, social, emotional and learning needs of children

- To significantly increase the number of families involved with their children's education and care experiences
- To significantly increase the number of families, including those who are vulnerable or disengaged, to engage with quality early years services at relevant transition points
- To significantly increase the number of children engaging with quality early years services at each developmental stage
- To establish seamless transition processes between education and care environments including the home environment
- To significantly increase the number of children with optimal health, development, and wellbeing

The Doveton Early Learning Centre activity supports families and children in and integrated fashion, delivers evidence based programs and is ready for children and families.

Our community members are connected to local services and facilities that meet their diverse needs

Our children are ready and able to benefit from age-appropriate learning and social opportunities

- To significantly increase the number of families to manage their children's behaviour in positive ways
- To significantly increase the capacity of families to understand and meet their children's health, developmental and wellbeing needs
- To significantly increase the confidence and skills of families to manage their children's behaviour in positive ways
- To reduce the barriers for families accessing services that help them support the health, development and wellbeing of their children
- To significantly increase the capacity of families to adopt appropriate healthcare seeking behaviours
- To significantly increase health literacy of families accessing health services
- To increase the number of families involved with their children's education and care experiences
CONCLUSIONS

- Establishment of integrated services has multiple and complex steps
- Communities and services need support for integration
- Vision creation, indentifying local need, community engagement and partnership, developing and outcomes based action and evaluation plan all key stems
Why Linking Schools and Early Years?

- A significant proportion of children arrive at school developmentally vulnerable (AEDI, 2009)
- How well children transition to school is important as it can impact on their long term development (CCCH, 2008)
- School readiness does not reside solely in the child, but reflects the environments in which children find themselves – their families, early childhood settings, schools, neighborhoods, and communities (Kagan & Rigby, 2003)

Why Linking Schools and Early Years?

- We know that to support children and families, communities need to be responsive to the changing needs of families and the environment in which they live, including:
  - Changes in society
  - Changes in families
  - Service delivery difficulties
  - Worsening developmental outcomes
  - New knowledge about child development
  - New knowledge about early intervention
In response to this the CCCH conducted research which explored refocusing community-based services for young children and their families. This research looked at national and international models and found that:

- Barriers faced by vulnerable children when starting school may be overcome by stronger linkages and partnerships between schools and early years services, families and the community.
- There was potential to bridge a gap between early years services and primary schools to ensure better planning for the individual needs of children entering school.

Based on the research, the Linking Schools and Early Years project aims to:

- Build on:
  - the significant resources already invested in children and their families through their participation in early years services.
  - the expertise of early years professionals and primary school teachers.
- Develop and trial new ways of working:
  - across early years services, schools and the community.
  - with families to engage them in their child’s education.

Turning research into practice and building Australian based research evidence around effective strategies that:

- Strengthen partnerships between early years services, schools, families and the community to overcome barriers to children’s learning and development.
- Enable children and families to transition smoothly between early years services and schools.
- Enable schools and early years services to better engage with families.
- Enable schools to be better prepared for children of all abilities and backgrounds.

How is this project important?

Turning research into practice and building Australian based research evidence around effective strategies that:

- Strengthen partnerships between early years services, schools, families and the community to overcome barriers to children’s learning and development.
- Enable children and families to transition smoothly between early years services and schools.
- Enable schools and early years services to better engage with families.
- Enable schools to be better prepared for children of all abilities and backgrounds.

There is strong alignment with:

- The Victorian governments Blueprint for Education and Early Childhood Development.
- The Australian Government’s agenda for early childhood education and child care.
- At a local level the project is supporting the project early years services, schools and communities to implement current policy directions, frameworks and tools.

How is this project important?

The project is currently in its third year and will run for a period of six years, until 2012.

A project advisory group has been established to oversee the project.

An independent evaluation is being conducted throughout the project, following an action research model to assess both processes and outcomes.

About the project
**Project Sites**

* The project is operating in three sites, in Victoria:
  - Corio/Norlane in the City of Greater Geelong
  - Footscray in the City of Maribyrnong
  - Hastings in Mornington Peninsula Shire

* In each site, the project is being implemented in selected schools and the their feeder early years services (kindergartens and childcares)

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**What are we working towards?**

![Diagram]

- Children arrive at school ready to engage
- Children and families make a smooth transition between early years services and schools
- Schools are responsive to the individual learning needs of all children

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**The project goals**

1. Children and families make a smooth transition between early years services and schools
2. Early years services and schools actively connect with families
3. Schools are responsive to the individual learning needs of all children

---

**How?**

- Forming and sustaining partnerships
- Continually gathering local contextual information
- Developing and implementing locally relevant strategies and activities
- Ongoing internal and external evaluation
- Sharing practice-based learnings across the project sites and other communities across Australia

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**What are we working towards?**

- **Outcomes**
  - Children arrive at school ready to engage

- **Preconditions**
  - Ready families: Families are able to support their children’s learning
  - Ready communities: Communities provide the environment and opportunities that support the healthy development of children
  - Ready services: Services connect with other services to address barriers to child learning and development
  - Ready schools: Schools have effective strategies for identifying individual needs of all children

- **Project goals**
  - Early years services and schools actively connect with families and schools
  - Schools are responsive to the individual learning needs of all children

---

**Working towards achieving our goals**

- Through
  - Developing local relationships and partnerships
  - Building local capacity
  - Creating local leadership
  - Building sustainability

---

**How?**

- Forming the Partnership group
  - Identification of key stakeholders
  - Establish the partnership group
  - Maintain and strengthen the partnership group

- Gathering contextual information
  - Document community demographics
  - Map community assets and services
  - Consult with key stakeholders

- Developing the local action
  - Develop a shared understanding of the project goals
  - Selection of local strategies and activities
  - Create a workplan

- Implementing and evaluating activities

- Review action plan & evaluate partnership

---
Forming the Partnership group
- Identification of key stakeholders
- Establish the partnership group
- Maintain and strengthen the partnership group

Gathering contextual information
(On an ongoing basis)
- Document community demographics
- Map community assets and services
- Consult with key stakeholders

Developing the local action
- Develop a shared understanding of the project goals
- Selection of local strategies and activities
- Create a workplan

Implementing and evaluating activities
Review action plan & evaluate partnership

Achieving the project goals
What we have
Develop and trial locally relevant strategies and activities
What we want

Project goals, strategies and activities
GOAL ONE

Children and families make a smooth transition between early years services and schools

What we have...
- Ad-hoc orientation activities
- Many professionals working in isolation
- Few strong relationships between early years services and schools
- Families that aren’t aware of the importance of the transition to school
- Families that aren’t aware of the importance of the early years and early learning experiences
- Early years services and schools working within curriculum frameworks that don’t provide a seamless learning environment

What we want...
- Structured transition programs that:
  - Start well before school entry and provide time and resources for children and families to engage in the school environment and opportunities
  - Have dedicated funds and are jointly planned by early years services, schools and families
  - Are effectively communicated to children and families
- Early years educators and prep teachers that:
  - Have a shared understanding of each other practices
  - Value the role they each play in children’s early learning
  - Have strong networks and relationships with each other
  - Have formal processes around the transition experience

Activities so far...
- Peer swaps
  - Engagement activity
  - Professional development
- A community transition program
- An orientation program
- A coordinated approach to transition
  - Joint planning of transition activities
  - Community Transition Calendar
  - Starting School Expo
  - Targeted transition activities/opportunities

GOAL TWO

Early years services and schools actively engage with families

What we have...
- Some families that aren’t comfortable in a school/early years environments
- In some cases, a limited variety of appropriate opportunities for families to be involved in their child’s education and in the school/early years service
- Some families that aren’t aware of the value of their involvement in their child’s education
What we want...

* Families that are comfortable and confident to be actively and positively involved in their children’s learning activities
  - At home
  - In EY setting
  - In school
* Positive personal connections with all families and children well before and after arrival at school
* ECC environments are supportive and inclusive of families
* Relationships between families

Activities so far...

* Family Friendly Review
* Informal activities for families – no obligation
* Family friendly spaces and places
* Schools as community hubs
* Consultations with families
* Partnership with parents – professional development

What we have...

* Rich information about children being collected in the early years but not shared
* Schools often know limited information outside the information that they gather on enrolment about incoming children
* Schools don’t always have the capacity or networks to respond to the individual learning needs of all children
* Early Years Service systems operating in silos
* Limited relationships between schools and their feeder early years services

What we want...

* Early years services that have the tools and forums to share the information they collect with schools
* Schools know the learning and social needs of all incoming children before they commence school and have the capacity to build on their earlier learning experiences
* Schools are responsive in a structured and consistent manner to the individual learning and social needs of all incoming children
* Strong networks, relationships and partnerships between schools, early years services and communities

Activities so far...

* Community forums
* Information Sharing Tools
* A partnership approach to Transition Learning and development Statements
* Speech and Language in the Early Years Research study and implementation framework
Project learnings

What have we learned so far…?

• Developing local relationships and partnerships
  - Bringing people together around a shared vision and goals is powerful
  - Partnerships take time to develop – but are worth the time it takes!
  - It is important to create partnership structures that:
    - Are relevant and value adding for those involved
    - Utilise stakeholder skills
    - Enable Project activities to be effectively planned and implemented
    - Building local capacity
    - Are flexible and responsive

• Building local capacity
  - Local project planning builds on the significant resources and assets that exist within communities
  - Joint professional development opportunities around a range of locally relevant topics and issues, e.g.
    - Planning for individual children
    - Developing meaningful partnerships with culturally and linguistically diverse families
    - Living in poverty
  - Recognition and support for early years services and schools to build their capacity and trial new ways of working which may include developing new skills and knowledge

• Creating local leadership
  - Early years services and school, both management and educators are passionate and enthusiastic about trialling new ways of working to improve outcomes for children
  - Strong local leadership can stem from a strong sense of community
  - Local leaders can initiate and drive local action but need support and resources to engage the wider group/community and continue
  - Support and mentoring can strengthen leadership
Building sustainability

- With appropriate resources and time – networks have the potential to be sustained (0-8 years)
- Local relationships need to be maintained through ongoing opportunities for professionals to meet to discuss local issues and share information
- Local governments are key drivers in sustainability
  - Funded early years facilitators (Victoria)
  - Key bodies for ongoing and consistent information and messages about collaborative approaches to improving outcomes for children
  - Are often service managers/funders

Sustainability requires:

- Planning, implementing and evaluating community informed, evidence-based, low cost and replicable strategies and activities
- Strong local partnerships and networks with appropriate governance structures that:
  - A commitment from key community stakeholders and all levels of government to recognise, value and fund new ways of working

It is about establishing relationships, it’s about understanding where individuals are coming from and then bringing those common things together. And that takes time and it takes resources. Early years educator

Where to from here?

- Continue to plan and implement actions within LSEY project communities
- Utilise second round of evaluation information
  - Available by end of 2010
  - Third and final round of data collection in 2012
- Communicate project learnings and stories, through:
  - Project newsletter and website
  - Relationships with Local, State and Federal government to inform policy directions
  - Informing CCCH projects and initiatives (and subsequently wider communities)

Questions?

Building an Integrated Children’s Service through Community Participation and Local Leadership
Centre for Community Child Health

Outline

• Integration
  - Why change?
  - What to change
  - What to expect
  - Policy context

• Case study
  - Building an integrated children’s service in rural Victoria

• Key learnings

Centre for Community Child Health

Why change?

• Worsening and high levels of poor health and developmental outcomes across a wide range of indicators

• These outcomes follow social gradients but are evident across all levels of society

• Poor outcomes have considerable short-term and long-term costs to the community, and represent a significant drain on future national productivity

Centre for Community Child Health

Why change?

• The early years are profoundly important, it becomes increasingly difficult to change trajectories as children grow older

• Investments in early childhood services are cost effective, yielding long-term benefits that are disproportionate to the original cost

• The earlier services are provided, the greater the economic return

Centre for Community Child Health

Why change?

• Families are more diverse, there have been profound changes in conditions and complexity of raising children

• Service systems have not altered significantly

• Children and families missing out on services

• Children arriving at school poorly equipped to take advantage of the opportunities offered

Centre for Community Child Health

“Early childhood policies and practices are highly fragmented, with complex and confusing points of entry that are particularly problematic for under-served segments of the population and those with special needs. This lack of an integrative early childhood infrastructure makes it difficult to advance prevention-oriented initiatives for all children and to coordinate services for those with complex problems.”

Shonkoff and Phillips

Centre for Community Child Health

“Effective solutions never come from separate programs or services tackling the problems in isolation from the surrounding community. They come from integrated, wrap around, linked efforts across a whole range of community agencies aimed at improving the quality of life and support”

Halfon 2005

Centre for Community Child Health
What to change

• Service delivery needs to be seamless or holistic so that families do not have to deal with multiple agencies or duplicate time and labour in informing agencies of their needs

• Collaborative and integrated work should be more efficient—simultaneously serve multiple needs through one service, saving labour for staff as well as time and effort for families.

Katz and Valentine

What to change

• Improve the quality and accessibility of services for families—expand roles for significant and trusted family workers such as nurses, teachers and social workers

• Improved integration and communication between agencies—to stop families ‘falling through the cracks’

Katz and Valentine

Integration continuum

Source: Toronto First Duty

Integrated Service Delivery for Early Childhood

What are the features of effective centres

• Common vision and strong leadership

• Development of seamless interdisciplinary teamwork

• High quality services for children

• Effective partnerships with parents

• Time release for collaboration, training and ongoing support

• Roles and responsibilities reflected in job descriptions and working conditions

Direct outcomes

• Ease of access and information to early childhood and family support services

• Services: Greater likelihood of evidence-based interventions being used

• Families: stronger social support networks

• Health and developmental problems diagnosed earlier—more prompt referral

• Parenting and family functioning issues recognised earlier—more prompt referral.
Broad outcomes

- If the direct outcomes are achieved there is an indirect flow-on contribution to achieving the broader outcomes
  - improvements in the health, well-being and development of the children involved
  - improvements in the school readiness of the children involved
  - improvements in general family functioning of the families involved
  - improvements in the ability of the families involved to meet their children’s learning and care needs

How are systems responding?

Many countries have decided that their early childhood and family support service systems need to be strengthened:

- greater integration of services
- expanding early childhood services
- developing national early childhood strategies
- consolidating jurisdictions for education and early childhood

Federal policy response - COAG

- National Early Childhood Development Strategy
  - all children have the best start in life to create a better future for themselves and for the nation
- A road map for action and for engaging effective partnerships across and between governments, with the non-government sector, and with families around the needs of young children.

Federal policy response

- Child and Family Centres
  - Objective to increase supply of integrated early childhood education and care in areas of unmet demand for child care
  - Emphasis on connecting with schools to ensure all Australian children are fully prepared for learning and life.

DEECD Policy Directions

- Emphasis on integrated child and family services
- Co-location with schools where possible
- Investment in not-for-profit sector
- Enhance capacity of local government to plan, develop, integrate and co-ordinate early years
- Work with developers & local government in growing communities
- Partner with State, Commonwealth & local government to create new opportunities to integrate & co-locate.

DEECD Expected Outcomes

- Integrated, inclusive and collaborative services
- High quality programs to meet the health care and educational needs of young children
- Improved transitions - early years and schools
- Improved access to Kindergarten in same place as long day care and children’s and family services
- Strengthened capacity of professionals to identify & provide timely support to vulnerable children & families
- Creation of child friendly communities
DEECD Commitment

- State Government commitment to 95 children’s centres
- 74 funded, mostly on council land, with council as the main funder ($0.5m of >$3.0m)
- 49 are open and operating
- 25 in planning and construction stage
- 24 are on or adjoining school sites

Case Study

- Central Victorian community
- Funded by DEECD for CCCH support for integration

<table>
<thead>
<tr>
<th>Population</th>
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<tbody>
<tr>
<td>0 to 4 years</td>
<td>266</td>
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<tr>
<td>Total population</td>
<td>3251</td>
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</tbody>
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Case Study

- Children’s Services
  - Maternal and Child Health
  - Early Learning Centre (Long Day)
  - Kindergarten
  - 3 Primary Schools
- Moving towards integration of early childhood education and care services, on a school site

Developing a shared vision

- Key activity for fostering shared understanding and agreed outcomes
- Sustainable partnerships through shared vision
- Stakeholders attended visioning workshops
  - Community engagement immediately evident

Developing a shared vision

- Outcomes and objectives begin to emerge
- Preferred type of integration becomes apparent
- Potential governance models start to surface
Community participation

- Good community representation at meetings
  - Community members encouraged participation of other community members
- Working parties formed
  - Roles and responsibilities allocated
- Community members facilitating meetings and preparing presentations

Community participation

- Community members are working together
  - Business plan
  - Service delivery model
  - Rosters and budgets
  - Presentation to Council
- Service providers are working together

Local leadership

- Local leaders emerged through community meetings
- Support and mentoring provided
- Local leader as community spokesperson and liaison between community and other stakeholders

Where to from here?

- Finalise governance arrangements
- Action plans, roles and responsibilities
  - Support for staff
    - Change management
  - Training for staff
    - Integrated practice
    - Shared understandings

Key learnings

- Community engagement essential
- Leadership must come from within the community
- Integration of services requires work – support to communities is critical for success

Questions?