

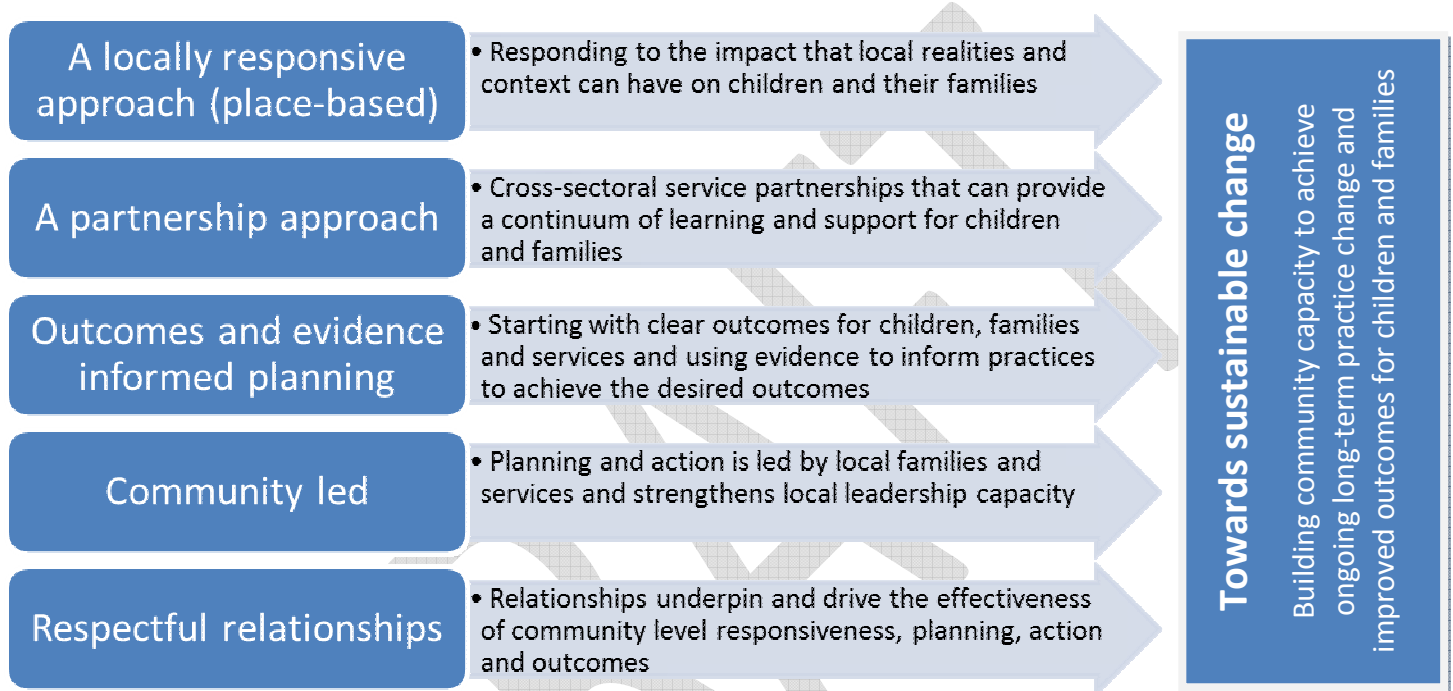
# LSEY Core Components

## The concept of 'core components' and 'key drivers':

This document aims to highlight and share the effective core components and key drivers from LSEY community experiences of establishing, maintaining and sustaining the LSEY approach.

- **Core components:** Components that contributed to the effective implementation of LSEY
- **Key drivers:** Conditions/factors that contributed to achieving the core components

Towards sustainable change is considered a core component but also an ultimate outcome for how communities work together to have ongoing impact on children's outcomes.



## The purpose of this document:

This document has been developed to capture the 'core components' and 'key drivers' of the Linking Schools and Early Years project experience, taking into account the project's development, implementation and evaluation over a six year period. It is intended that this document will be a knowledge bank for:

- **Communicating learnings about the project approach:** The LSEY external evaluation found that what communities do (the activities) is important, but how they do it (the approach) can really make the difference.
- **Communicating implications of these learnings for research/policy:** LSEY was an action research pilot project and has identified areas where further research is required and key considerations for policy development and implementation related to how the LSEY approach can be applied across wider communities.
- **Developing an 'LSEY approach' evaluation reflection tool:** The core components of the LSEY approach were found to be central to the successful implementation of LSEY community partnerships and networks. This tool will help LSEY and wider (non-project) community partnerships/networks to regularly reflect on local planning, activity delivery, service delivery and evaluation/monitoring methodologies.

## LSEY Core components, key drives and implications for research/policy

<b>Core components</b> Components that contributed to the effective implementation of LSEY	<b>Key drivers</b> Conditions/factors that contributed to achieving the core components	<b>Implications for research/policy</b>
<p><b>A locally responsive approach (place-based)</b>                      Responding to the impact that local realities and context can have on children and their families</p>	<ul style="list-style-type: none"> <li>• An understanding of where ‘community’ exists in the local area, as defined by families</li> <li>• A shared community identity</li> <li>• A perception of the need to change</li> <li>• Knowledge of local issues, concerns and context</li> <li>• Building on existing community assets and strengths</li> <li>• Availability and use of local level statistical data and information</li> <li>• Availability and use of local community consultation information</li> </ul>	<ul style="list-style-type: none"> <li>• Defining place – who and what should define community and place?</li> <li>• Identification of ‘readiness’ and ‘capacity’ indicators</li> <li>• Development of tools and supports to enable/facilitate/build ‘readiness’ (particularly in urban settings)</li> <li>• Review of current project/pilot/initiative implementation processes (gov and non-gov re funding, indicators, evaluation and reporting) and how these are enablers/barriers to locally responsive approaches (ie. Best Start, Neighbourhood Renewal)</li> </ul>
<p><b>A partnership approach</b>                      Cross-sectoral service partnerships that can provide a continuum of learning and support for children and families</p>	<ul style="list-style-type: none"> <li>• A shared understanding of the approach and vision for operation</li> <li>• Willingness for change and trial and adapt new ways of working</li> <li>• Effective community level governance (a ‘home’ for the partnership, i.e. organisation, governance structure that is committed to the shared vision and has management responsibility)</li> <li>• Monitoring and evaluating relationships, networks and partnerships</li> <li>• Engagement of and support from the ‘right’ stakeholders (in the partnership)</li> <li>• Time for services/school to meet and develop relationships</li> <li>• Authorising environments in services/schools for working in partnership</li> <li>• Opportunities for local leadership to develop</li> <li>• Local leadership/facilitation with a clear vision for improved and innovative ways of working)</li> <li>• Local project/initiative</li> <li>• Linking with existing local initiatives and broader frameworks (i.e. MEYP, Best Start)</li> <li>• Shared/flexible funding</li> </ul>	<ul style="list-style-type: none"> <li>• What organisations are best place to lead community level change (i.e. schools Early years services, community services, local government)?</li> <li>• How to improve the Health-Education interface. Relational, structural and funding issues for partnerships to undertake:                         <ul style="list-style-type: none"> <li>○ early identification</li> <li>○ timely action and support</li> <li>○ responsiveness</li> </ul> </li> <li>• Evaluating community partnership approaches:                         <ul style="list-style-type: none"> <li>○ What does the literature say?</li> <li>○ What do we know from LSEY (and other initiatives)?</li> <li>○ What does the next trial of evaluation methodologies look like?</li> </ul> </li> <li>• What are the authorising environments required for effective and ongoing community partnership working?</li> <li>• Bridging the gap between evidence and practice – navigating the realities of implementation</li> <li>• See also ‘readiness and capacity’ indicators research (in place-based)</li> </ul>

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<b>Outcomes and evidence-informed planning</b> Starting with clear outcomes for children, families and services and using evidence to inform practices to achieve the desired outcomes	<ul style="list-style-type: none"> <li>• Starting with the end in mind – a shared vision and outcomes for children, families, services and community</li> <li>• An outcomes-based action and evaluation planning framework for supporting local children and families</li> <li>• A planning framework that allows for flexibility in local actions – a ‘living’ document</li> <li>• Short and long-term planning</li> <li>• Access to translatable evidence (critical friends, purveyors of research evidence, synthesized research)</li> <li>• A clear program logic that details how evidence informs the logic for specific actions to achieve short, intermediate and long-term outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• How do we demonstrate outcomes-based approaches to planning are effective?</li> <li>• Research/trial how services/schools (communities) use evidence to inform planning and practice</li> <li>• Evaluation of how evidence is used locally to build on and create new evidence</li> </ul>
<b>Community-led</b> Planning and action is led by local families and services and strengthens local leadership capacity	<ul style="list-style-type: none"> <li>• A shared understanding of the rationale for change and raise awareness about this locally</li> <li>• A shared perception of demonstrated community partnership effectiveness</li> <li>• Strong relationships enable community led partnerships to develop</li> <li>• Local responsibility for planning, implementing and evaluating local actions</li> <li>• Capacity and willingness to continue to trial and embed (if effective) new ways of working</li> <li>• Authorising environments for partnership working and local leadership Active participation of key stakeholders (services/schools and families)</li> <li>• Activity/Process champions</li> <li>• Local individuals and groups leading by example and demonstrating/encouraging innovative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• How do we generate, encourage and facilitate the development of local leadership and local leaders?</li> <li>• See also ‘authorising environments’ (in partnership)</li> <li>• See also ‘readiness and capacity’ indicators research (in place-based)</li> </ul>

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<b>Respectful Relationships</b> Relationships underpin and drive the effectiveness of community level responsiveness, planning, action and outcomes	<ul style="list-style-type: none"> <li>● Ongoing linking opportunities between services/school and families <ul style="list-style-type: none"> <li>○ engagement focused activities</li> <li>○ joint/Shared activities</li> <li>○ regular contact/communication</li> </ul> </li> <li>● Time for developing relationships A culture of valuing and respecting all expertise/experience and backgrounds (within services and families)</li> <li>● Links workers – short term position is effective in engaging stakeholders in partnership working (services and families)</li> </ul> <p>Meaningful engagement with children, families and other community residents - hearing their voices, parents as partners in learning and development</p>	<ul style="list-style-type: none"> <li>● What does an effective service/school-family partnerships is children’s learning and co-design and delivery of services: <ul style="list-style-type: none"> <li>○ How do we meaningfully engage families in this?</li> <li>○ How is this achievable and sustainable?</li> <li>○ The home learning environment?</li> </ul> </li> <li>● Pilot – Schools/services with high levels of readiness to change their operation at all levels to involve parents in all elements of the school – trialling different evidence-informed and other models for engaging all families</li> <li>● See also ‘authorising environments’ (in partnership) and ‘readiness and capacity’ indicators research (in place-based)</li> </ul>
<b>Towards sustainable change</b> Building community capacity to achieve ongoing long-term practice change and improved outcomes for children and families	<ul style="list-style-type: none"> <li>● Strong ongoing commitment to: <ul style="list-style-type: none"> <li>○ shared vision/outcomes</li> <li>○ community-led partnership way of working</li> <li>○ ongoing evaluation and review flexibility of local approaches, relationships, partnerships, activities, etc (evaluation framework)</li> <li>○ trialling new ways of working</li> </ul> </li> <li>● Capacity, willingness and ability to continue to evolve and respond to evaluation findings</li> <li>● Embedding positive practice change (part of core business)</li> <li>● Ongoing purposeful professional learning and reflection</li> <li>● Ongoing access to translatable research evidence</li> <li>● Broader climate that is supportive of change being sought (i.e. public value, political will and support)</li> <li>● Authorising/Enabling relational and structural service environments</li> <li>● Succession planning to mitigate negative impact of change (staff turnover, reduced funding, etc)</li> <li>● Local processes for state/federal government policy implementation and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>● T4 LSEY evaluation – build on the existing LSEY evaluation framework and tools to develop ones that can be responsive to the changing context of the evaluation but build on and maintain links to T1,2,3. <ul style="list-style-type: none"> <li>○ Have the communities sustained the LSEY approach and activities?</li> <li>○ What have been the barriers and enablers to this without external facilitation support and funding?</li> <li>○ If the ‘pilot/project’ model has changed or developed within the communities, how?</li> </ul> </li> </ul>

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