

Program: A Village for Every Child

Purpose: Our vision is that all children growing up in Belconnen start life physically healthy, socially and emotionally strong and ready to engage fully in learning and life, and that all parents are supported, empowered and equipped for 'best possible' parenting. By improving collaboration between community service providers and commitment to community engagement as we improve life outcomes for children in the Belconnen region.

Inputs	Stakeholder Engagement	Planned work		Outcomes		
		Activities	Outputs	Short (12-24 months)	Medium (2-5 years)	Long (5+ years)
<ul style="list-style-type: none"> Leadership Group Qualifications Knowledge Experience Values Organisational Decision making capacity Existing funded programs within Village network Leveraging joint functions and social capital (e.g. volunteering) Redirection of resources within the Village network Physical Assets Services hubs Schools Libraries Child and Family Centre Parks and recreational facilities Shopping and business infrastructure Backbone Team Qualifications Knowledge Experience Values Organisational Structures and Support Technology - computers, phones Working Groups Qualifications Knowledge Experience Values Organisational Structures and Support Community connections and partnerships Individuals and families Belconnen Community Village Network partners, regional partners, system partners Time Funding ACT Education Directorate \$1,852,000 (GST Exclusive) Installments: \$440,000 (execution of the deed) \$440,000 (30th June 2019) 	<ul style="list-style-type: none"> Regular Leadership Group meetings Commitment to attending Leadership Group meetings Consultation Communication Initiative awareness and promotion Establish performance indicators 	<ul style="list-style-type: none"> Meetings scheduled Leadership Group Terms of Reference Consultation activities Consultation data collected Long term communication and engagement strategy Common language glossary Staff upskilling, training and development Performance indicators agreed 	<ul style="list-style-type: none"> Staff within The Village partner organisations receive training about positive early childhood development choices Education and awareness raising activities are conducted at the governance and accountability level within partner organisations Engagement with partner organisations exists at all organisational levels The Village collaboration model and its processes is documented Shared ownership of The Village approach is fostered and promoted Service providers in Belconnen have information sharing systems in place Collective focus starts to shift from reactive problem-solving to co-creation of the future. 	<ul style="list-style-type: none"> Belconnen community members are aware of The Village, what it's doing & why Increased agreement that it takes a village to raise a child leading to attitude and social norms change e.g. active citizen/ citizen responsibility for child rearing A community representative joins the Leadership Group Community members contribute to system design and seamlessness Service providers have adopted collaborative practices that contribute to seamlessness Service providers have adopted policies, procedures & practices that sustain relationships for seamlessness Establish robust data baselines that meet broader human services reforms and support shared measurement Effective fast responsive evaluation is part of Village practice Effective fast responsive evaluation is embedded in service partner organisation's practice Evaluation leads to system change and practice improvement. Cross-Sector knowledge has increased of effective groups, opportunities and methods resulting in improved quality of service provision. Increased connection and collaboration between services, resulting in smoother transitions between services. Corporate entities in Belconnen adopt business practices that assist families to make positive early childhood development choices Better (more equitable) distribution of groups and opportunities and more effective access to groups and opportunities. The community owns and runs activities that promote children's outcomes & normalise help seeking & receiving Positive Early Childhood Development choices are easy choices for families. Families know what's important for early childhood development Families know what support opportunities are available Families know where to go to interact with the support opportunities available Increased engagement in groups supporting parenting. 	<ul style="list-style-type: none"> Help seeking & receiving behaviours around parenting for 0-5 year olds is normalised Government and non-government early childhood / family support service providers and schools in <u>Belconnen</u> provide a seamless services system for children aged 0-5 years and their families Best reflective practice embedded throughout the system and organisational practices The Village is trusted by Belconnen community members Funding continues to support Village 	
	<ul style="list-style-type: none"> Regular Leadership Group Meetings Policies and procedures Financial management Backbone Activities Professional development Team meetings Project management Reporting 	<ul style="list-style-type: none"> Meetings scheduled. Review and updates of policies and procedures documented. Budgets Audits Quarterly budget updates Backbone Activities Recruited Training and professional development activities Professional Development Review Team meetings held Projects' milestones met on time and to standard. Reports produced accurately and on time and distributed to the relevant parties. 	<ul style="list-style-type: none"> Continuity, momentum and accountability of the Village initiative its projects and activities Best practice in Village operations Coordination and accountability among members Backbone team established and operating effectively Leadership Group is supported in its activities Working groups are supported in their activities 			
	<ul style="list-style-type: none"> Events Engagement Regular media output Education 	<ul style="list-style-type: none"> Attended and hosted events Community Engagement Strategy Developed Participants attended Responses collected Scheduled media plan Media reach Education activities carried out 	<ul style="list-style-type: none"> The Village is recognised by the community Parenting education is more widely accessible in multiple locations Village media sources become familiar within the community Increased support seeking behaviour from parents Parents are more supported 			
	<ul style="list-style-type: none"> Identify evaluation methodology fit for purpose: partner relationship management, Village Leadership Group, Backbone team, Village activities Implement evaluation methods Review evaluation outcomes Review effectiveness of evaluation methods 	<ul style="list-style-type: none"> Scheduled evaluation Evaluations conducted Evaluation findings shared Responses/follow up actions agreed Reports created Reports disseminated 	<ul style="list-style-type: none"> A method for monitoring the application of The Village collaboration model is developed Partner organisation's carry out evaluations as part of standard practice Better response rate to internal and external influencing factors in the environment to create best practice within the Village 			

<ul style="list-style-type: none"> • \$486,000 (30th June 2021) • \$486,000 (20th June 2022) 	Projects	Project: Stronger Parenting <ul style="list-style-type: none"> • Define scope of project plan • Establish Working Group • List of services and family support available • Aggregate information that is already available • Determine community engagement needs • Identifying locations that are frequently visited by families with children under the age of 5. • Explore evidence-based approaches to better early engagement between families and schools, with the emphasis on overcoming educational trauma. • Pilot opportunities based on findings 	<ul style="list-style-type: none"> • Project plan scoped • Working group established • List of current services and family support created • Information relevant to informing the project is aggregated • Community engagement needs identified • Community engagement and consultation is carried out • Findings from the engagement and consultation is collated and disseminated as appropriate and informs the project • Locations that are frequently visited by families are identified • Evidence based approaches to better early engagement between families and schools are identified • Pilots are carried out and evidence is collected, collated and disseminated 	<ul style="list-style-type: none"> • Less parental stress • Increased support seeking behaviour from parents • Parents are more supported • Service providers better informed to support parents • Families are engaged with schools before formal schooling • Impacts of educational trauma experienced by parents on the relationship with schools improves 		
		Project: Improved Transitions to Schools <ul style="list-style-type: none"> • Develop project scope • Establish working group • Develop research tender/request for services • Put tender out/accept applications/review them • Clearly describe the expectations of early adopter schools and ECECs • Identify early adopter schools • Transition process mapping • Identify the existing information flow between the ECECs, pre-school and kindergarten, • Feedback sessions from early adopter agencies • Participating parent and teacher feedback/input sessions to guide content and direction • A documented information sharing process that can be applied in a number of relationship settings that develops from the research report • Identify how the project's work aligns supports the ACT Wellbeing Framework, Set up for Success strategy and the Healthy Canberra ACT Preventative Health Strategy 2020-2025 	<ul style="list-style-type: none"> • Project scoped • Working group established • Research tender/request for services developed • Send out research tender/request for services • Review research tenders/proposals and select researcher • Document role and expectations of early adopter schools and ECECs • Identification of early adopter schools and ECECs • Map the transition process • Feedback sessions held and reports produced • Information sharing process is created and disseminated appropriately • It is identified how the work aligns and supports the Wellbeing Framework, Set up for Success strategy and the Healthy Canberra ACT Preventive Health Strategy 2020–2025 	<ul style="list-style-type: none"> • Research findings start to inform Village activities • A more informed view of the school-readiness of 0-5 year old children in the Belconnen community begins to emerge • A more informed view of the school's preparedness to embrace the next cohort of children • The transition process is more clearly understood • Transition anxiety is reduced • Staff are better equipped to support children • ECEC providers and pre-schools/schools establish working relationships in the best interest of the children and their families 		

		<p>Project: Better Data</p> <ul style="list-style-type: none"> • Develop project scope • Establish working group • Identify existing data • Collect data • Identify data gaps • Create strategies to fill the data gap • Align data collection criteria between service providers • Data analysis activities • Publish findings 	<ul style="list-style-type: none"> • Project scope developed • Working group established • Existing data identified • Data collected • Gaps in the data identified • Strategies in place to fill the data gap • Agreed data collection criteria between service providers • Data analysis carried out • Reports published • Findings published 	<ul style="list-style-type: none"> • Service providers understand the role of data • Design objectives that are more achievable and measurable • Research findings start to inform Village activities • More accurate view of the target community • Data supports the evaluation of Village 		
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Values, principles, theories and assumptions:

- Social Capital
- Model of Empowerment, Friedmann 2009
- WHO, Social Determinants of Health – Early Childhood Development
- The Common Approach, ARACY
- The Nest, ARACY
- Collective Impact
- Cultural capital informs self-awareness and self-efficacy “formation of culture and identity”
- Collaboration
- Social inclusion
- Family-focussed – families are part of the solution
- Child-centred

External Factors:

- Policy environment
- Office location/structure
- Cultural history and background / experience
- Economic & social context