

Early childhood, schools & Community partnerships

Breaking cycles by building neighbourhood hubs



Presentation Overview

Partnering at all levels

- Hume Early Years Partnership
- Humming Hubs: places for family engagement
- Coolaroo South PS and kindergarten hub
- Learnings
- Questions for discussion

About Broadmeadows UnitingCare

Early Childhood Services

- Cluster management: 18 kinders
- 4 Long Day Care, 1 Occasional Care
- NW Region: 150 children in Kinder Inclusion Support

Regional

- Emergency Relief, Financial Counselling
- Family Support Services

Best Start and Communities for Children funding

Facilitate Hume Early Years Partnership-
local/state/federal



Hume Early Years Partnership

Consortia Partners

- Dianella Community Health
- Broadmeadows UnitingCare, Orana Family Services

Community Partners (over 21)

- Hume City Council, MRC, VICSEG, Primary schools,
- Broad Insight, Anglicare, Salvation Army,
- Brotherhood of St. Laurence, Melb. City Mission,
- Smith Family, VACCA, Neighbourhood House Network
- Enmaraleek Aboriginal Assoc.
- Aboriginal Partnership group
- Parent Advisory group

Established since 2003

Working together on common tasks

- Humming Hubs
 - Playgroup hosting
 - Kinder enrollment
 - Evaluation
 - Professional Development
 - Global Learning Village Strategy
-
- Agency contribution
 - Sharing information, resources, problem solving

About Communities for Children

- Funded by FACCSIA – Stronger families and Communities Strategy.
- Provides \$588,000 of funding per year for programs to assist young children and their families
- There are 45 cfc sites across Australia
- Aims to improve local Community capacity – a place based approach

Humming Hubs sites

Neighbourhoods of

- Meadow Fair North
- Campbellfield
- Coolaroo South
- Meadow Bank
- Dallas



What is a community hub

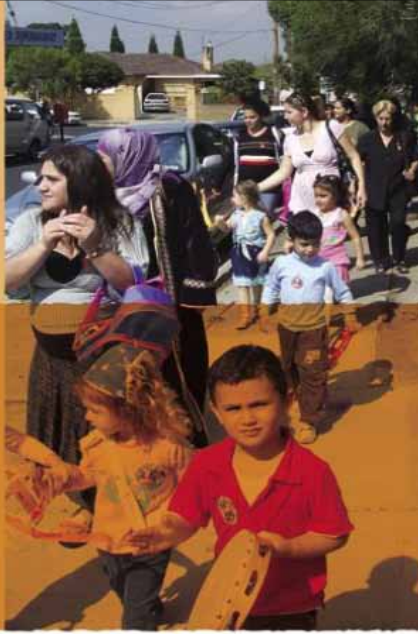
- A warm and inviting place where all are welcome
- Child and family focused
- Community connected
- Professionally informed and resourced
- A place where communities gather and find the things they need for their family wellbeing
- A point where secondary contacts are made
- A place where community needs are identified and communicated to decision makers
- A focus of community investment
- A place where skills are identified, cultivated and tapped.

Publication

New practice document
available in July 2009


- <http://www.bsl.org.au/main.asp?PageId=23>

Current practice document
available on the BSL
website



Setting the hubs humming
Working together for
children and their families

Hubs Strategy Group for Hume Communities for Children Initiative



Brotherhood
of St Laurence
Working for an Australia free of poverty

“Humming hubs” offer new models of Service integration around Primary Schools

- places for family engagement
- shared resources, information, planning
- Communities for Children fund (BSL) to coordinate
- Many partners fund the activities
- Schools employ community worker

“Ready” Schools concept developed at all 5 sites

- Welcoming of younger children on site
- Promotion of play-based learning and socialisation
- Ongoing parent engagement
- Focus on oral language development
- Partnerships established between home and school, playgroups
- Access and enrolment in preschool, school, library adult education encouraged



Coolaroo South PS kindergarten

- small school: 250 students: 75 in kinder
- transient population: predominately Turkish and Arabic families, 80% of Children are ESL, 90% have health care cards
- Kindergarten onsite 3 & 4 year old programs
- School Council is Licensee to further integrate the kindergarten into the school setting
- kindergarten staff part of the school staff team; participating in staff meetings & in-service training.
- close relationship with the School Early Years Team
- joint planning of community events and the Transition Program.



Aims of Coolaroo South PS kindergarten

- To increase the services available to families and ensure services were easily accessible to families
- To improve coordination and partnerships between services and foster positive professional relationships
- To help improve the educational outcomes and health and well-being of families and children

Flexible and responsive role of kinder teacher

- 50% planning time for teacher to be involved in community engagement and liaison with Prep teachers, playgroup
- Understanding family context
- Developmental knowledge
- Share enrolments
- Referring families for support
- Involved in local network with independent kinders

Coolaroo Child & Family Network

- formed as a result of network meetings with key stakeholders
- Chaired by the kindergarten teacher
- The Coolaroo Network meets on a term by term basis
- Working to coordinate planning across: school, kindergarten, maternal health & allied health and education services
- Improve the neighbourhood support for families

Coolaroo South Primary School & Kindergarten

Coolaroo South Community Hub
promoting Early Years Programs in Hume



One hundred stories a community hub makes

- The network meetings
- Early learning language and literacy Kits
- Coolaroo Station
- Coolaroo Festival
- English Classes
- Playgroups
- Parenting Classes
- Visiting professors
- Linkages: Inclusion

Learnings

New ways of partnering with families

- promotion of cross- cultural understanding
- strengths approach
- -informal meeting places
- -bilingual communication
- community social events to promote connections
- train community leaders in the early years and educational message

Learning about success

- Success of the hub lies in local commitments
- Commitment by services in the area to join the **local HUB network**
 - **Strengthening of the network** as a place to share knowledge and broker new opportunities for the benefit of children and their families
 - **Community worker** role identified and strengthened
 - Hub approach **drawing services and connection opportunity's** e.g. visit from local Office of Housing worker

Learnings- Professionals

- Increased participation of children and parents in the program
- More extensive professional network for support and resources
- Improved relationships with colleagues in both school and allied services
- Improved access to professional development opportunities, school facilities and support staff in the school

Learnings: School Principals

“We are letting the community in and trusting we can work together to solve problems as they arise”.

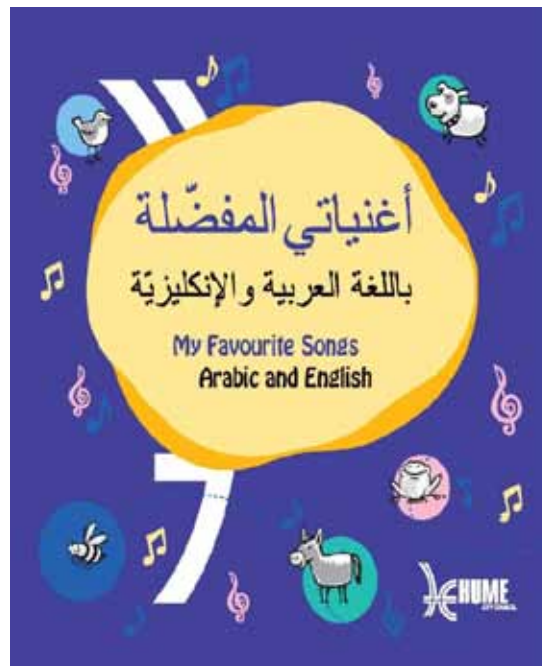
“We could see how the community is working within the school to make things happen. Having a joint vision is very powerful in gaining results. The Education Dept. here is just starting to look at this approach, and we are breaking new ground.” (Principals quotes)

Learnings: Benefits for parents and children

“Parents are feeling more connected to the school now that we can link them to supports and programs for their younger children.”

Principal quote

New resources available locally for parents



- **Parent Child Songbooks in Turkish and Arabic**

Oral Language kits for working with parents

Parent Feedback

“It has made us aware that it is important to sit down and talk and play with your kid”.



18-09-2008

18-09-2008

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Konuşma Dili

6. Paket

Hayvanat Bahçesi: Yabancı Hayvanlar

Öğrencilerimiz hayvanat bahçesindeki hayvanları gözlemlediler ve bunların isimlerini yazdılar. Ayrıca hayvanların özelliklerini de yazdılar. Bu etkinlik öğrencilerin hayvanlar hakkında bilgi edinmelerine yardımcı oldu.

Kullanılabilecek cümlelerin örnekleri

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18-09-2008

Sitta Asaad
Speech Pathologist

Oral Language Package 6

Committee for Children Program

How to play the game

Sort out the animals into families. For example put all the lions together.

Place each of the animals as you play with it.

Use big and little to describe the size.

Move the animals to make them run, jump, etc. Etc.

Use the animals to talk out loudly or softly.

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Use the animals to talk out loudly or softly.

Zoo: Animals of the Wild.

- Aims:** To teach the names of wild animals. To use concepts big & little, loud & soft. To use verbs: run, jump, etc.
- Concepts:** loud & soft.
- Verbs:** run, jump, etc.
- Animals included in the package are:**
- Rhinoceros x 2
 - Camel
 - Gorilla
 - Moose
 - Tiger
 - Beaver
 - Lion x 4
 - Elephant x 2
 - Cheetah x 4
 - Gorilla x 4
 - Elephant x 2
 - Hippopotamus x 3
 - Tiger x 3
 - Gorilla x 2
 - Bear x 4
 - Zebra x 2
- At Home:**
- Line up from little to big.
- Talk about who is the biggest and who is the smallest.
- Use the verbs to: chase, run, jump, etc. as loudly then speak softly.

Examples of sentences to be used

- When playing the game use some of these sentences:
- Where is the big lion?
 - Here is the little elephant. Shhh talk softly, I think the elephant is sleeping under the tree.
 - The big zebra is jumping over the rocks... look.
 - The little bear is sleeping under the tree.
 - The big cheetah is hiding between the trees. Can you see it?
 - Let's line up the animals. Which one is the biggest?

18-09-2008

اللغة الشفهية
المجموعة 6

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Translated materials for parents

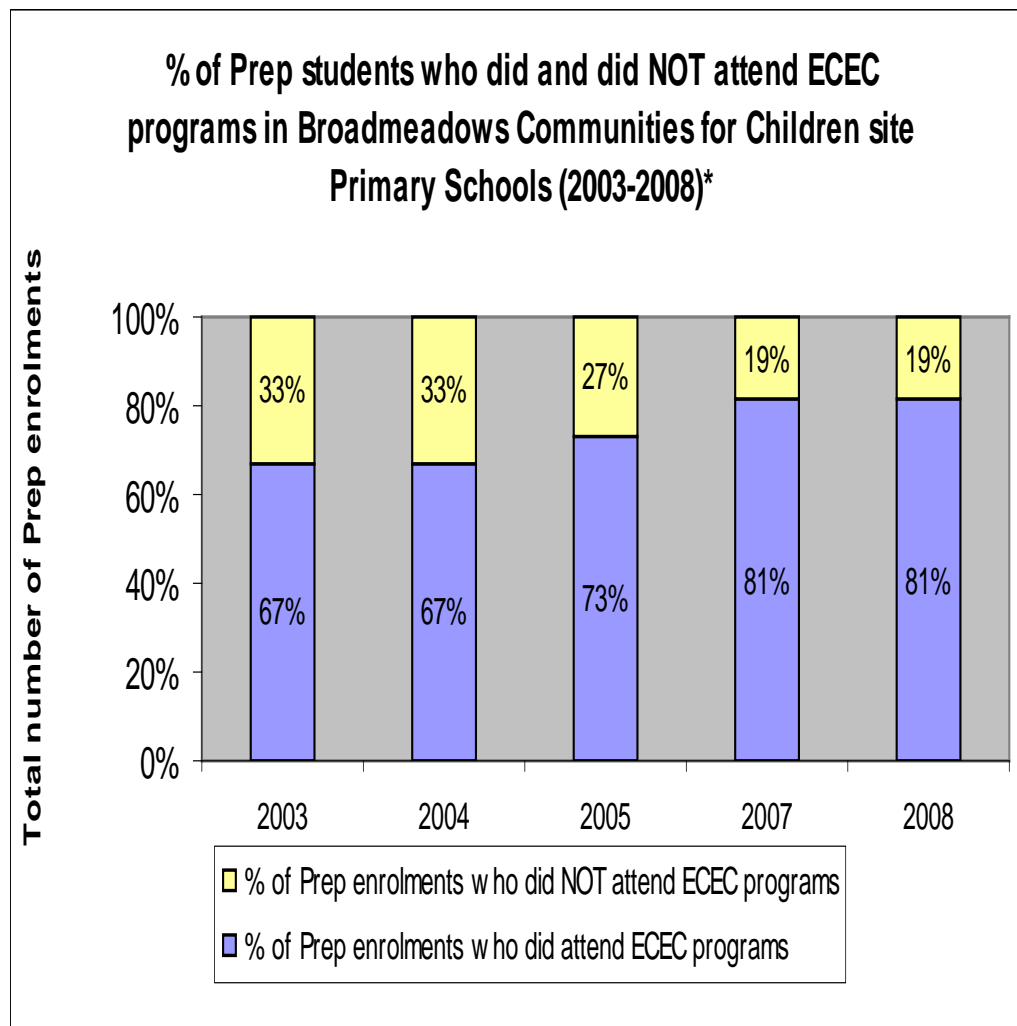
Effective partnerships

Characterised by:

- A shared vision
- An understanding of the value of partnership working
- Support innovative approaches and projects
- Work with and value organisations cultural differences. (Best Start guidelines 2006)

Community engagement results

- New schools designed with preschools on site and places for family engagement
- Primary school Prep Survey: access to ECEC is improving
- Best Start Parent Survey: access to playgroups, MCH, Library, Playgrounds is improving from parents perspective.
- Service Users Study: social connections between parents, social connections between children are significant and contribute to community engagement.





Best Start Early years Awards & Promising Practice profiles

Highly Commended 2008: Category
Better access to child, and family support,
health services, schools and early education
and care services

Humming Hubs: Promising Practice Profiles
- 44 now accessible on the CAFCA website:
**[http://www.aifs.gov.au/cafca/index.ht
ml](http://www.aifs.gov.au/cafca/index.html)**

In summary

Community partnerships offer a culture of “shared responsibility” for children and families in their neighbourhood

Kindergartens Schools Community Parents
and community partners



Contact

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ph. 9351 3640

Broadmeadows Communities for
Children info is available at:

http://www.facs.gov.au/internet/facsinternet.nsf/aboutfacs/programs/sfscommunities_for_children.htm

Discussion

- What is the role of a kindergarten teacher within a community hub?
- How can a stronger community engagement improve outcomes for children?
- What needs to change for kindergartens to become more welcoming of families that are socially isolated?