



## Acknowledgement of Country

Goodstart Early Learning acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of all Lands on which we come together.

We recognise Aboriginal and Torres Strait Islander cultures as enduring, living cultures and pay our respects to Elders, past and present.



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# Risk and Resilience

## Goodstart Early Learning

**Supporting children and families at risk: a journey of collaboration across sectors**



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## Social inclusion is a big part of Goodstart's reason for being

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- Goodstart was founded on the belief that the chance to invest in early learning was "a once in a generation opportunity to acquire a significant network of childcare centres and to operate them in a way that promotes children's well being in Australia."
- The founding members identified these social purpose goals:
  - high quality accessible and affordable child care
  - work alongside families and carers
  - operate as an integral part of the community
  - support access and inclusion of children who may be experiencing disadvantage
  - improve early education and care in Australia through advocacy, research and partnerships



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# Our Purpose:



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# EChO- National Approach



Enhancing  
Children's  
Outcomes -  
EChO

Our intensive, integrated approach to achieving our purpose in 50 high priority centres over five years.



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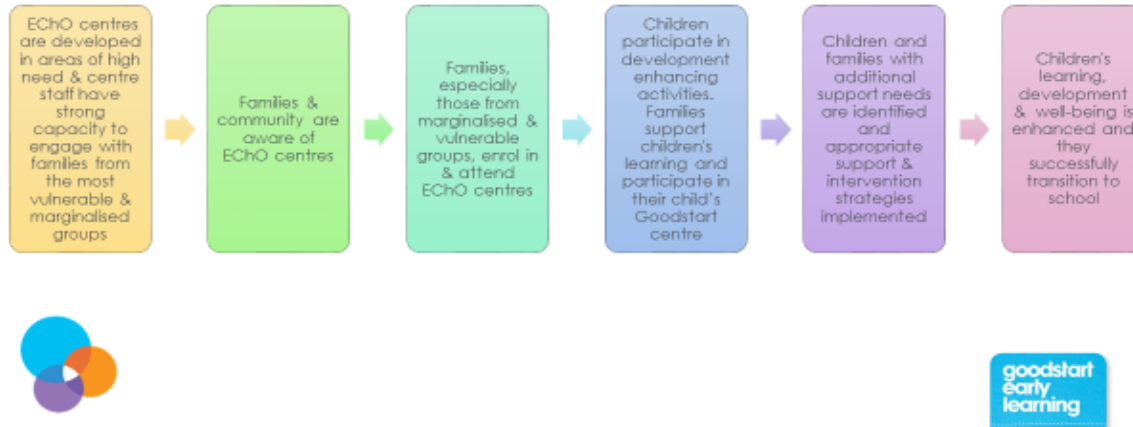
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# Goodstart model of delivery

## EChO Theory of Change



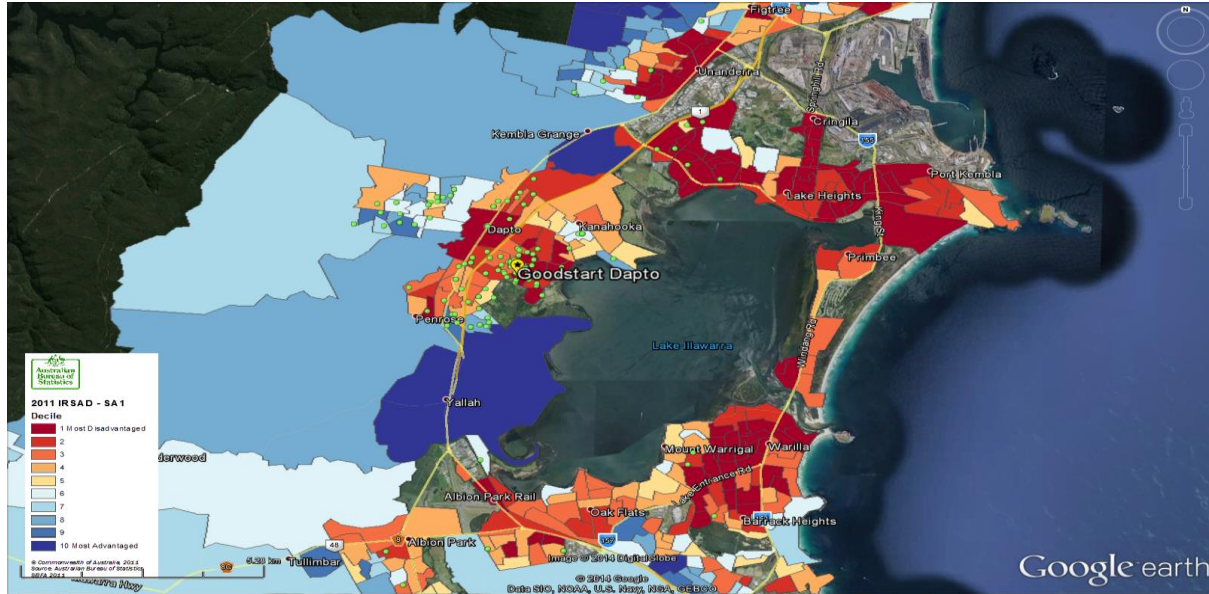
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# Our Centre profile – family location map



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# November 2013

- Dapto was a service that presented with much trauma. The staff were traumatised by the level of violence they were receiving from children. The families presented with trauma and their children were either giving or receiving violence.
- Initially we began meetings with families of children showing signs of extreme behaviours.
- We also identified educators who could become champions for the children



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# Leadership Team

- Daily, we worked at supporting the children during their ruptures. Using the of Circle of Security (COS) as the model of practice/support. One ECT was trained COS strategies and became our *Inclusion Support Leader*. A long standing ECT became the *Assistant Director*. Another ECT became our *Educational Leader*.
- We now had a strong leadership team and we met regularly to identify strategies to work on with both the children and the staff.
- Additionally the ISL and CD began monthly supervision sessions with a clinical Psychologist to support their mental health and well being.



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# *EChO Story at Dapto the beginning.....*



# What we wanted to achieve

For children	Families	Community	The centre
<ul style="list-style-type: none"> <li>• Safe Space / environment</li> <li>• Collaborative relationships</li> <li>• Safe relationships with staff/ visitors</li> <li>• Professional access consultations for all ( counsellors, dental nurse, health care, psychologists ,OT)</li> <li>• Circle of security for all</li> <li>• Reach strong outcomes</li> <li>• Non- judgemental environment</li> <li>• Community Links, schools etc.</li> <li>• Easy transitions to schools</li> <li>• Different support networks</li> <li>• Better outcomes to achieve higher education levels</li> <li>• Confidence, self-esteem and resilience for all</li> <li>• Shift negative view/idea to be positive</li> </ul>	<ul style="list-style-type: none"> <li>• Non-judgemental environment</li> <li>• Open to conversations</li> <li>• Stronger understanding of children's wellbeing</li> <li>• Life skills developed</li> <li>• Information Hub/ Drop in centre</li> <li>• Multi programs, playgroups</li> <li>• Parent training on this course</li> <li>• Empower families on this course</li> <li>• Community social groups</li> <li>• Collaboration between educators and families</li> <li>• More confidence , self-esteem and resilience</li> <li>• Create family room</li> </ul>	<ul style="list-style-type: none"> <li>• Social support networks</li> <li>• Strong family referral pathways .</li> <li>• Co-location of services on our premises, speech, psychology , Health nurses: hearing, vision, speech, dental , nutrition,</li> <li>• Employment opportunities, job skills, technology, resume.</li> <li>• Community services visits</li> <li>• Financial planning support</li> <li>• Cooking classes</li> <li>• Participate at expo / conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceed in all 7 quality areas</li> <li>• Build strong relationships with families</li> <li>• Build staff team numbers to be available to have meeting with families.</li> <li>• Staff to be confident to advocate for your profession</li> <li>• High expectations, including casuals</li> <li>• Update technology</li> <li>• Develop Parents room</li> <li>• Upgraded indoor and outdoor to reflect support for children in trauma .</li> <li>• Resources , equipment</li> <li>• Consistent family events/Cooking classes for families</li> <li>• Different types of therapy for children</li> <li>• Speech therapy/ other services</li> </ul>



# Initial training for the team

- We identified the need to train the staff at every staff meeting to support them in growing and developing knowledge of working with children in trauma.
- Understanding **brain development** and how it impacts an infants development in the early years of development was the first step.
- Beth McGregor (Clinical Psychologist) was working with our service and provided 4 training nights over 1 year (2013) on inclusive practices and **COS** in Early Childhood. The overreaching goal was to show the team that while children are having ruptures they could develop skills to support them through it.



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## Multi Disciplinary Team Approach under the ECHO Program

- **Speech Therapist** (Talkers Program)
- **OT program**
- **Child and Family Practitioner**
- **Art Therapist**
- **Centre Director**
- **Additional ECT**
- **Ed Leader**
- **Assistant Director**
- **Group Supervision**
- **Volunteers every week: Retired GP, High school Teacher & OOHC carer)**

# Other training undertaken by educators

Goodstart early literacy program (Talkers)

Circle of Security (COS)

NGROO (Aboriginal Mentoring Training)

Occupational Therapy Sensory Profile Training

Community Connections Training

Mind Up Training

Munch and Move Training

Using art as a medium to support children in trauma

Welcome stations

Play stations/Welcome Spaces

Let's Read

Let's Count

Many readings and reflections on trauma informed practices



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# Example of family nights/events.....many have been had.....



## Goodstart Dapto Family information evening

6:30-8:00pm

Wednesday 20th April 2016



Robyn Timlin  
Director



Linda Cortie  
Family Worker



Britt Testa  
Educational Leader

What is a family worker and what do they do?

What is a welcome space?

What is **Storypark** and what are its benefits?

Why are my children just playing?

How is my child learning literacy and numeracy concepts?

How are my children being prepared for transitioning to school?

All of these questions will be answered!

Please join us for an information night, light supper and a chance to speak with your educator about the curriculum and set goals for our children. This is a valuable opportunity to gain knowledge and have an in depth chat with your child's key educator about their time at the centre and to work in partnership with us to support their learning and development.

RSVP to your educator by Monday 18<sup>th</sup> of April

Goodstart Early Learning Dapto [eat@goodstart.org.au](mailto:eat@goodstart.org.au)



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# Community Partnerships

Ours links moving into partnerships:

- ( 2015) Family Services Illawarra (FSI) Parenting Course Stir it up
- This developed into a partnership with FSI which resulted in employment of Child and Family Practitioner at Goodstart Early Learning Dapto.
- Many more partnerships locally has been set up since then to support children's outcomes

# COS Training for the team

- Our CFP ran an 8 week COS course for the team.
- The way educators responded to children began to shift All new staff still receive COS training over 8 weeks.
- CFP reflections with educators to reflect COS practices

# Aboriginal Mentoring

- The NGROO training to gain an insight into Aboriginal History and how it impacts Contemporary practice in ECEC.
- Two Aunties and an Aboriginal mentor join our team.
- Our Aboriginal mentor became such an integral part of our team she became a Trainee at our centre



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We were talking about being kind to our friends during group time. An educator asked the children what they thought kindness was. A three year old girl commented “It is very kind for the Aboriginal people to share their land with us”.



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# Art and Gardening Groups

- Shiri, an Art Therapist who specialises in Trauma informed practices, began art groups in and still attends weekly.
- We also began to run a gardening group which aimed to capture the children who 'flew under the radar" due to other children's big behaviours. This too was run by Shiri and a team member
- The end of 8 week group was a celebration with all the families invited to share the journey with their children and they were presented with a book made during the gardening sessions



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# Additional Practices

- The introduction of the Early Learning Fund which provides another link to work proactively with families through planned TTS goals with the families - Goodstart has partnered with Benevolent Society for this
- Our cook making recipe books for families
- The introduction of breakfast bar in two play rooms
- The embedding of Play Stations and Welcome Spaces with the training and practices undertaken by our CFW
- Referral pathways through FSI
- Family meetings to develop IFSP run by educators
- Cooking classes with our cook and a group of children. The overarching aim of health and nutrition.



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# Echo Teacher- New role in EChO Services

- Working with a Multi Disciplinary team
- Supporting key practices
- Community Development and Engagement
- Parent Involvement
- Parenting Courses
- Family support-IFSP and referral pathways
- Educator support and Mentoring



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# Transition to School

- Partnership agreement with local Schools and Agencies
- Weekly Active Transition to School Program
- Co- facilitation of Supported Play group in Kindergarten



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# Playgroups

- Collaborative Partnership with community services to facilitate access to education to children who cannot attend Early Childhood Services
- Opportunity to participate for “hardest to reach children”
- Giving the invisible children a voice
- Soft entry point for families and children into Early Childhood Services



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# Community Collaboration-Impact in action

- Careways Community
  - Family Services Australia
  - NAIDOC Advisory Committee
  - FACS
  - William Campbell College (OOHC)
  - Art Therapy Services
  - Speech Therapy Services
  - Koonawarra Public School
  - Lakelands Public School
  - Include
  - External OT and Speech Therapy Providers
- Dapto Library
  - Local Shopping Centre
  - Dapto Leagues Club
  - Supported Play Groups



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# Where are we now?

- Currently we are in the sustainability phase. We recognise that this is a journey not a destination.
- Continued collaboration across sectors in the community is our ongoing aim to achieve better outcomes for children and families at risk.

# Voices of the Children

- Katie (4) said, "I feel Sad, Angry, Scared, Lonely. My teachers help me and give me a cuddle and listen to me. Tina gives me a big filling up cuddle."
- Mark (4) said, "If your feelings are hurt, you breathe." When I asked him how his teachers help him, he said, "They love me."
- Tonga (4) said, "I feel happy. I like the food and playing."



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