



Building social capital in partnership with families: Key learnings from Tasmanian Department of Education's Launching into Learning initiative



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FROM VISION TO ACTION

Tasmania's Strategy For Children

Children Thriving in Strong, Connected Communities

TASMANIA'S STRATEGY FOR CHILDREN – PREGNANCY TO EIGHT YEARS 2018–2021

This Strategy outlines shared purpose and practices for all Tasmanian service providers that focus on improving the education, health and wellbeing outcomes of children from pregnancy to eight years.

WHAT GUIDES US

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

What we are aiming for

Children	Families	Communities	Environments	Service Providers
Children are safe, valued and connected to their family and community Children are recognised as capable, creative thinkers with unlimited potential Children have a voice and are empowered to influence matters that affect their lives Children have secure attachments and respectful relationships Children grow and learn through play and inquiry in environments that support their health and wellbeing	Families are empowered to nurture and support their children Families have hopes and dreams for themselves and their children Families are respected and recognised for the vital role they play in the learning and development of their children Families have access to the resources needed to provide safe, healthy and nurturing environments for their children	Communities work together to improve outcomes alongside children Communities focus on health, wellbeing, needs and goals of children and their families Communities develop shared knowledge, understanding and support children's learning and development Communities are empowered to make decisions and take action to improve outcomes for children	Environments are welcoming, safe, consistent and inclusive Environments support children to wonder, experience and question the world around them Environments are adaptive, flexible, and sustainable Environments provide challenges and appropriate risk taking opportunities that help build resilience Environments are created to be inclusive and respectful of people from all cultures and backgrounds	Service providers build strong respectful partnerships with children, families, communities and each other Service providers are confident, skilled and knowledgeable Service providers are reflective researchers who are engaged in lifelong learning Service providers are valued and supported in all communities

What we will focus on

Quality	Equity	Partnerships
Research and evidence underpin all programs, services and practice Families, communities and service providers have the skills and knowledge they need to work together with children positively and effectively Shared understanding of child development across all developmental domains	Diversity is recognised, respected and socially inclusive of all All children and their families have consistent access to quality resources services and support; working towards overcoming barriers Appropriate specialist and targeted support is available when and where it is needed	Families, all service providers and communities partner across ages and contexts to support the education, health and wellbeing of every child Transitions for children's education, health and wellbeing across services and communities are maintained through effective partnerships Policy development, service design and delivery is undertaken in partnership with services, families and communities in ways that respect children's voice and agency

How we will know

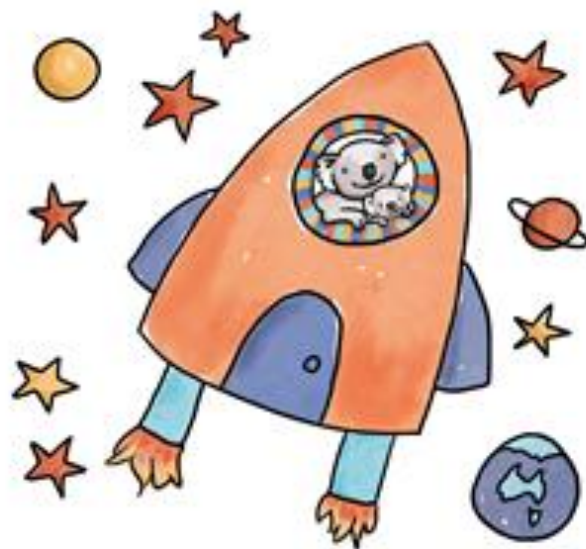
Quality	Equity	Partnerships
Tasmania's Early Years services meet the National Quality Standard Children report they feel safe, valued and connected Children are developmentally on track across the five domains measured by the Australian Early Development Census	There is a balance between the need for health and education services in communities and the services delivered The gap between access and achievement measures for highest and lowest SES quintiles is diminished	Families and children report that their health and education needs are addressed Families are confident and capable of supporting their child's development

The strategy has been created and developed through a series of workshops with involvement from many early years stakeholders, families and communities facilitated by the Department of Education on behalf of the Tasmanian Government.



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Launching into *Learning*

DEPARTMENT OF
EDUCATION
learners first



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Launching into Learning



Tasmanian Government Initiative

- Began as a trial in 2006
- Funded in all 151 Government primary and district schools since 2013
- Supported by professional learning, an online resource portal and in-school support
- Designed to be contextually shaped and delivered in partnership with families



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Purpose

Launching into Learning provides opportunities for families to be involved in their child's learning from birth to 4 years of age, in supportive environments provided by their local school.



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Aims/Scope:

- Supporting the learning and development of children from birth to 4 years of age.
- Connecting families and their children (Birth to 4 years of age) with their local school and community.
- Being a source of information about early childhood learning and development; strengthening the capacity of families to support and nurture this; and where appropriate supporting families to access other services and agencies.





"I was from Victoria, so I didn't have friends from Hobart that I had gone through school with.

It's funny, I had quite a gap between my daughters and my son. When I first came back to LiL, other parents came to welcome me and tell me what to expect even though I already knew the place! It was quite a different experience this time. I already knew how it all ran, but if I didn't, it was really nice that they did that.



Mrs Douglas lets me know if there is someone new to LiL and to keep an eye on them and make sure they feel comfortable."

Working in partnership

Families are acknowledged, supported and respected in their essential role as key influencers in their child's development.



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‘Impactful, courageous, intimate outsider’

How:

Family Partnership Model

Creating Better Futures



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The first time I came, I didn't realise how important the relationships I built with the other parents were going to be.

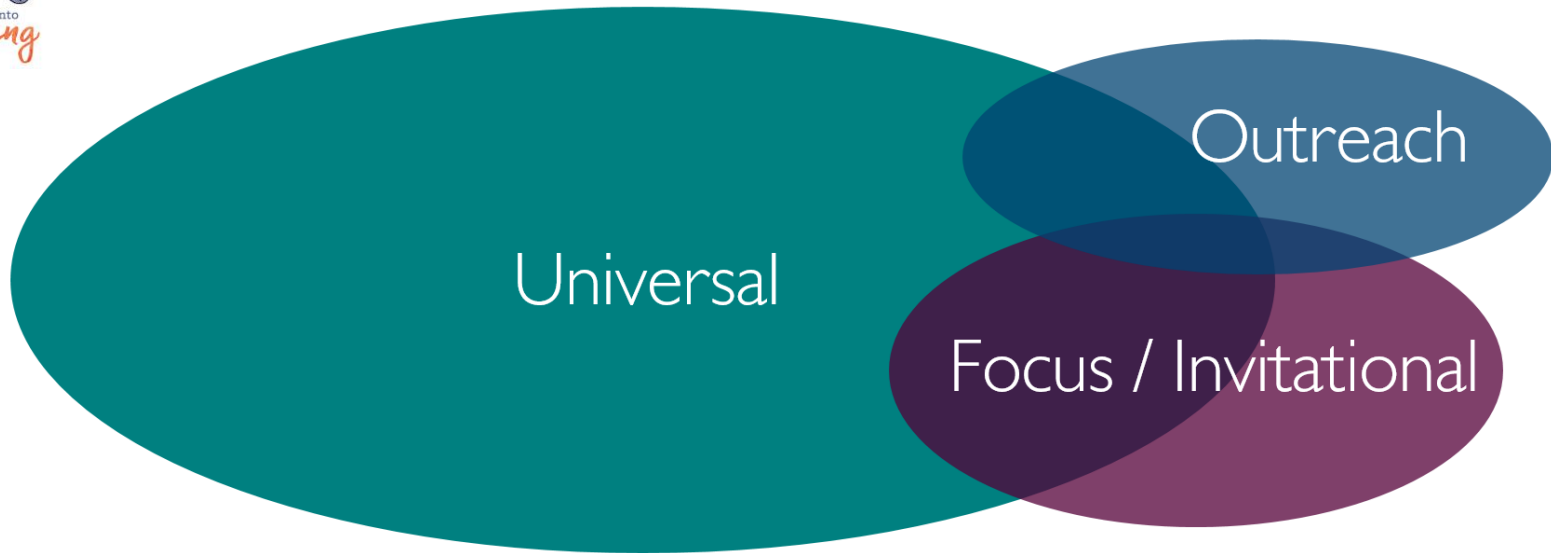
When I said I was going to take my one year old to LiL, my husband said "She's one, does she really need it?"

I said "I think I need it!"

It was just so nice to chat to other parents and to talk about our children!"



Model for engaging with children and families



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Meeting families at times and in ways that work for them.



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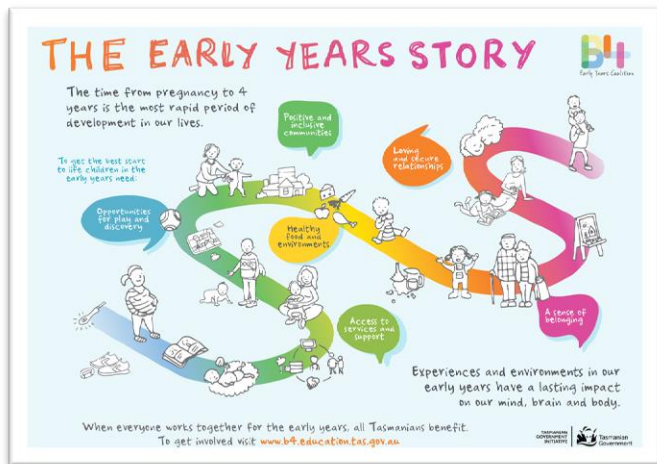
"I first took my 3 week old baby to LiL for a baby massage course. It was the first time I'd been out alone with my baby and I was nervous. But I felt so comfortable, that I have been going there ever since!"





We come every Wednesday. I talk to all the parents I meet and I make new friends – just like the kids make new friends!

The B4 Early Years Coalition – Core Story



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Launching into Learning

at Penguin District School



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Our Philosophy

At Penguin District School:

- We believe that play is the foundation to learning and that children of all ages are capable and competent
- We aim to facilitate programs which strengthen the relationships between children and their families



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Our Philosophy

- We encourage independence and autonomy in our Launching into Learning spaces
- We encourage families to be involved with planning and running of the sessions



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Program Overview

- **Four universal sessions**
 - Mini Music Makers
 - Play Gym
 - Play Group
 - Nature Play Group
- Pre Kinder invitational sessions
- Outreach private session



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Mini Music Makers

Mini Music Makers allows children to learn through dancing, movement, making music and songs and rhyme. Led by our music teacher, children and their families are encouraged to engage together.



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Play Gym

Little Penguins Play Gym is a movement based program where children are able to develop their physical potential alongside learning key social skills.



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Play Group

Little Penguins Play Group is an indoor/outdoor program which allows children to be immersed in experiences that will enhance their ability to communicate, think, problem solve and work together through play.



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Nature Play Group

Nature Play Group is a 'Pop Up' session that happens throughout the year. Families meet in a local natural setting like State Reserves or beaches and provides opportunities to explore nature, get messy and muddy and just enjoy the outdoors.



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Pre Kinder

Pre Kinder sessions begin in Term 3 and run for one hour per week until the end of Term 4.

These sessions are facilitated by our Kinder teachers and are of invitation only to Pre Kinder aged children.

This is a transition period in which families become familiar with our Kinder classroom and outdoor spaces.

They are mainly play-based sessions, with elements of a Kinder structure to provide children with an understanding of life in Kinder.



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Outreach

Outreach includes home visits and private play sessions. It is designed for our most vulnerable families and promotes engagement in community and with our school.

Saxon's Story



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“The opportunity for the children to experience a variety of play and to interact with other children and parents.”

“Connections to the school, to others in the community, the learning of friendship and playing with others.”

“That he gets to play with new friends, and have wonderful experiences with them eg painting together, water play, cooking, role playing. He loves that it is at his big sisters school.”



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Future Directions For LiL



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Thank you



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