

Building social capital of families and children through strength based community engagement and partnerships



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Session overview

- Define social capital and identify key features
- Consider how program philosophy & structure can strengthen social capital in vulnerable communities
- Hear about what strengthening social capital looks and sounds like in action
- Understand the critical importance of partnerships in strengthening social capital
- Reflect on practice



What is social capital?

The glue that holds societies together (World Bank 2001)

The social connections between people in the neighbourhood that encourage trust, support and a shared understanding (Stone, 2001).

Social & community networks, civic engagement & norms of cooperation, reciprocity and mutual trust (Putnam 2000)

Relationships matter (Field, 2003)



Key features

- Complex & multilayered (Onyx & Bullen, 2000)
- Multi-dimensional and interrelated (Hean et al, 2003)
- Requires the active and willing engagement of citizens within a participative community (Onyx & Bullen, 2000)

- Bottom up: begins with people
- Interconnecting relationships between people & groups
- Lateral associations
- Reciprocity (Onyx and Bullen, 2005)



Dimensions

- Families & friends connections
- Neighbourhood connections
- Participation in community activities
- Tolerance for diversity
- Feelings of trust & safety



Onyx & Bullen (2000)



Why is building social capital important?

'In measurable and well-documented ways, social capital makes an enormous difference in our lives...Social capital makes us smarter, healthier, safer, richer, and better able to govern a just and stable democracy' (Putnam, 2000)

'If educators, service staff, families, community organisations, neighbourhoods, councils and other community resources connect and collaborate, positive educational and developmental outcomes for children will be achieved' (ACEQA, 2018)

Social capital contributes to short term and long term social and educational benefits for children and families (Farrell, Tayler & Tennent, 2004)

Quality of supports for families, their networks and access to information and services can overcome disadvantage (Edgar 2002, cited in Tennent, Tayler, Farrell & Patterson, 2005)



HIPPY Network

- WESTERN AUSTRALIA**
- Armadale
 - Broome
 - Bunbury-Collie
 - East Kimberley
 - Geraldton
 - Girrawheen
 - Goswells
 - Hedland
 - Kalgoorlie-Boulder
 - Midlands
 - Mowanjum-Derby
 - Rockingham

- NORTHERN TERRITORY**
- Alice Springs
 - Darwin North
 - Katherine
 - Yurwi
 - Palmerston
 - Tennant Creek

- SOUTH AUSTRALIA**
- Davoren Park
 - Elizabeth
 - Murray Bridge
 - Onkaparinga
 - Port Augusta
 - Riverland
 - Salisbury
 - The Parks
 - Whyalla

- TASMANIA**
- Brighton
 - Burnie
 - Clarence
 - Kentish
 - Launceston
 - Smithton
 - West Coast

- QUEENSLAND**
- Bundaberg
 - Burdekin
 - Caboolture
 - Cairns North
 - Cairns South
 - Cheerbourg
 - Cooktown
 - Deception Bay
 - Doomadgee
 - Fraser Coast
 - Goodna

- Inala
- Lopert
- Mount Isa
- Mount Morgan
- Northern Peninsula Area
- Palm Island
- Rockhampton
- Toowoomba
- Upper Ross
- Warwick
- West Ipswich

NEW SOUTH WALES

- Albury-Wodonga
- Armidale
- Ashmont
- Bidwill
- Bowenfels
- Broken Hill
- Cabramatta
- Claymore
- Dubbo
- Easttates
- Emerton
- Fairfield
- Goonellabah
- Kempsey
- La Perouse
- Moree
- Nambucca
- Norwa
- Orange
- Port Stephens
- Riverwood
- Tamworth
- Taree-Forster
- Warrawong
- Wellington
- Wyong

- ACT**
- Belconnen

- VICTORIA**
- Bendigo
 - Braybrook
 - Colac
 - Dallas Broadmeadows
 - Dandenong
 - East Gippsland
 - Fitzroy
 - Frankston North
 - Geelong
 - Latrobe
 - Mildura
 - Moreepona
 - Moreland
 - North
 - Melbourne
 - Robinsdale
 - Surf Coast
 - Whittlesea



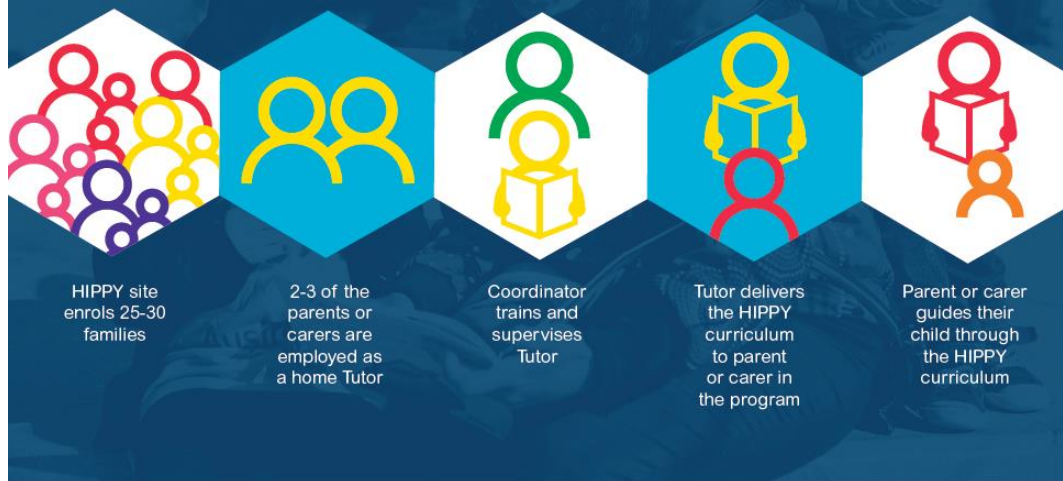
The Home Interaction Program for Parents and Youngsters is funded by the Australian Government through the Department of Social Services. The Brotherhood of St Lawrence holds the licence to operate HIPPY in Australia.



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How HIPPY works



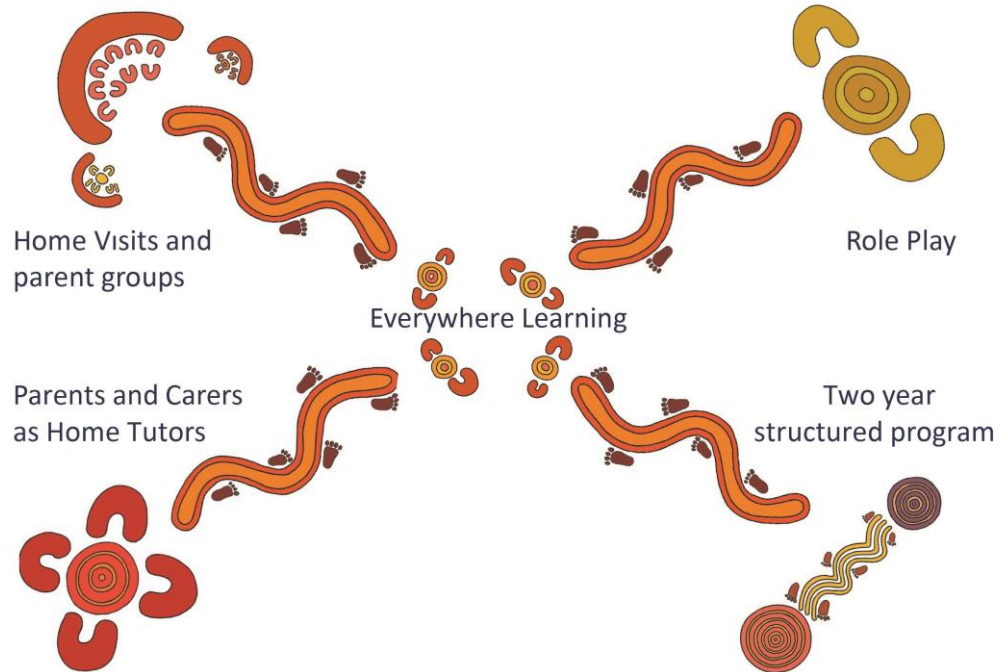
Outcomes



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Five Essential Features



Artwork created by HIPPY Home Tutors in Alice Springs



Getting to know your community, programs & services	Family health & wellbeing	Transition to school
Getting to know other families	Scam awareness	Choosing a school
Family referral service	Dental health for children	Healthy lunchboxes
Local leadership	Butterfly: Empowering Women	School readiness (OT students)
Volunteering in the community	Saver Plus/Money Minded	How to prepare for school & kindy
Getting to know other families	Dental health for children	Is my child ready for big school?
Centrelink child care subsidy	Responsible pet ownership	Child development
Drugs & alcohol support services	First aid for children	Benefits of music & music play
Community garden visit	Eyesight screening: NSW Health	Sing & grow pre-prep enrichment
Housing: Department of Housing	Parent first aid training	Messy play
Financial help/support for women	Self-care for families	Value of play workshop
Culture & diversity	Safety	Positive parenting
Cultural tour: reconciliation week	Road safety	Speech & language development
Indigenous Elders morning tea & learning language	Home fire safety (MFB)	Aboriginal autism awareness workshop



Social capital dimensions in action



Neighbourhood connections



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Family & friends connection



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Active
participation in
the community



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Building
tolerance for
diversity



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Feelings of trust and safety



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Voices from the community about social capital



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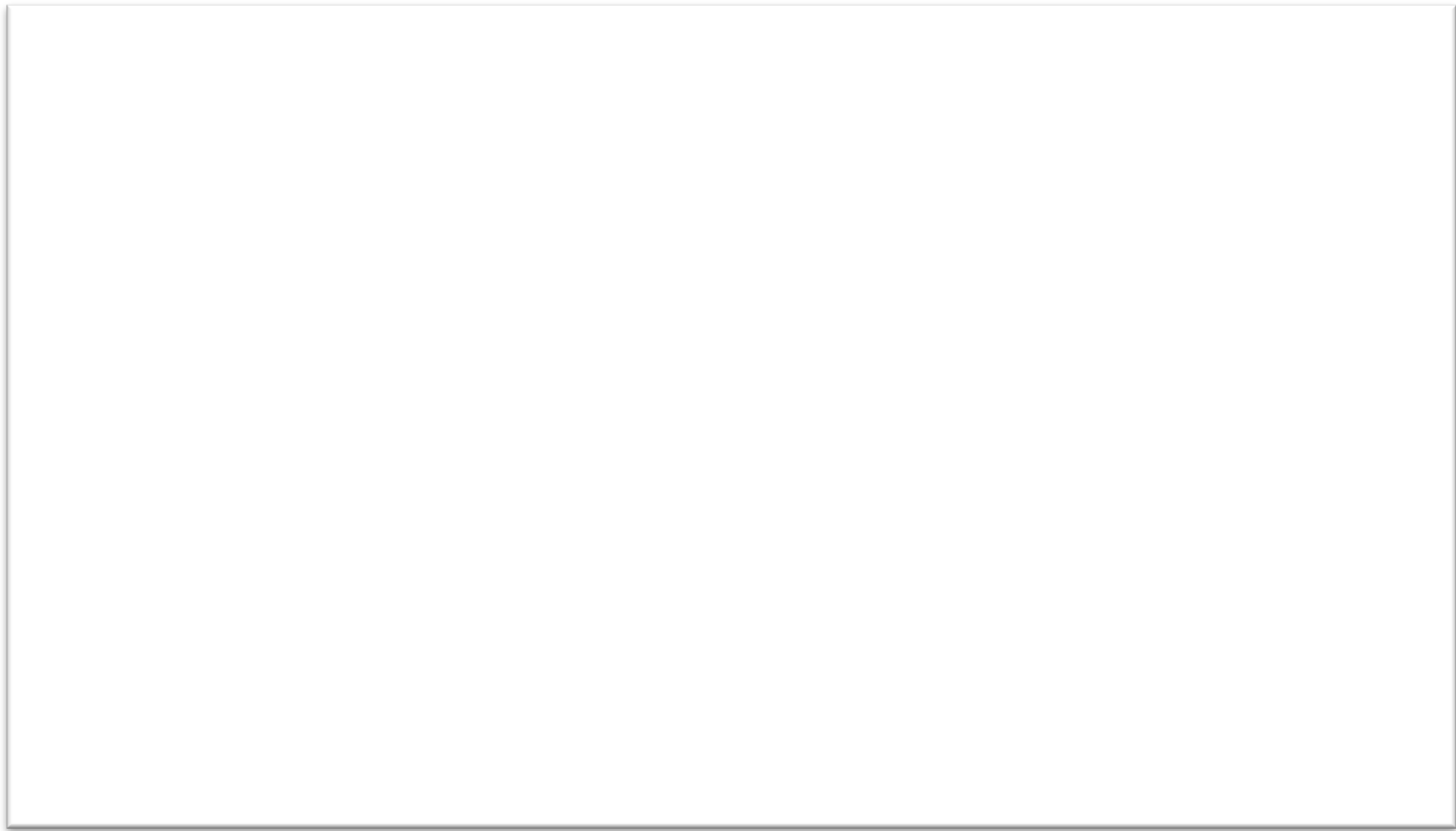
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Partnerships



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Key partners

- HIPPY Australia
- Save the Children
- Gagebrook Primary school
- St Pauls Catholic school
- Launching in to Learning
- tagari lia Child & family Centre
- Brighton alive
- Before 5 coalition
- Connected Beginnings
- Tasmanian Justice System
- PCYC
- Bridgewater library

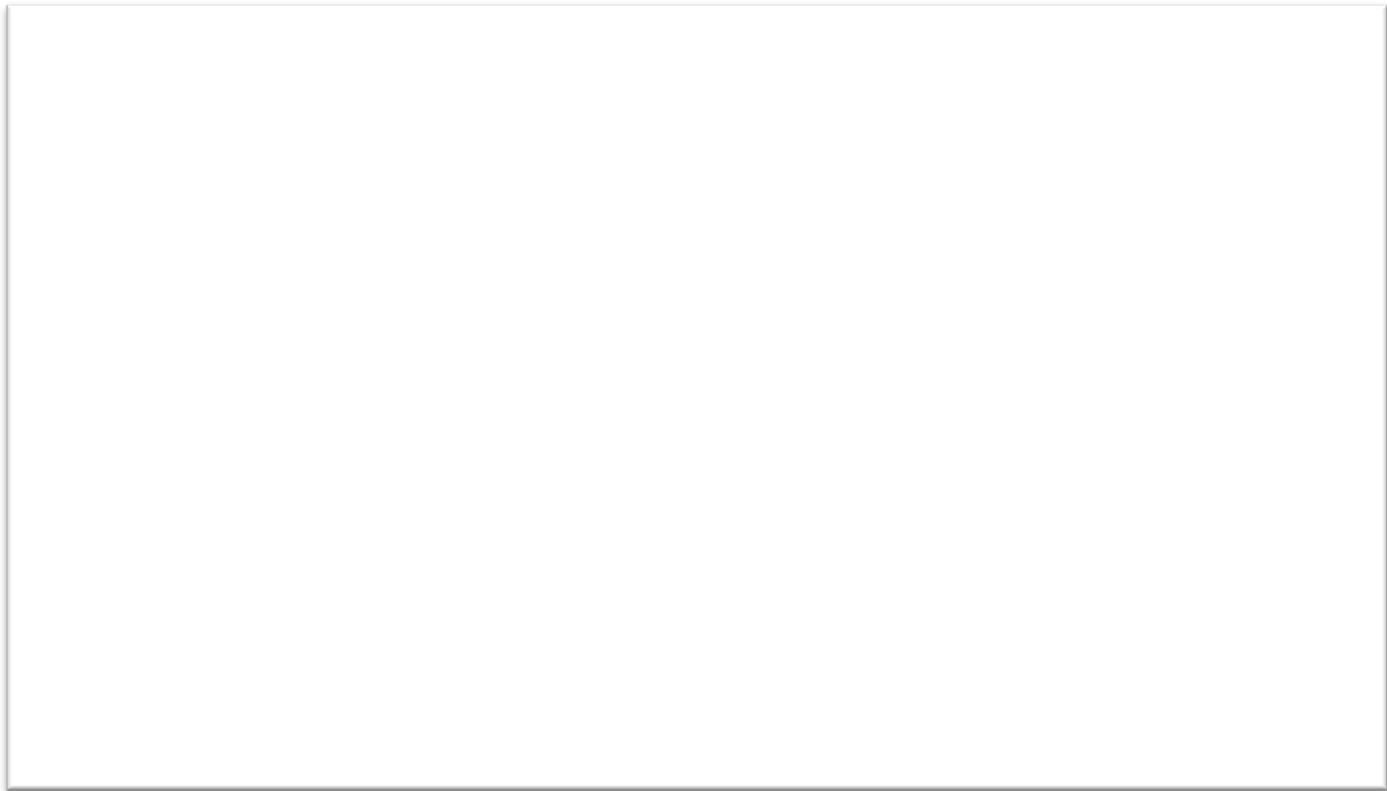




Key partners

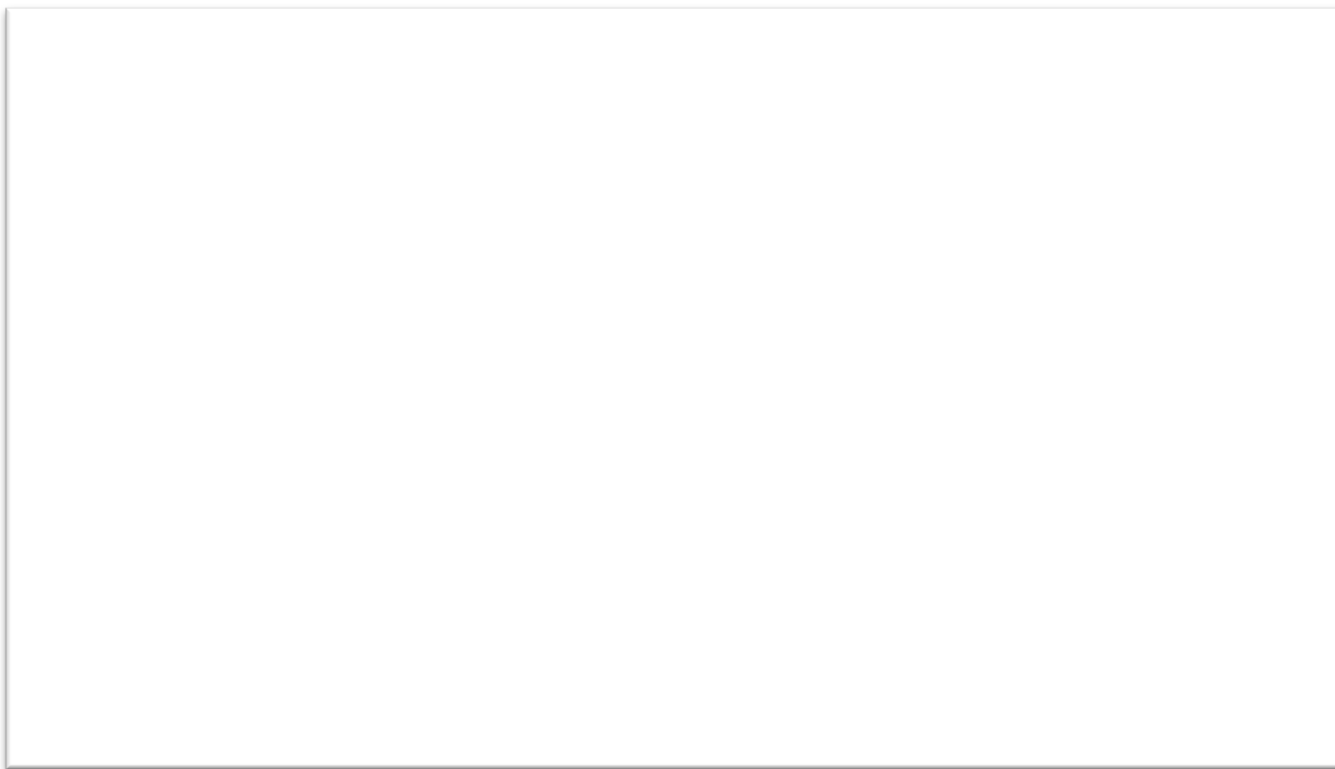
- HIPPY Australia
- Save the Children
- Clarendon Vale Neighbourhood house
- Clarence Plains Child & family Centre
- Clarendon Vale Primary School
- Rokeby Primary school
- Emmanuel Primary school
- John Paul 2 Primary school
- Onesismus
- Department of Justice
- Rosny LINC





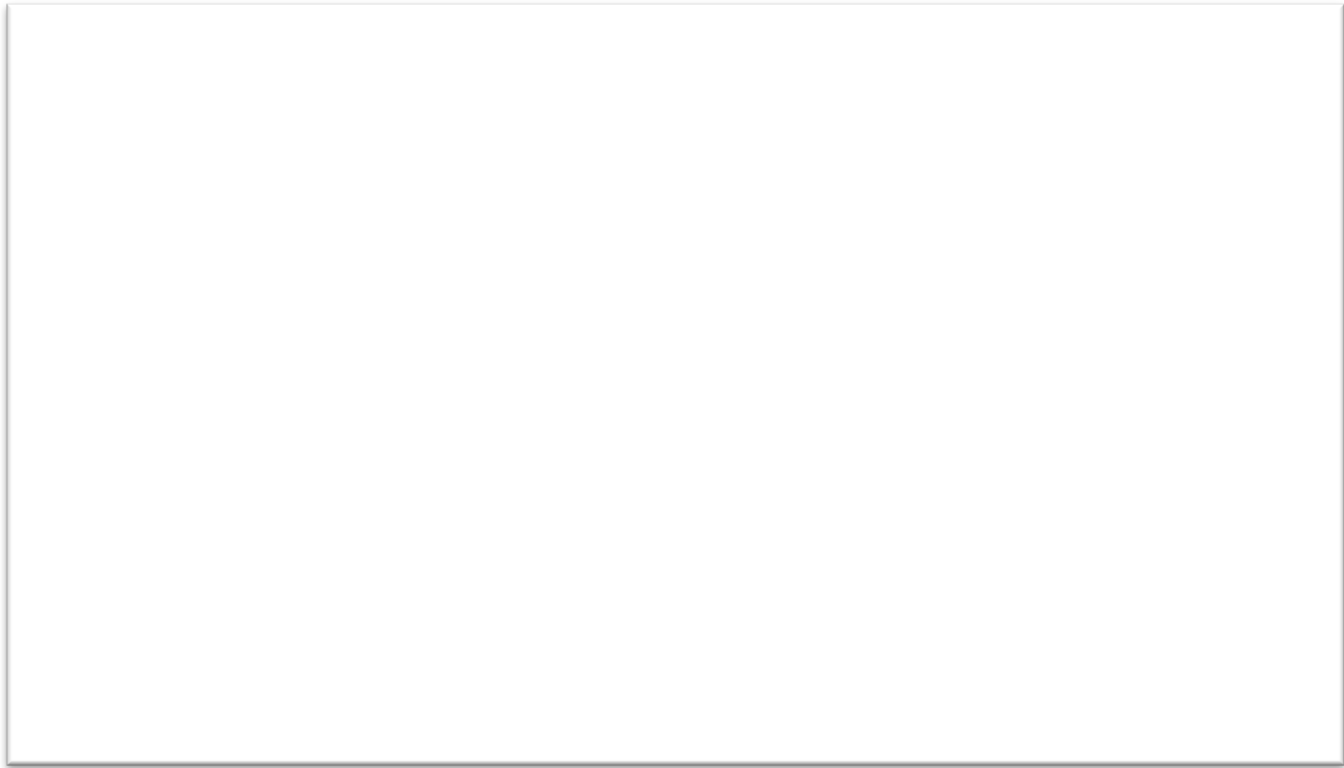
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Strength-based partnerships

- Value the importance of partnerships: “Service integration can contribute to social capital and a sense of community” (Tayler, Farrell, Tennent & Patterson, 2005)
- Share space, resources, services
- Have a shared vision for and commitment to children, families and communities
- Develop respectful and empowering relationships with families **and** communities
- Provide meaningful learning and employment opportunities for families
- Promote and support flexibility based on needs of families
- Think innovatively



Reflecting on your practice

- What do you already do to strengthen social capital for children and families you work with?
- What else could you do?
- What resources would you need?
- What partnerships could support this?



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