

National and international trends: place-based approaches:

9 November
Sue West, Associate Director
Centre for Community Child Health, Murdoch Childrens Research Institute

About the Centre for Community Child Health

Campus Partners



Our vision

The best start in life for all Australian children



Centre for Community Child Health

Specialist Paediatric Clinics

Offering specialist paediatric consultancy for children with a range of developmental and behavioural concerns, and training the paediatricians of the future

Research

Health services: improving health service systems to create high quality, efficient and cost effective interventions for children

Policy & equity: trialling innovative solutions to lift outcomes for all children with a focus on those most vulnerable

Evaluation & system innovation

Work intensively with local communities to support the design, implementation and evaluation of robust, effective service systems and practices, and to create sustained change

Knowledge translation & impact

Transforming research into prevention, early intervention, better treatment, informed policy and practice, and improved health and wellbeing

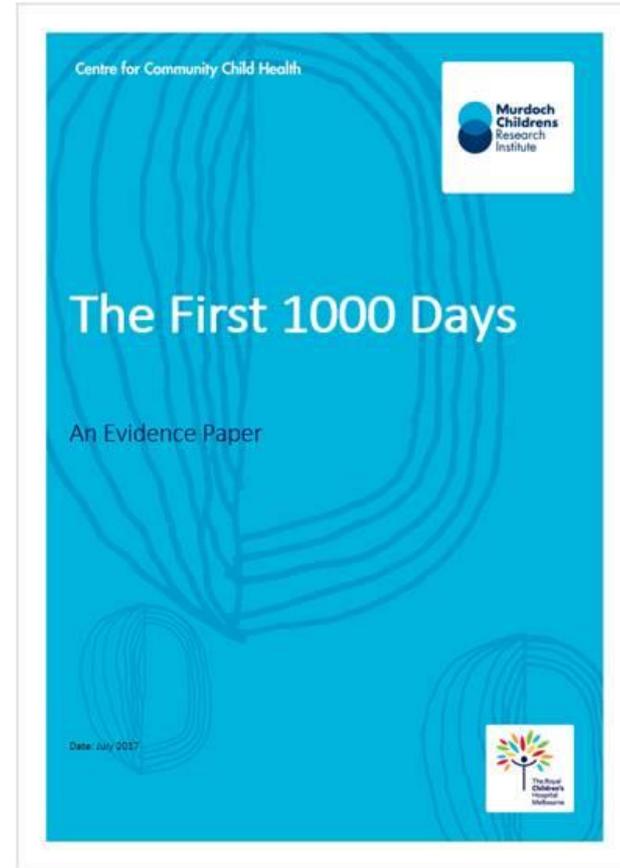


First 1000 Days Evidence Paper

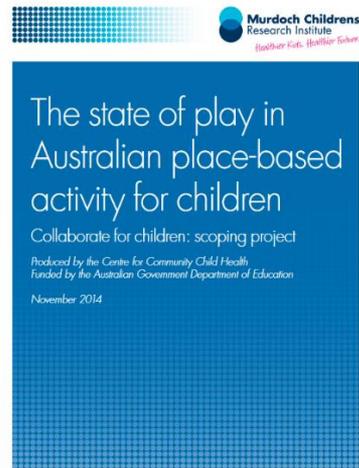
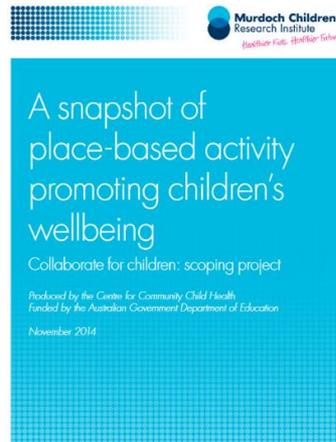
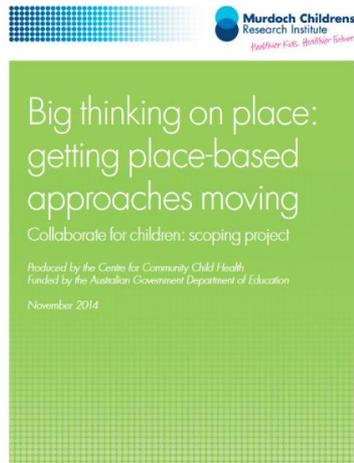
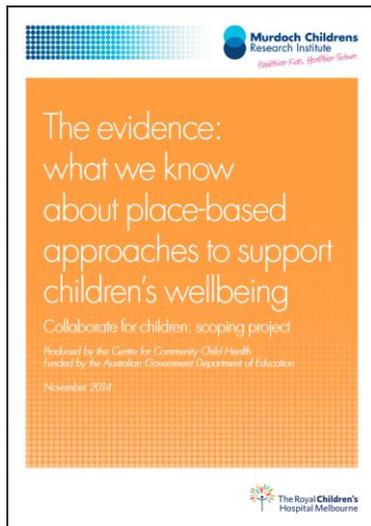
Examines the impact of early experiences on all aspects of development and functioning

Identifies the underlying determinants of health and wellbeing

Will bring together experts, policymakers and practitioners to discuss the implications.



Leadership on place approaches





Policy Roundtable
**Emerging patterns in
place-based approaches:
International perspectives**

Centre for
Community Child Health

October 2017



Dr Michael Little



Dr Michael Little is Director of Ratiq, an independent research centre established to understand how relationships make us think differently about public policy and science for children. He is also Curator of *The R Ward*, an international conversation about relational social policy, and Fellow of the Centre for Social Policy at Dartington. Michael's presentation advanced a series of propositions for improving human development rooted in healthy relationships.

Chris Cuthbert



Chris Cuthbert is Director of Development for the Big Lottery Funds' *A Better Start* UK. This 10-year program is transforming local systems and promoting early childhood development through place-based strategies in some of England's most disadvantaged areas. Chris' presentation focused on emerging policy lessons from *A Better Start*.

Dr Moira Inkelas



Dr Moira Inkelas is an Associate Professor at the Department of Health Policy and Management at UCLA and studies how systems of care influence quality, access and performance in children's health care. Moira's presentation focused on methods that can foster a culture of innovation and learning in community systems and why this is important for achieving evidence-based practice at scale.

Dr Tim Reddel



Dr Tim Reddel is Group Manager of the Policy Office in the Australian Government's Department of Social Services, leading the department's strategic policy, research and evidence evaluation activities and implementation of the Priority Investment Approach for Welfare. Tim's presentation offered reflections on current place-based policy in Australia, establishing why "place" matters and tracing the evolution of place-based solutions, emerging trends and policy.

Professor Brian Head



Professor Brian Head is Professor of Public Policy at the University of Queensland. He previously worked in senior policy roles for the Queensland Government and was the foundation CEO of ARACY. Brian's presentation focused on future program development challenges and supportive policy directions.



Chris Cuthbert: Better Start UK



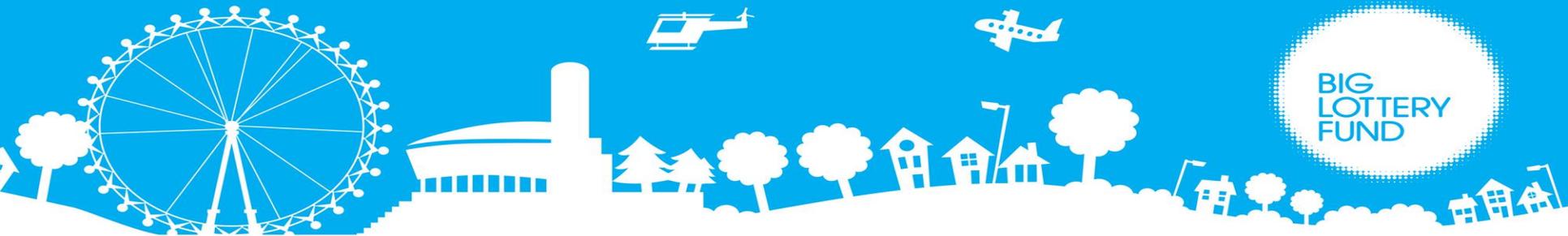
Lambeth Early Action Partnership



Shifts in thinking

'Old think'	'New think'
Isolated programmes	Place-based strategies
Competing agendas	Common purpose and collaboration
Picking up the pieces	Focus on prevention
Parent v. child focus	'Think Family'
Community v. expert	Coproduction of evidence based services
Reactive interventions	Pathways supporting prevention
'Professional gift'	Sharing power and building capabilities
Data for compliance	Data for learning and improving



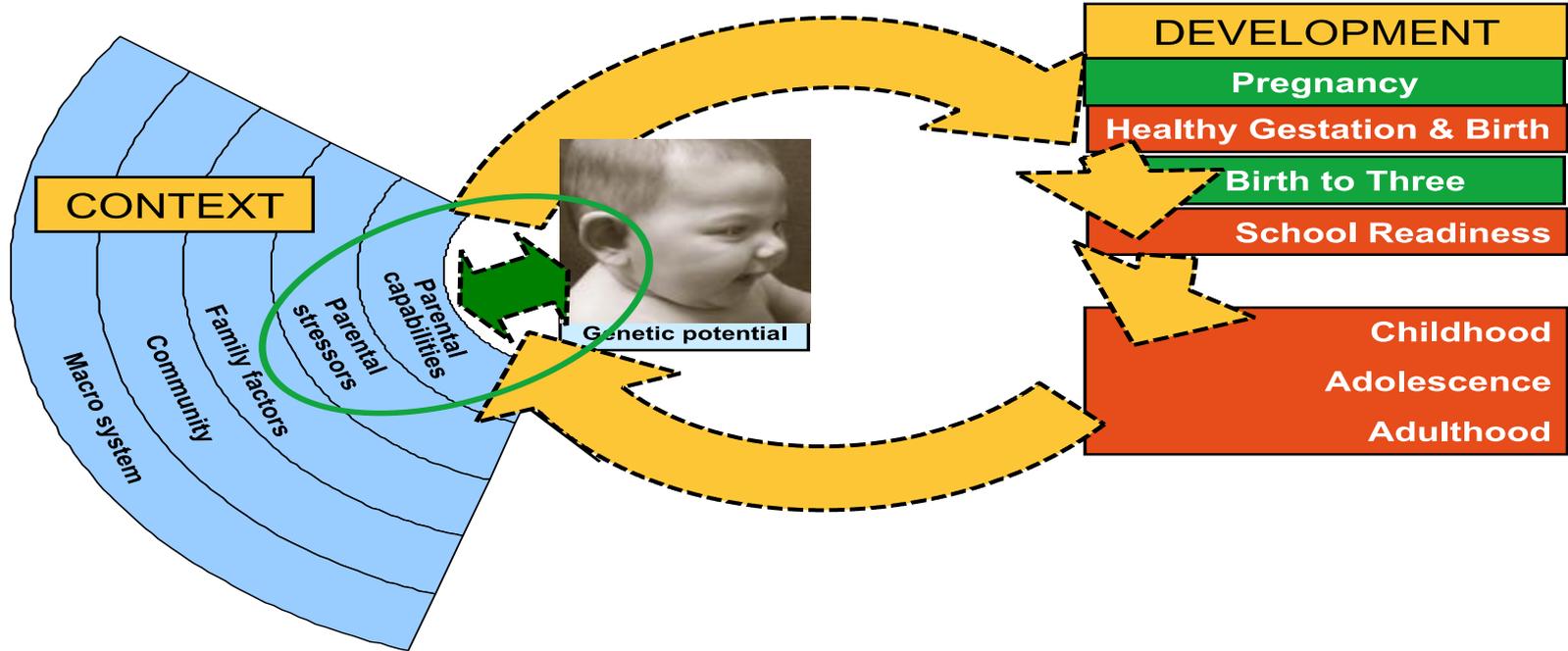


A Better Start for Blackpool's children

Raising happy, healthy children together

What is Better Start?

Life course approach



Focused intervention



Reducing stressors

Drugs and alcohol

Mental ill-health

Relationships and domestic abuse

Isolation



Building capabilities

Parenting (knowledge and skills)

Parent-child relationship
(attachment and attunement)

Self-efficacy

Social cohesion

BUILDING BETTER BRAINS

Better Start Cornerstones

1. Public Health
Change for a
population

**2. Evidence
Based
Intervention**
Change for those
with additional
needs

**3. Reframing
& System
Transformation**
Building shared
understanding and
shared action

**4. Centre for
Early Child
Development**
Building and sharing
learning



**Blackpool
Better Start**
CENTRE FOR EARLY
CHILD DEVELOPMENT

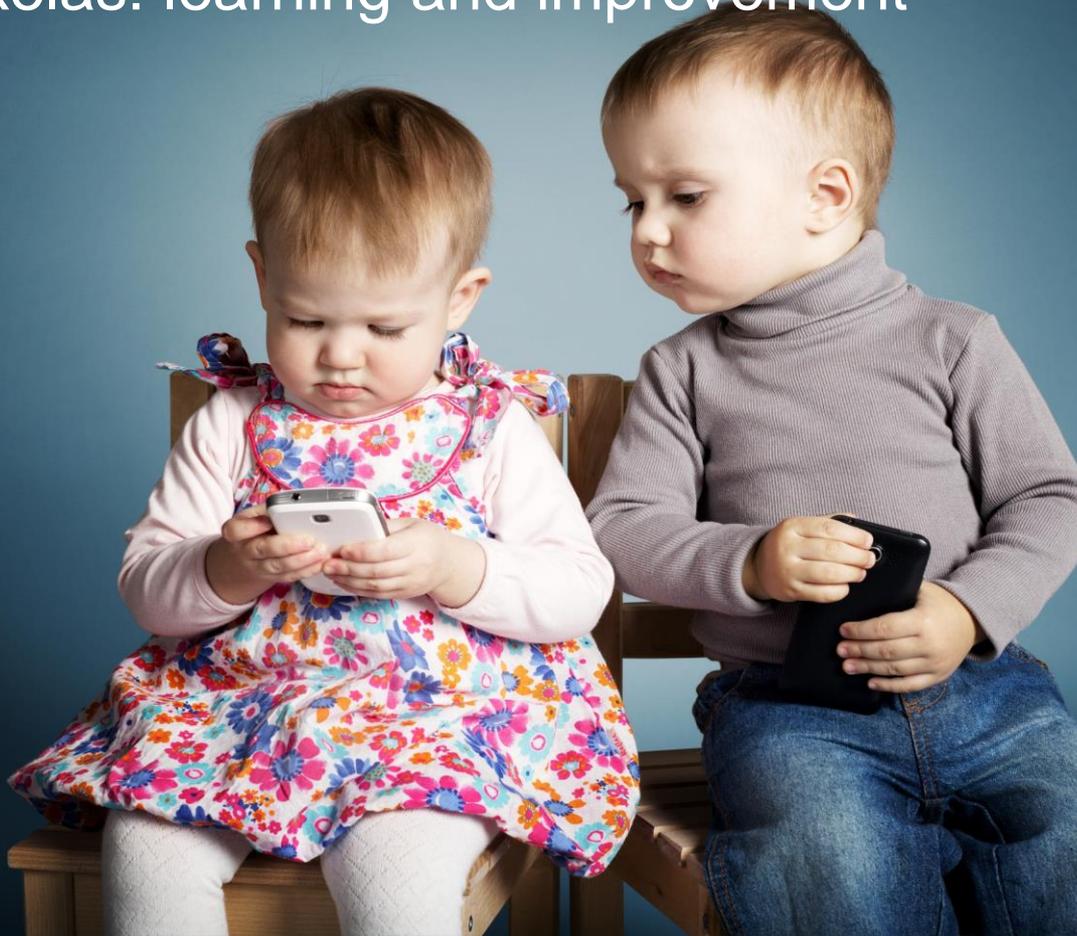


Policy enablers



- Long time horizons (staged approach)
- Context, context, context
- Understand the problem (together)
- Develop the vision, work and learn (together)
- Build capabilities – innovation; delivery; data and learning
- Focus on improving, not just proving

Moira Inkelas: learning and improvement



- Outcomes based
- Systems thinking
- Collaborative
- Data informed
- User centred
- Evidence based
- Rapid feedback
- Share and spread successes (and failures)

Moira Inkelas: Learning and improvement

Solutions for a population:

...work at scale

...will spread to others

...are sustained over time

Improving a system is different from improving a program.



However, the networks often get stuck...

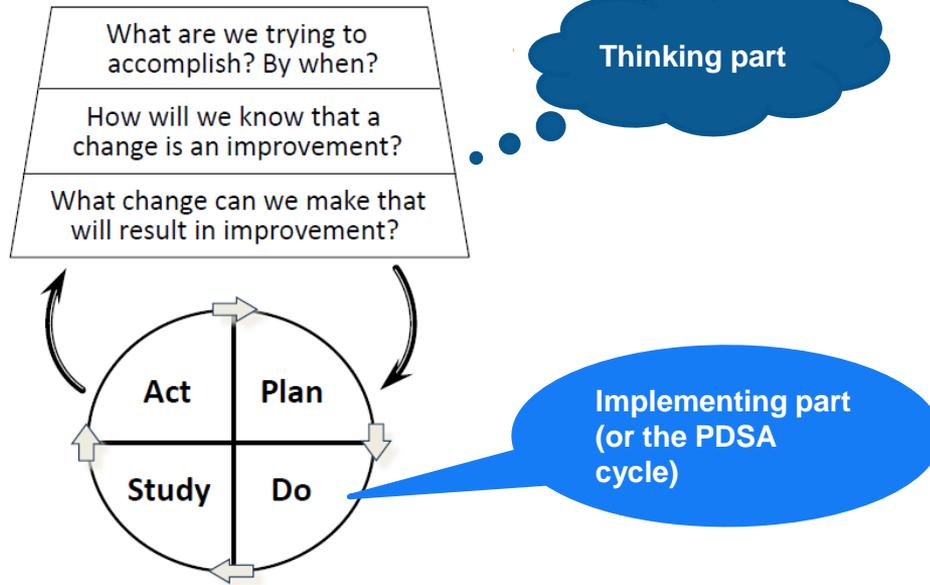
- Working on too many complex problems and ideas at once
- Pursuing many small projects that have little collective impact
- Focusing all resources on a single outcome
- Focusing on policy rather than practice change
- Focusing on practice/programs without attention to scale
- Neglecting the human and technical aspects of effective change

(Adapted from Inkelas, 2013)



An improvement framework

The Model for Improvement (Langley et al, 2009)



Source: *The Improvement Guide*, Langley et al. 2009, p 10



How We Collaborate to Innovate

Extreme family orientation

Put families at the center

Clarity of purpose

Produce a coherent vision out of many problems

Solutions that scale

Create solutions that customize to work for all, spread, and sustain

Bias toward action

More “creating and doing”, than “meeting and planning”

Embrace experimentation and use of data for learning

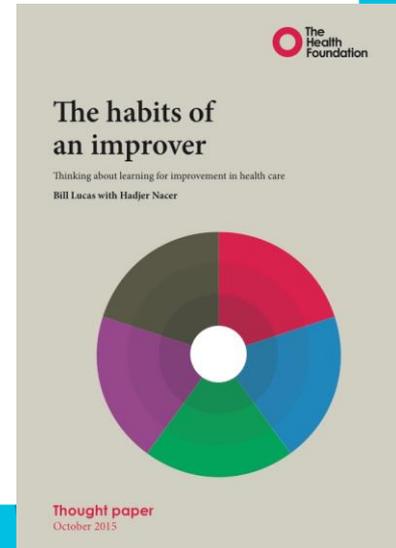
Build to think and learn

Embrace ambiguity

Expect fog and take small steps to get unstuck

All contribute and take ownership

Bring together partners with diverse roles and viewpoints



Michael Little: Relational Policy

“ Relationships can lead to cognitive changes in children and young people: reconnecting with personal agency.”

- Civil society matters
- Learn from civil society
- Involve civil society
- Support local innovation
- Forge links



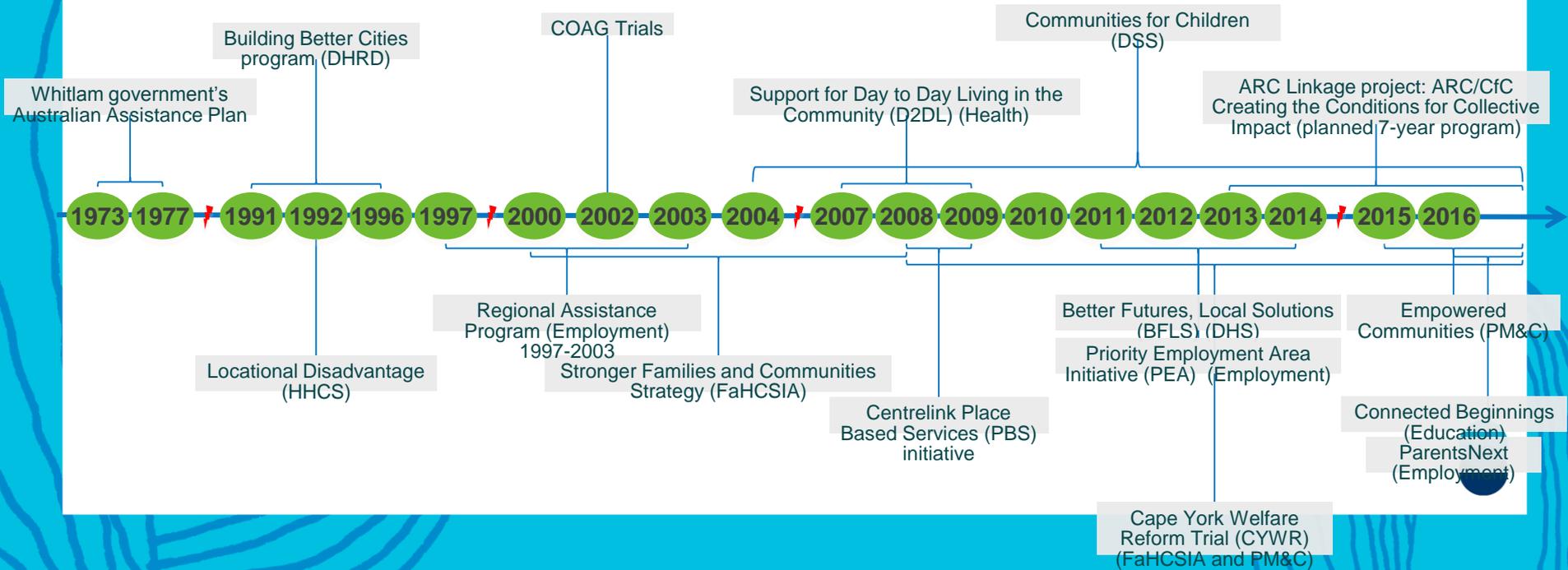
Tim Reddel: DSS Policy

Key issues in Australia:

- Lack of an agreed definition
- Lack of clarity on when to use
- Mixed evidence base on 'what works'
- Governance & delivery systems not effective



A 'potted' history of Commonwealth Government place-based approaches



Proposed DSS definition of place-based approaches

“A place-based approach is a collaborative, flexible response to local disadvantage in which the community is the primary driver of change, and where data and evidence are used to guide practice and innovation.

The goal is long term, large scale change and the development of the approach is shared between the community, governments and other stakeholders, and recognises the value of local knowledge and the primacy of social relationships

Guiding principles

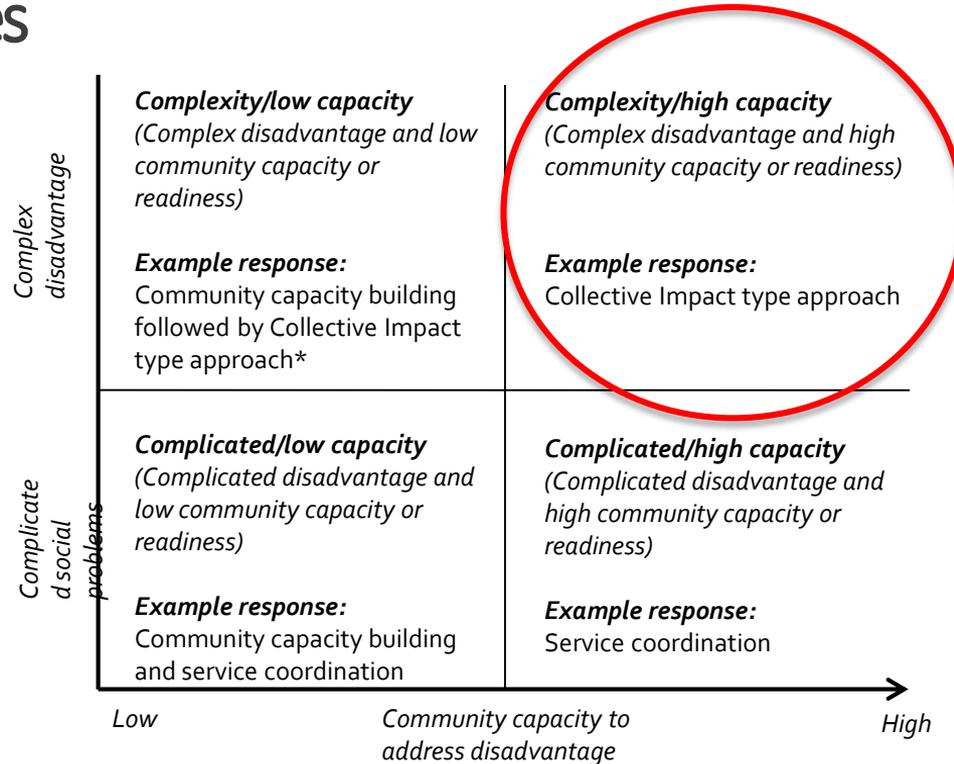
Principles

1. Take a systems approach
2. Focus on data, evidence and outcomes
3. Long-term investment
4. Understand the place
5. Partner with others
6. Local community decision-making

'New think'

- Place-based strategies
- Common purpose and collaboration
- Focus on prevention
- 'Think Family'
- Coproduction of evidence based services
- Pathways supporting prevention
- Sharing power and building capabilities
- Data for learning and improving

A tool for understanding differences between places



Source: Adapted from the NZ Productivity Commission report on More effective social services, 2015
*See Attachment A p51 for a glossary of place-based approaches

What this means for governments and communities

Cultural shift

Data and evidence

Governance, accountability and risk

Roles for government:
enabler/steward, catalyst, funder and deliverer

Brian Head: reflections on Australian experience

Success factors

- Positive stories
- Sharing learning about what works
- Seek to “pool” diverse types of funding
- Clarify scales of service delivery and degree of integration required
- Monitoring and evaluation need to be “fit-for-purpose”



Success factors

- Implementation and collaboration skills
- Involve community members
- Seek long-term strategic planning and funding
- Be clear about where placed-based approaches are most necessary
- Bipartisan political support to optimise longevity



Obstacles to these new approaches:

- Political
- Bureaucratic cultures
- Financial
- Managerial complexity

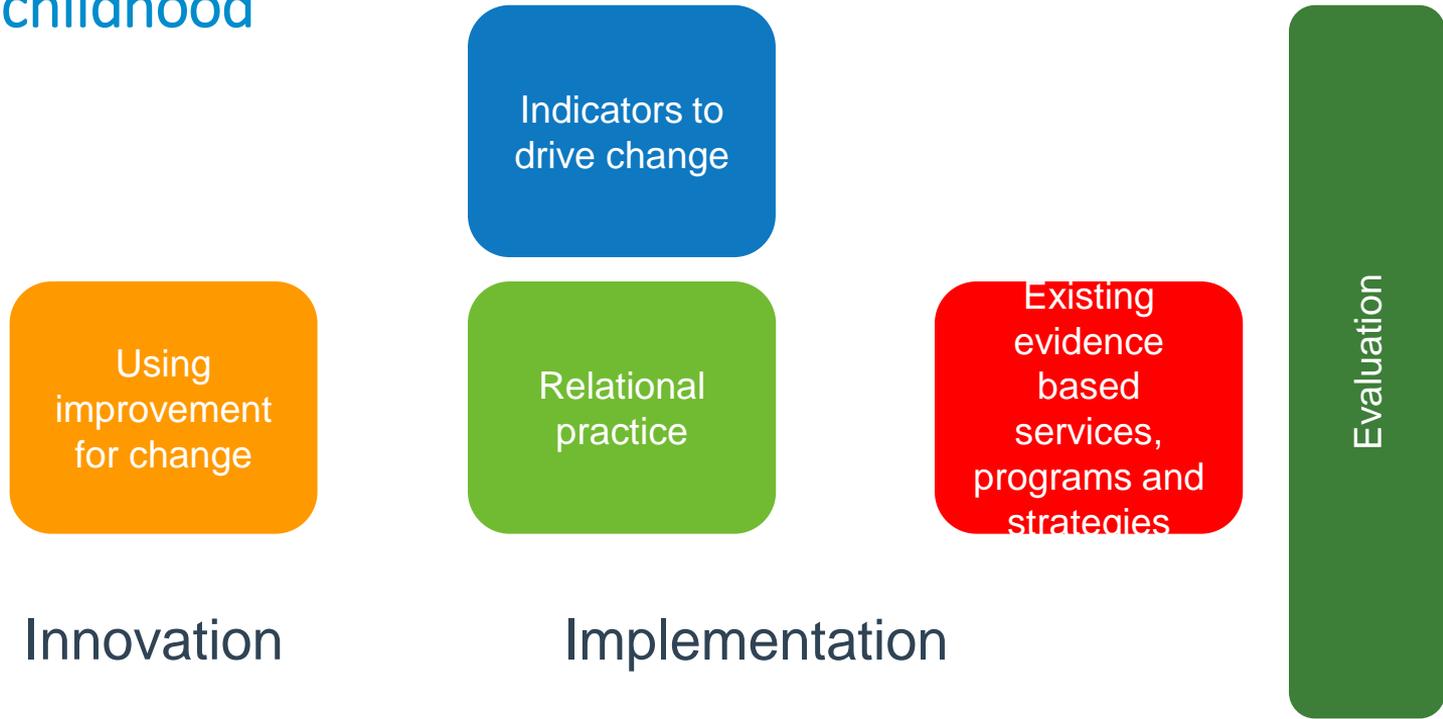




Centre for Community Child Health
The best start in life for
all Australian children



A data driven and evidence based model of system reform in early childhood



Innovation

Implementation

Evaluation

WORKING IN PARTNERSHIP

Part 1: Start, establish and learn

Start
Get started

Step 1: Raise awareness

Step 2: Harness support

Build
Build a comprehensive early childhood

Step 3: Establish or strengthen a partnership

Step 4: Create a shared understanding of how you will

Step 5: Create a vision

Learn
Learn about the community

Step 6: Take an ecological approach

Step 7: Collect information

Step 8: Make sense of the information

Part 2: Plan, implement and review

Plan
Plan for change using an outcomes-based approach

Step 9: Plan the difference you want to make

Step 10: Consider the evidence

Step 11: Plan how you will make the difference

Step 12: Develop a work plan

Implement
Support implementation of the plan

Step 13: Make the plan happen

Step 14: Monitor delivery of the plan

Step 15: Check on the partnership

Review
Review and reflect on the work of the partnership

Step 16: Collect and analyse data

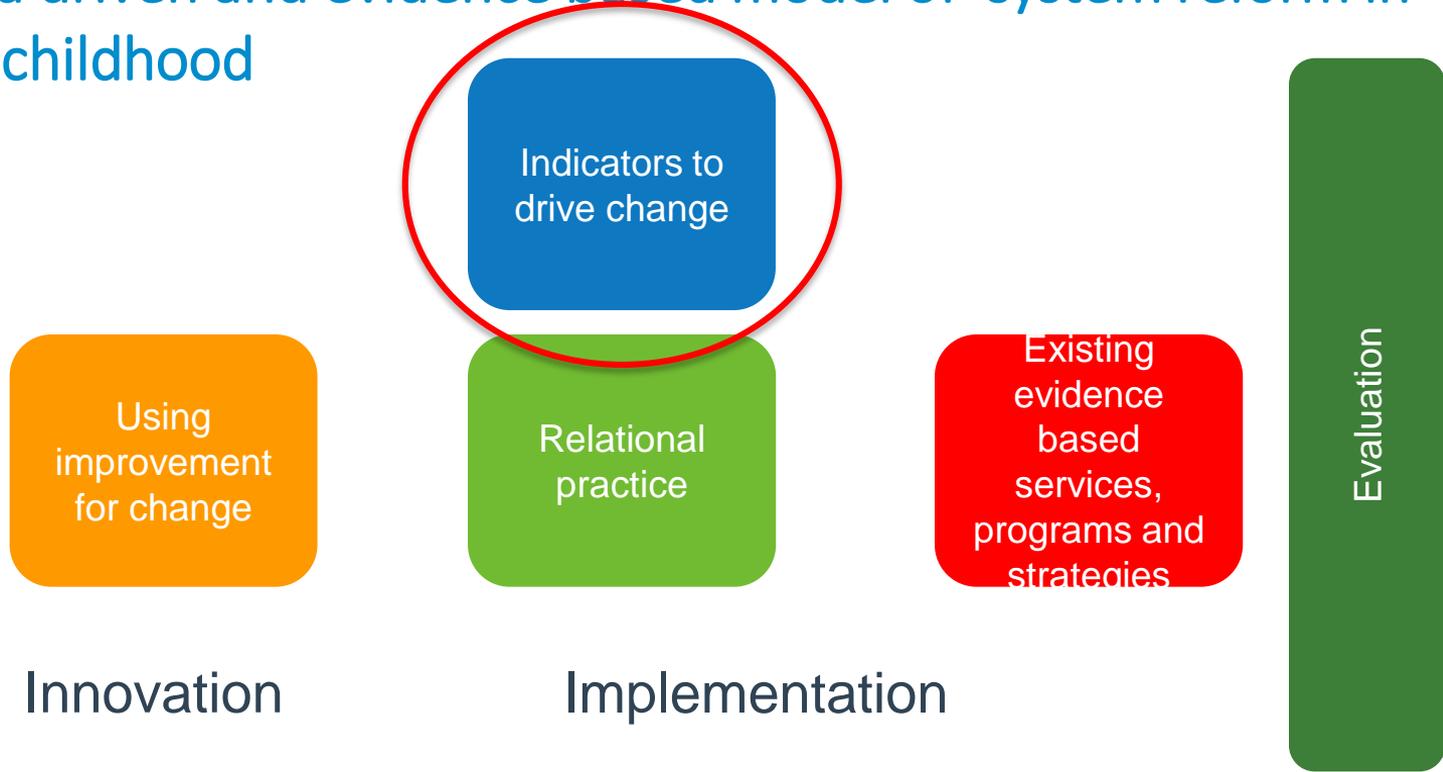
Step 17: Report on achievements

Step 18: Consider next steps

PLATFORMS:
Centre for
Community
Child Health



A data driven and evidence based model of system reform in early childhood





Using qualitative and quantitative data to explore how communities influence early child development



THE UNIVERSITY OF
WESTERN AUSTRALIA



State and
Federal
Government
Policies

Local
Government

Community

Child

Family



Community-level
factors influencing
child development

KEY



Physical domain: Parks, public transport, road safety, housing



Social domain: Social capital, neighborhood, attachment, crime, trust, safety



Service domain: Quantity, quality, access and coordination of

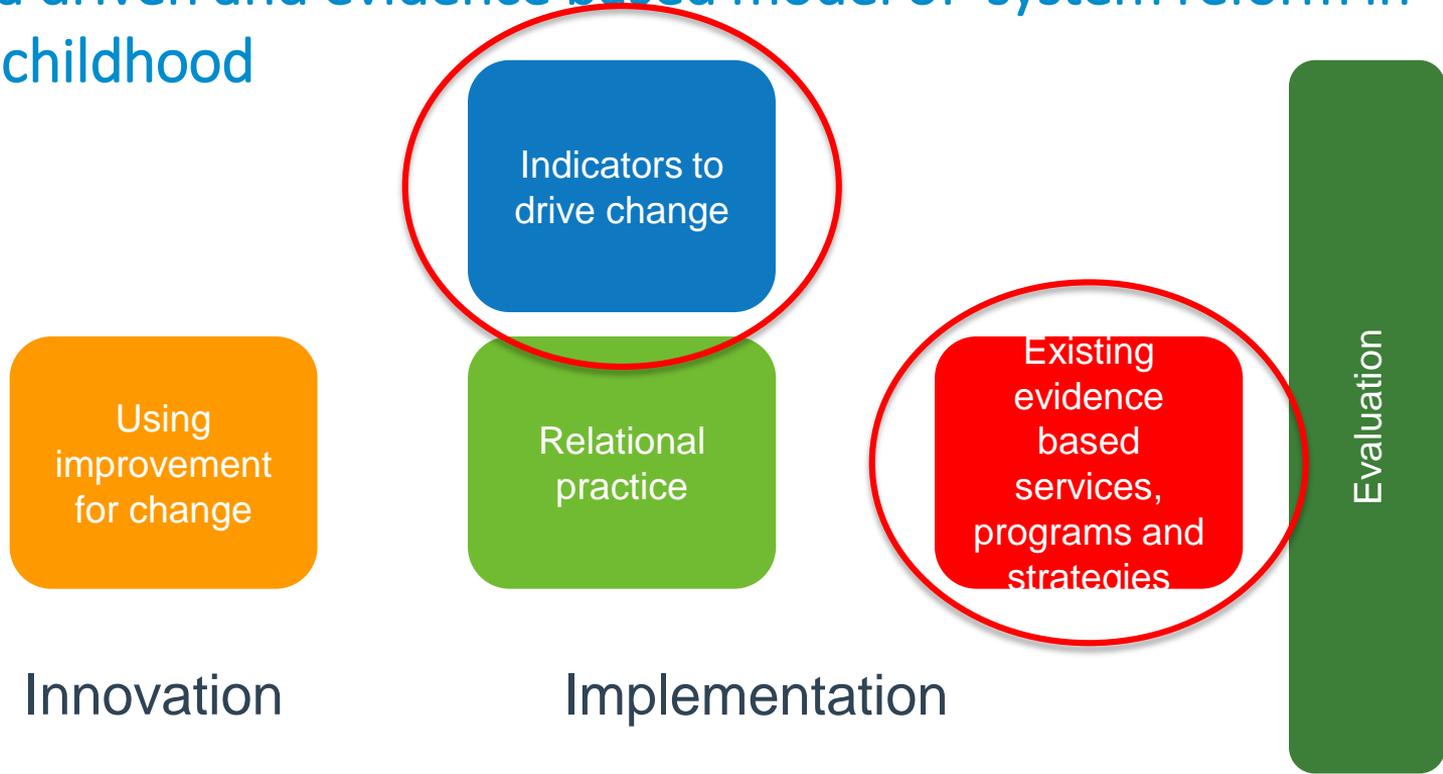


services

Governance domain: Citizen engagement

Socio-economic domain: Community SES

A data driven and evidence based model of system reform in early childhood





Restacking the Odds: Reducing Inter-generational Disadvantage in Australia

RESTACKING
THE
ODDS



Five fundamental strategies

FIVE FUNDAMENTAL STRATEGIES			
Antenatal	Early childhood		School years
	Birth to 2 years	2-5 years	
1 Antenatal support <ul style="list-style-type: none"> Targeted at parents Centre-based <i>Outcomes:</i> healthy baby weight, good brain health, appropriate care, "adequate parenting" 	3 Early childhood education and care <ul style="list-style-type: none"> Targeted at all kids (in groups) High quality for all children Delivered out of home in a "pseudo-home-learning environment" <i>Outcomes:</i> children on optimal developmental pathway (cognitive and social-emotional), with success at school 		5 School-based early intervention <ul style="list-style-type: none"> Targeted at all kids School-based <i>Outcomes:</i> children on optimal learning pathway by Year 3
2 Sustained nurse home visiting <ul style="list-style-type: none"> Targeted at disadvantaged parents Health and development support Home-based <i>Outcomes:</i> parents develop parenting skills 		4 Parenting programs <ul style="list-style-type: none"> Targeted at parents whose children have behavioural issues (higher prevalence in disadvantaged families) Centre-based, delivered in groups or 1:1 <i>Outcomes:</i> remedy of specific emerging behavioural issues 	



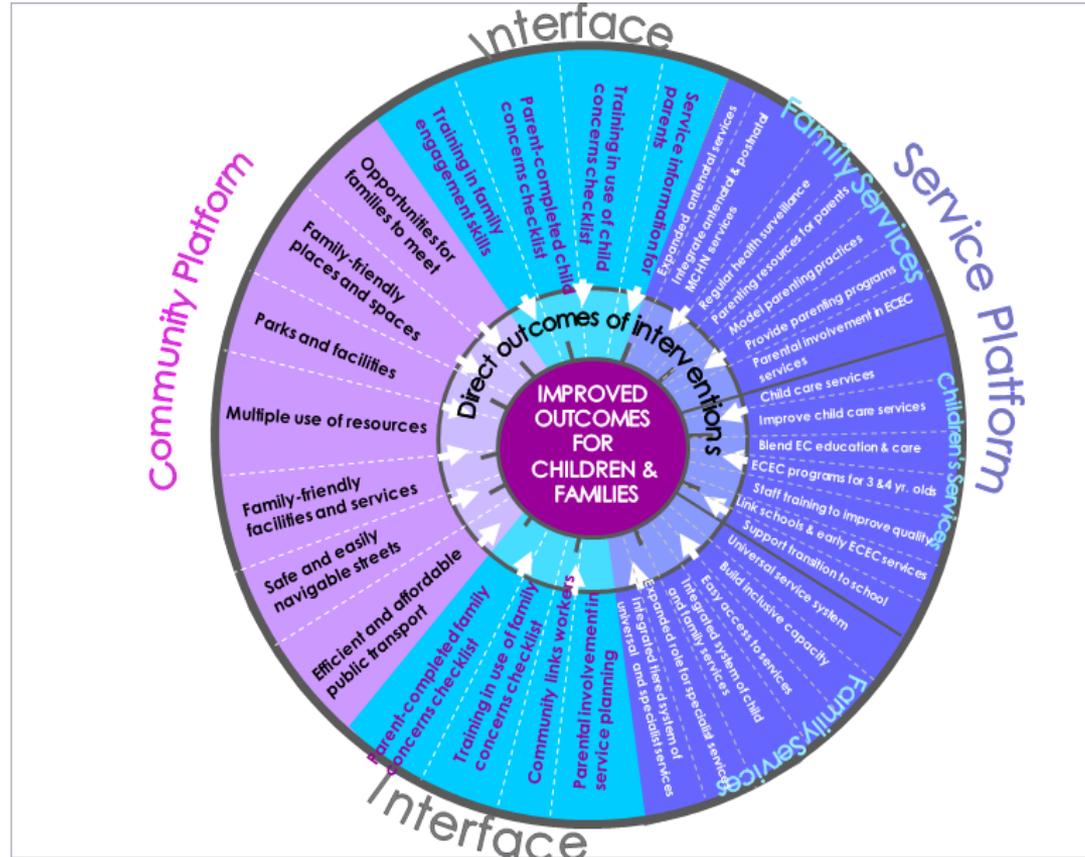
Prioritisation matrix

		PRIORITISATION MATRIX		
		Drivers of performance gaps in a given community		
		Quantity	Quality	Participation
5 fundamental strategies	Antenatal support	L	L	H
	Sustained nurse home visiting	M	H	M
	Early childhood education and care	L	M	M
	Parenting programs	M	M	L
	School-based early intervention	H	L	H

<ul style="list-style-type: none"> Are the strategies available locally in sufficient quantity, relative to size of the target population? 	<ul style="list-style-type: none"> Are the strategies delivered effectively, relative to evidence-based performance standards? 	<ul style="list-style-type: none"> Do the targeted children and families participate, at the right dosage levels?
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Wedge model



A data driven and evidence based model of system reform in early childhood



Innovation

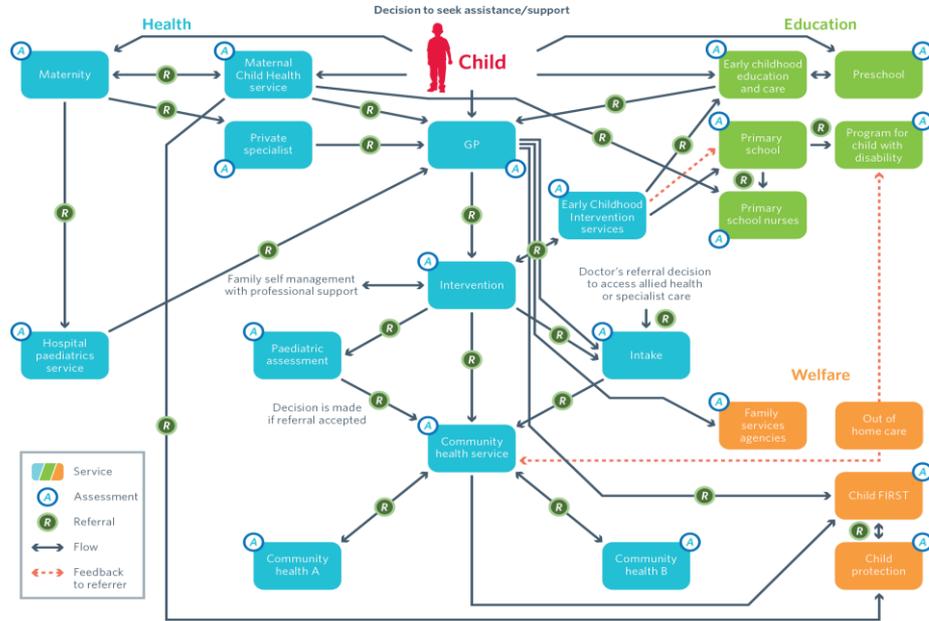


Implementation

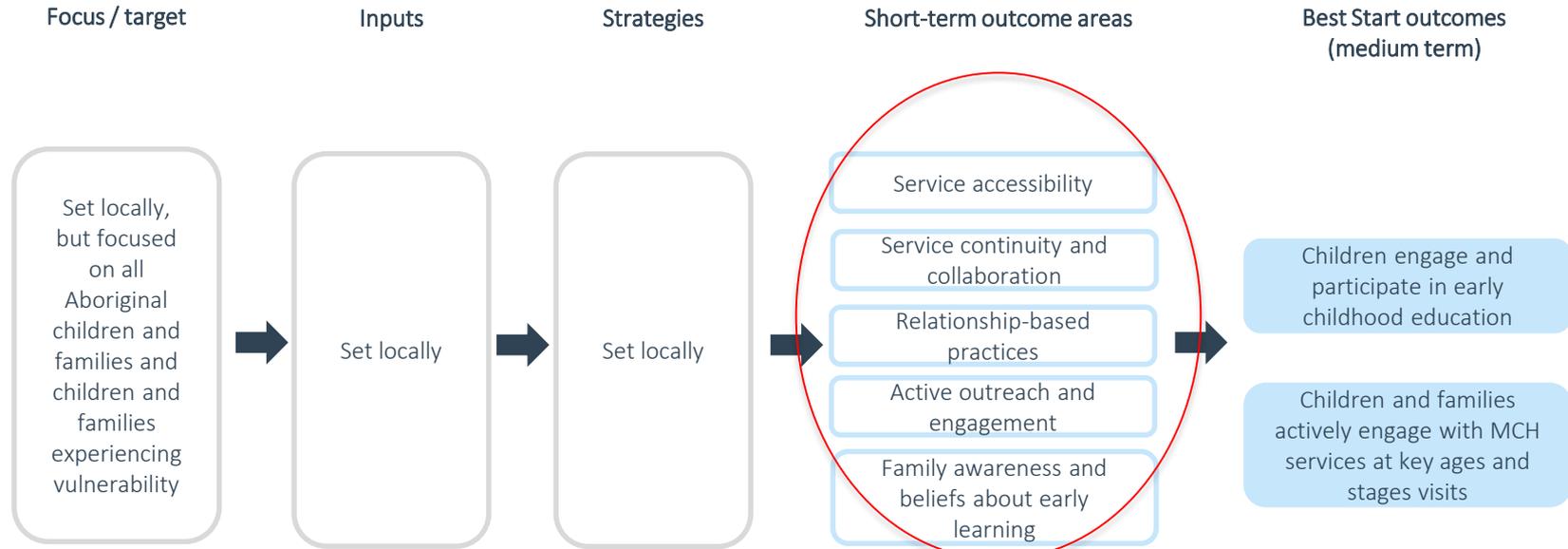


Moving to an improvement paradigm

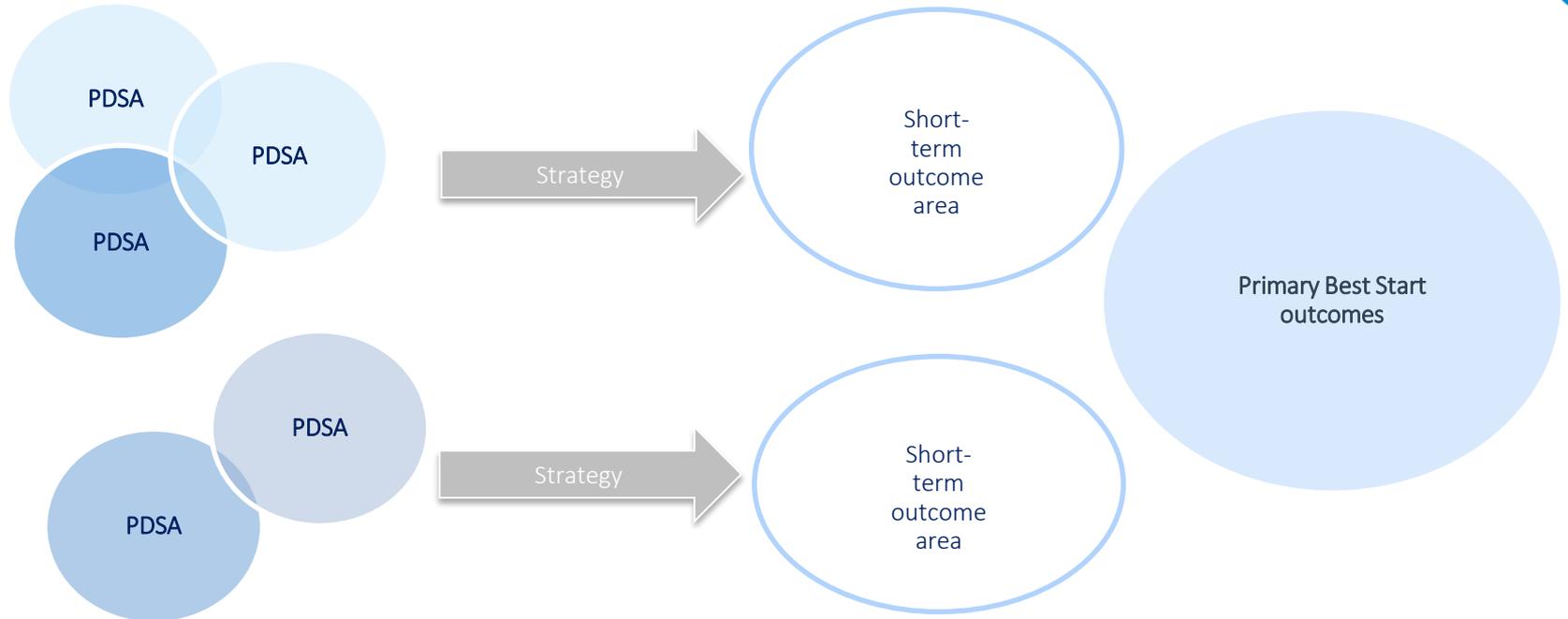
Blue Sky Research Project:
Mapping the current service system in a Victorian community



Improvement approach - Best Start logic model



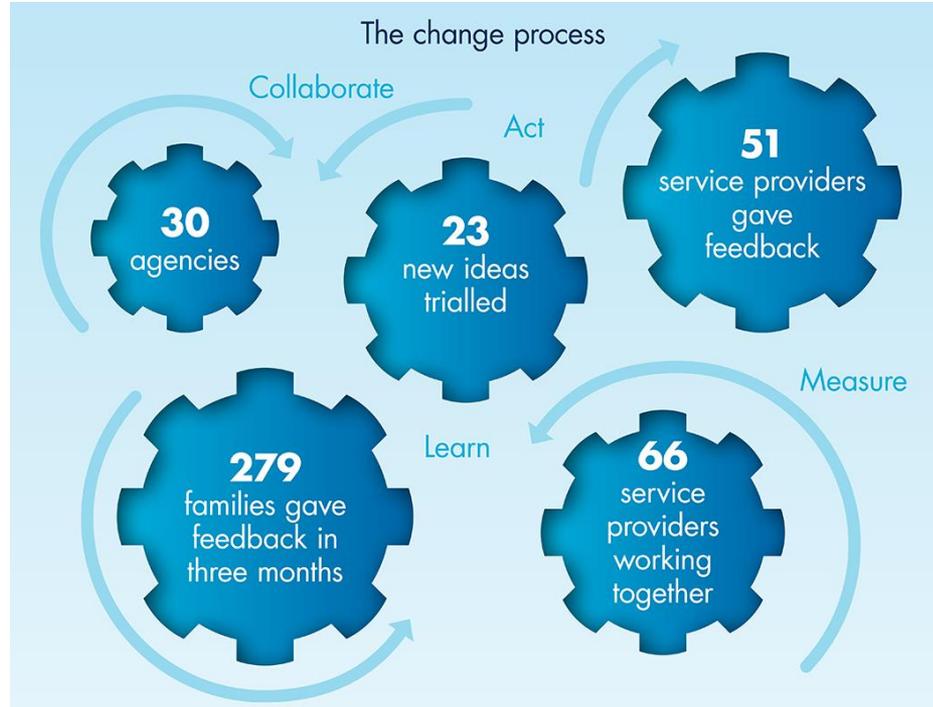
The role of Plan-Do-Study-Act cycles in Best Start



PDSA cycles will test small actions, that when combined will comprise a strategy, and will contribute to attainment of short-term and Best Start outcomes



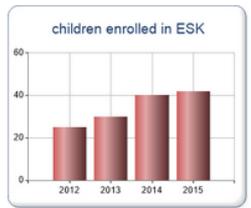
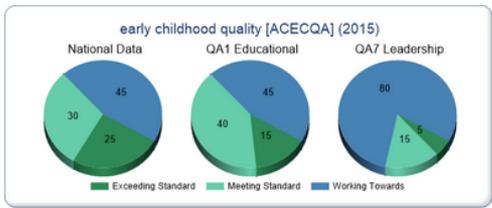
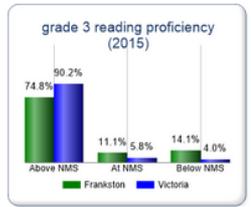
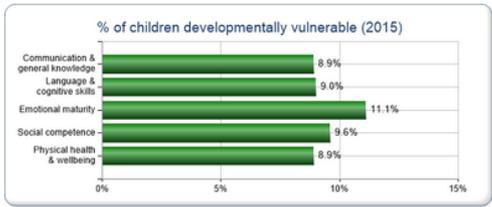
What it can look like in a community



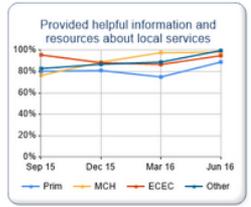
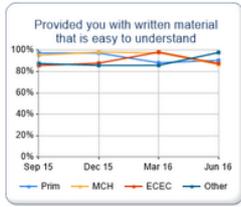
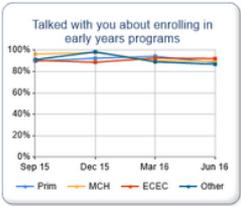
Population outcomes:
Children's developmental
progress at school entry

Quality of ECEC

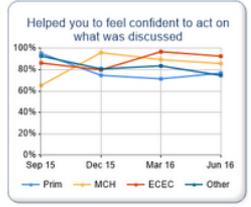
Frankston Dashboard - June 2016



Service Accessibility



Relationship Based Practices



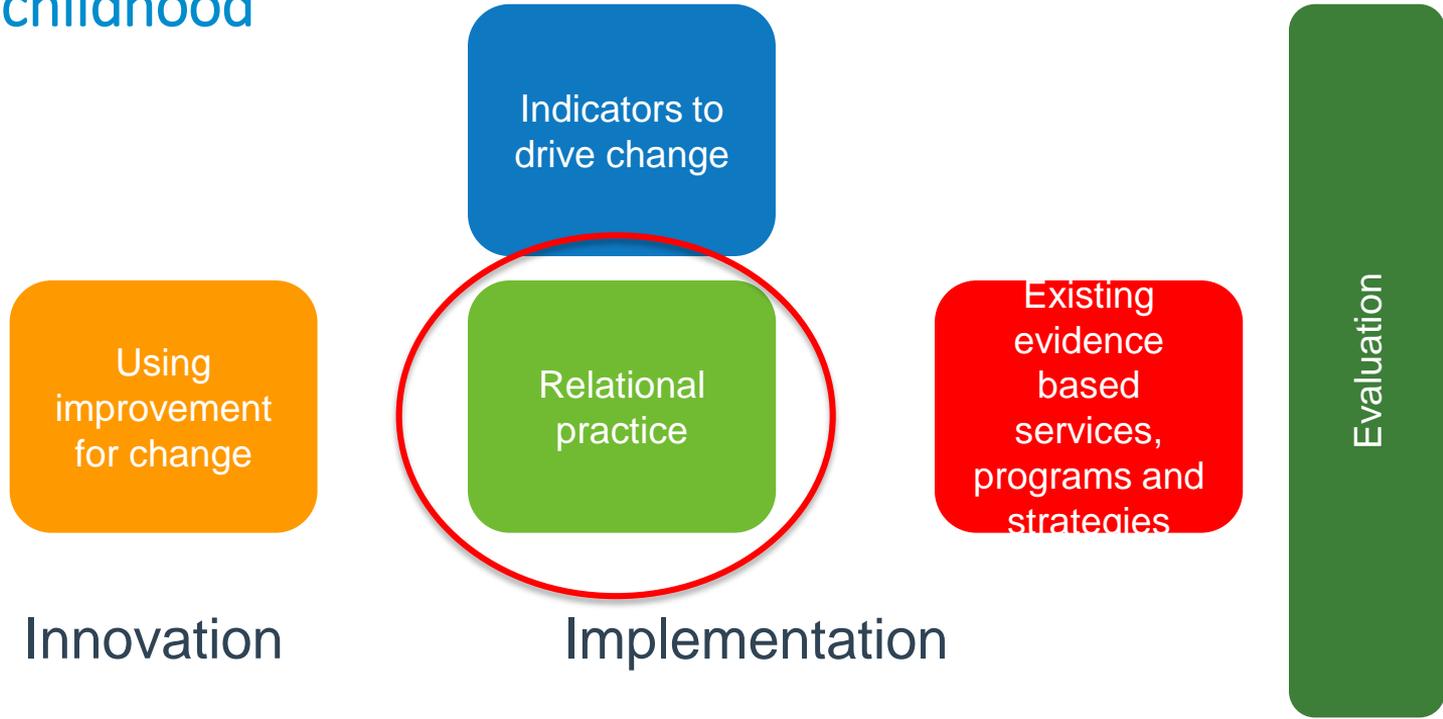
Population outcomes:
Children's 3rd grade reading
proficiency

Primary outcomes:
Kindergarten participation

Service system change



A data driven and evidence based model of system reform in early childhood



[Home](#) » [Publications](#) » Community engagement

Community engagement

A key strategy for improving outcomes for Australian families

Tim Moore, Myfanwy McDonald, Harriet McHugh-Dillon and Sue West

CFCA Paper No. 39 — April 2016

[Read full publication](#)



There have been growing calls for service providers to seek greater community engagement in the design and delivery of services. However there is no consensus as to what this involves, and there appears to be a gap between the rhetoric and the reality of community engagement. This paper seeks to clarify what community engagement involves, how it relates to other ideas and practices, and the role it can play in improving outcomes for children and families.

Key messages

» The major social changes that have occurred in recent decades have altered the conditions under which families are raising young children and challenged the traditional service system's capacity to support them effectively.

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Further Reading

[What works in effective](#)



Centre for Community Child Health



AUTHENTIC ENGAGEMENT: The nature and role of the relationship at the heart of effective practice

Tim Moore

Keynote address at ARACY Parent Engagement
Conference ~ *Maximising every child's potential* ~

Melbourne, 7 June, 2017





Principal

Community member

Kinder teacher

Community member

Social Worker

Health Dept. Area Manager

Child Health Nurse

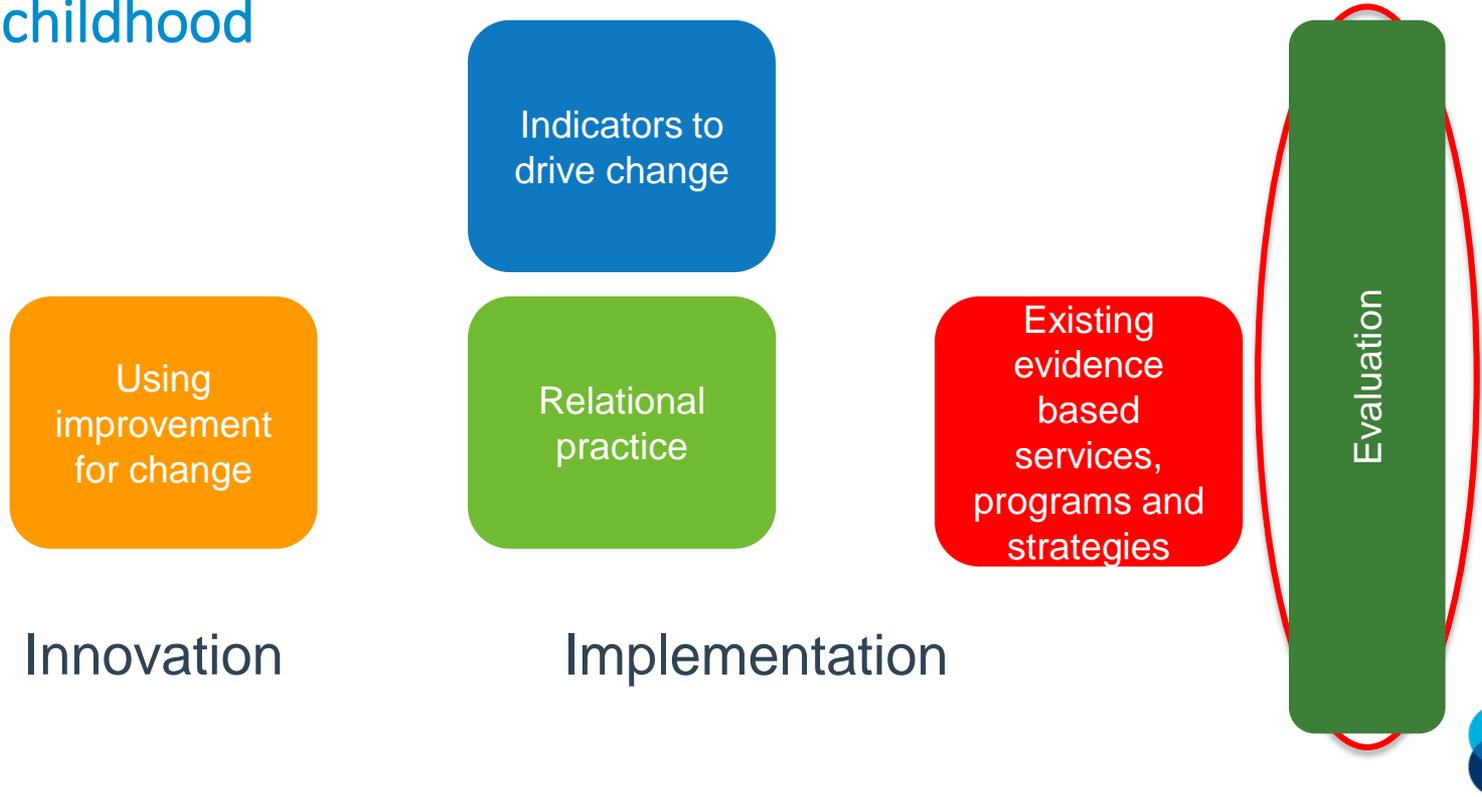
Minute taker

Community Inclusion Worker

Facilitator

Community member

A data driven and evidence based model of system reform in early childhood



Opportunity Child Impact Partner

Opportunity Child is using collective impact to dramatically improve the lives of the 65,000 Australian children who start school each year with big challenges in learning and in life.

Collective impact is ...

SOLVING SOCIAL PROBLEMS IN AUSTRALIA



by aligning the way we work and using common measures for success.

A GROUNDBREAKING APPROACH



which enables organisations from different sectors to innovate together.

BUILDING 'BACKBONE' COORDINATION



individuals or teams who work together to build new conditions in communities.

