



Enabling Participation through Social Inclusion

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makes Economic Sense'*

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Changing paradigms of children's wellbeing



PERIOD	PARADIGM	FOCUS
18 th Century	Survival	The physical wellbeing of children
Late 19 th Century	Moral	The appropriate socialisation of children
Early 20 th Century	Physical	The protection of children within the home
1940s-50s	Psychological	The avoidance of development problems (e.g. mental illness)
1960s-90s	Equity	The idea that all children from all backgrounds should have adequate care and protection
1990s	Ecological	The importance of the environments in which children develop
2000 onwards	Economic	The capacity of quality early childhood interventions to contribute to national economic prosperity (e.g. through a skilled workforce)

Source: Professor Helen May (2006) 'Pedagogy, Politics and the Profession'

Our Guiding Principles



1999	2006 (refreshed)
Be about societal change	Be about societal change for the benefit of all Australians
Refocus on disadvantaged children within the family context	Be focused on disadvantaged children within the family context
Work with and through other organisations	Work with and through other organisations
Be evidence-based and community focused	Be evidence-based, using a multi-disciplinary approach
Move steadily along the change continuum to the prevention and early intervention end	Concentrate on prevention and early intervention over the life course, with an emphasis on key transition points
Diversify our sources of funding	Significantly increase and diversify our sources of funding and our resource base
Be national in presence as well as spirit	Be embedded in the community
Enhance our internal capacity, particularly using technology	Enhance our internal capacity and in turn use our resources to build the community's capacity

“Becoming a high-impact nonprofit is not just about building a great organization and then expanding it to reach more people. Rather, high-impact nonprofits work with and through organizations and individuals *outside themselves* to create more impact than they ever could have achieved alone. They build social movements and fields; they transform business, government, other nonprofits, and individuals; and they change the world around them.”

-Stanford Social Innovation Review, Fall 2007

PARTICIPATION

Unlocking opportunities through education

(Human Capital)

ENGAGEMENT

Connecting those with the time, talent or dollars to give

(Social Capital)

LEARNING FOR LIFE

suite of 'bridging' programs



Our Participation model



THE LIFE COURSE (Skills and Capacities)

TRANSITION >

Home to school Primary to secondary Secondary to tertiary / work Tertiary to work

	Early Years (0-5)	Primary Years (6-12)	Secondary Years (12-18)	Tertiary Years (18-24)	Lifelong Learning (24+)
FAMILY (Home)					
COMMUNITY					
EDUCATIONAL INSTITUTIONS					
PRESCHOOL					
PRIMARY SCHOOL					
SECONDARY SCHOOL					
UNIVERSITY					
TAFE					
WORKPLACE					

SETTINGS (Relationships and Attributes)

Relationships



“Children learn when they have the right relationships. Those relationships make them feel cared for; give them the recognition for who they are, where they have come from and what they have achieved; motivate them to learn; engage them to be participants in their own learning.”

- Charles Leadbeater, *What Next? 21 Ideas for 21st Century Learning*

Early steps to program development



2001

Parents as Teachers

Intensive, targeted *parenting education and support* from pregnancy through to a child's third year to strengthen parents role as their child's first teacher



2002

Support at Home for Early Languages and Literacies (SHELLS)

Focused on *building parents' capacity to provide supportive home environments* for early language and literacy development

Supporting emergent literacy – Let's Read



2003

Let's Read developed in partnership with The Centre for Community Child Health



Three main components:

- Training community based professionals to *show and support* parents reading with their children to develop early literacy skills
- Developing age appropriate resources for families to use
- Adopting a community approach to promote the importance of literacy through existing services and systems

Stronger families: *Communities for Children*



2004

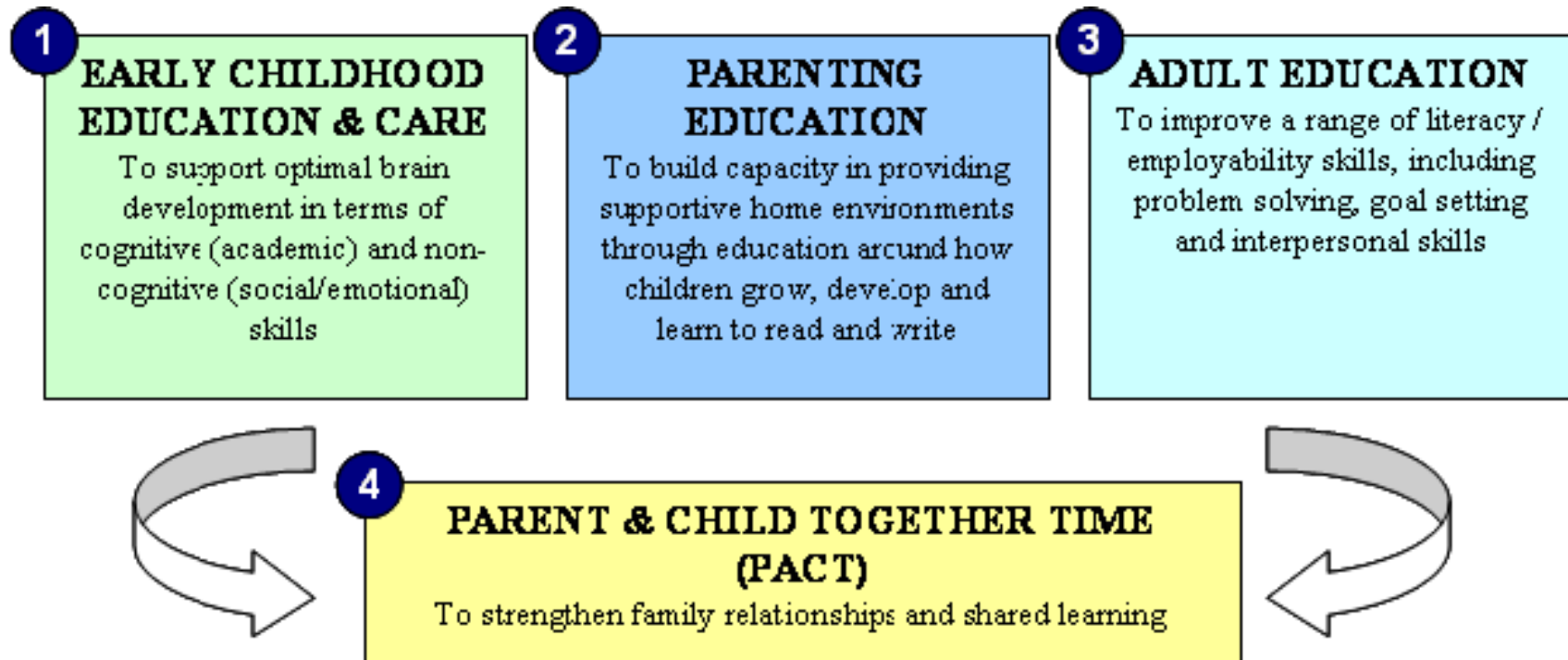
Communities for Children (C4C)

An innovative approach to improving the coordination and delivery of early childhood services for families in disadvantaged communities

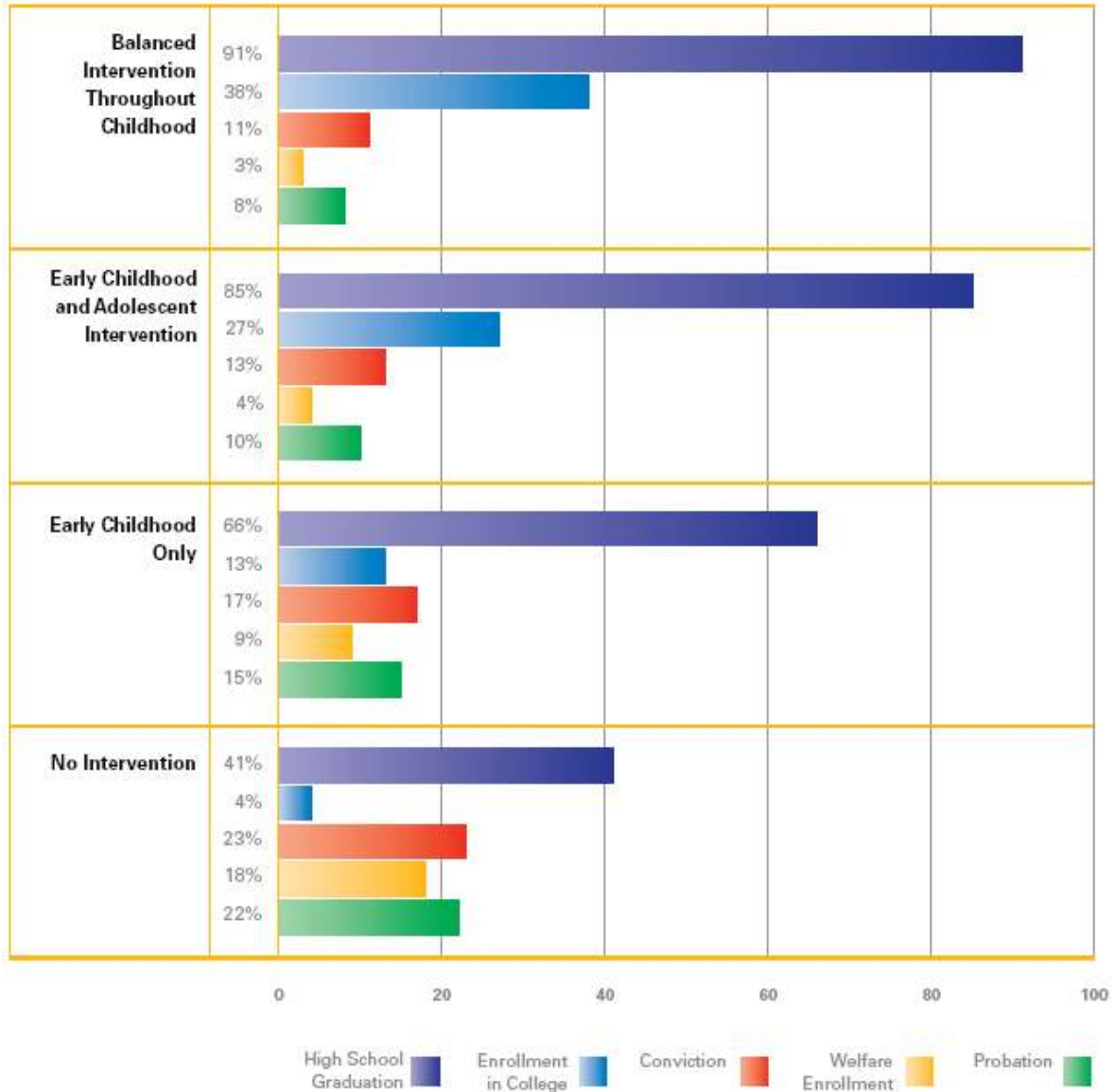
- place based
- outcomes focused
- community empowerment
- culture change
- dual generational learning



Families Learning Together



Importance of intervention across the life course



Source:
Cunha, F. and J.Heckman (2006).
Investing in Our Young People.