

# Toolkit



**NOVA**  
SMART SOLUTIONS

# Tool 1

## Frame the issue

### Useful for Action item 1

#### What is the issue?

*Start framing it as a question and come back to it as many times as needed to rephrase and improve.*

#### Why is it an issue?

*What are the circumstances (internal and external) that have made this an issue? Is it something we haven't addressed as a community, as an organisation? Is this a cyclical issue?*

#### Who is involved in the issue?

*Who impacts and is impacted by the issue?*

#### Who says it is an issue?

*Is it other organisations, media, or government driving the definition of this issue? Is it the evidence that informs this is an issue?*

#### What happens if we do nothing?

*If we don't take action, what could happen to those impacted by this issue*

#### What does the perfect outcome look like?

*If we succeed in solving this issue, what happens to us and the community?*

### REMEMBER!

- 1** There is no correct issue definition.
- 2** A conversational approach with community members and staff can unlock the words to define issues that are solvable.  
*HINT: Start with simple definitions and reachable outcomes.*
- 3** Change can be scary and raise uncertainty. The more you talk about change, the more it becomes the norm. Practice an approach that allows the community to define the change needed.

## Tool 2

### Outcome and cohort definition

#### Useful for Action item 1

#### OUTCOME

Based on your issue definition, you can improve or define solid outcomes. Outcomes are the goals of the program, it is the ideal scenario, it is what you are working towards, it is what your community needs.

#### EXAMPLE

**Issue definition:** How can we ensure that we improve children's wellbeing where intergenerational cycles of disadvantage are present?

**Outcome:** Improve child wellbeing

**Outcome definition:** Improvement of wellbeing for children in the targeted cohort means reducing rates of child abuse, improve school attendance and therefore AEDC five domains.

#### **REMEMBER! A solid outcome definition is:**

**Understandable:** whoever reads it gets it.

**Attainable:** we can achieve it with the resources available.

**Measurable:** we can prove whether it's happening or not.

#### COHORT

What is the income profile of the people we work with? *(you can establish a range rather than an exact figure)*

What is the culture profile of the people we work with? *(define place of origin, language, date of arrival in Australia)*

Which particular 'ages and stages' of childhood development are we targeting?

What are the ages of the children that engage with our service?

What are the ages of the parents that engage with our service?

# Tool 3

## Governance, Skills and Service Mapping tool

### Useful for Action item 1

Fill out this table in a group session.

Position	Name	Main Responsibilities	Skills	Outcomes addressed by skills

Based on the table above you can capture the following information:

Skills we have	Skills we want to have	How can we upgrade our skills?

In what ways do our services address trauma-informed principles?

Service Strategy	Trauma informed principle addressed

### The six trauma-informed principles

Which of our services address trauma-informed principles?

- 1. Safety
- 2. Trustworthiness and transparency
- 3. Peer support and mutual self-help
- 4. Collaboration and mutuality
- 5. Empowerment, voice, and choice
- 6. Cultural, historical, and gender issues

**Recommended read for Tool 3 (if you're reading from your computer or phone, click on the name of the article to open it):**

- 1. See Shared direction five “supporting and strengthening our workforce” of the document “CO-DESIGN FINDINGS AND NEXT STEPS Child and Family Support System”
- 2. Parents experience of Staff from document CHILDREN'S CENTRE EVALUATION. Evaluation Report: a report on the measurement of process and impacts

## Tool 4

### Welcoming, safe and comfortable places features

#### Useful for Action item 2

##### 1. Places where parents:

- a. Feel safe
- b. Access to social network
- c. Learn about services from information sessions
- d. Learn new parenting skills
- e. Make friendships
- f. Reduce isolation and depression risks
- g. Can share their experiences with others
- h. Can contribute their knowledge and skills

##### 2. Places where children:

- a. Feel safe (physically, emotionally, and culturally)
- b. Have Playtime
- c. Can access new/different resources
- d. Experience Peer interaction and learning
- e. Can develop language skills and communicate with other children
- f. Exercise a sense of belonging

[Recommended read for Tool 4 \(if you're reading from your computer or phone, click on the name of the article to open it\):](#)

Building Stronger Communities with Children and Families (2nd Edition)

## Tool 5

### Identify data collection strategy resources

Useful for Action item 3

Data Collection Key Elements	Resources available (name the skills, staff, or software needed)
Framing the issue	
Outcome definition	
Program's Cohort definition	
Identify data already collected	
Define outcome indicators (what tells me outcomes are happening)	
Establish a data collection method (tools, periodicity, target)	
Develop inclusive and community-driven data collection methods.	
Collect and capture data	
Analyse data (some ways of analysing data include counting, identifying key themes, exploring relationships between data variables, identifying range of content)	
Report internally and to funders	
Turn findings into strategy	
Embed data into reports	

## Tool 6

### Mapping the Healing Communities System

#### Useful for Action item 4

My role as an organisation	
<i>Triggering questions: What are we contributing to make a change? What would happen if we did not exist? What government agencies grants do we most often aim for? What is our pool of services?</i>	
My role as an organisation	
Organisation/Agency name	Their role
Enablers to succeed and Hurdles to overcome	
Enablers	Hurdles

#### List of key players and elements in the system:

1. Families and communities
2. Family support workers
3. Wellbeing classrooms
4. Maternity Hospitals
5. Supported and Faith Centre Playgroups
6. Parenting groups
7. Early Learning & Care Centres
8. Integrated Services
9. Family/Children's Centres
10. Warm referral processes
11. Family support/child development training

#### Key professional groups:

1. Educators
2. Nurses & midwives
3. Social workers
4. Psychologists & other mental health workers
5. Parenting & family support workers
6. Human Services managers
7. Community workers

#### Recommended read for Tool 6 (if you're reading from your computer or phone, click on the name of the article to open it):

What Next After the Early Years Summit: Moving Forward

## Tool 7

### Sources of income/expenses

Useful for Action item 5

Source of income/expense (within a financial year)	Total amount in AUD

## Tool 8

### Proportion of income/expenses

Total amount in AUD per source of income/expense	Relative income/expenses (divide the total amount by each source of income/expenses)

## Tool 9

Directory (in alphabetical order - if you're reading from your computer click on the email address or LinkedIn profile)

<b>Full name</b>	Alexandra Segura Hernandez
<b>My preferred name</b>	Alexandra
<b>Find me on LinkedIn</b>	<a href="http://www.linkedin.com/in/alexandra-se-gura-hernandez/">www.linkedin.com/in/alexandra-se-gura-hernandez/</a>
<b>Contact me to talk about...</b>	Service Hub model
<b>I enjoy and consider myself particularly good at...</b>	Family Support Workers Connecting people Capturing best practices Seeing things holistically
<b>Preferred conversation drink</b>	Coffee or tea (depends on the time of the day)

<b>Full name</b>	Craig Bradbrook
<b>My preferred name</b>	Craig
<b>Where I work</b>	Playgroup SA
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<b>Find me on LinkedIn</b>	<a href="http://www.linkedin.com/in/craig-bradbrook-62b7b336/">www.linkedin.com/in/craig-bradbrook-62b7b336/</a>
<b>Contact me to talk about...</b>	Playgroups Governance Leadership Systems change Change management Evaluation Complexity
<b>I enjoy and consider myself particularly good at...</b>	Seeing things holistically Doing research
<b>Preferred conversation drink</b>	Coffee

<b>Full name</b>	Elise Parker - No LinkedIn
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<b>Where I work and what I do</b>	The Salvation Army Communities for Children Logan - Community Development
<b>Flick me an email to</b>	elise.parker@salvationarmy.org.au
<b>Call me on...</b>	0401 694 156
<b>Contact me to talk about...</b>	Playgroups Child & Family Centres Participating in Community-led evaluation and design Wellbeing classrooms
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<b>Preferred conversation drink</b>	Coffee

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<b>Contact me to talk about...</b>	Wellbeing classrooms Childcare centres Child abuse Substance addiction Domestic violence Child & Family Centres Trauma and child development and learning Family Support Workers Preschool
<b>I enjoy and consider myself particularly good at...</b>	Capturing best practices Seeing things holistically Doing research
<b>Preferred conversation drink</b>	Coffee or tea (depends on the time of the day)

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<b>Find me on LinkedIn</b>	Literacy and numeracy support for preschool children Early
<b>Contact me to talk about...</b>	Learning & Care Centres Playgroups Child & Family Centres
<b>I enjoy and consider myself particularly good at...</b>	Connecting people Doing research
<b>Preferred conversation drink</b>	Coffee or tea (depends on the time of the day)

<b>Full name</b>	James Lenigas
<b>Where I work and what I do</b>	Schools Ministry Group - General Manger
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<b>Full name</b>	Karl Brettig
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<b>Contact me to talk about...</b>	Wellbeing classrooms Child & family centres Collaboration Transdisciplinary leadership
<b>I enjoy and consider myself particularly good at...</b>	Connecting people Seeing things holistically Having casual but professional conversations
<b>Preferred conversation drink</b>	Tea

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<b>Contact me to talk about...</b>	Child abuse Preschool
<b>I enjoy and consider myself particularly good at...</b>	Having casual but professional video calls Doing research
<b>Preferred conversation drink</b>	Coffee

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<b>Contact me to talk about...</b>	Strategies Public Policy Governance Pop culture Footy Soccer
<b>I enjoy and consider myself particularly good at...</b>	Having casual but professional video calls Doing research Making friends
<b>Preferred conversation drink</b>	Coffee

<b>Full name</b>	Victoria Whittington
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<b>Contact me to talk about...</b>	Children's development Early Learning & Care Centres Wellbeing classrooms Playgroups Preschool Long day childcare centres School reform Early brain development, stress and trauma
<b>I enjoy and consider myself particularly good at...</b>	Connecting people Capturing best practices Seeing things holistically Doing research
<b>Preferred conversation drink</b>	Tea

## Symposium on YouTube

You can access each one of the three Building Healing Communities sessions of the Symposium clicking **here** or copying and pasting this link to your preferred browser: <https://www.youtube.com/playlist?list=PLxcxXicFt7LBrkDIgC3LLIecMCSXOm3r>

## CfC Timeline... some story on the making

Timeline of some key milestones for the Communities for Children program.

### 2004

Communities for Children initiative begins with 7 pilot sites.

### 2005

45 sites rolled out across Australia. Baseline data taken for 10 sites as national evaluation begins.

### 2009

SPRC National Evaluation shows significantly less hostile parenting and improved collaboration in CfC sites. 377% ROI demonstrated. Target group expanded from families with children 0-5 years to 0-12 years.

### 2014

Australian Institute of Family Studies (AIFS) phase two evaluation shows some further improvement but not significant. Questions if a more intense version or evidence-based suite of direct programs needed. Government opts for a 50% Evidence-based practice requirement in response.

### 2015

Some sites expanded. Funding redirected to roll out of evidence-based programs. Facilitating Partners limited to a non-service delivery role.

### 2016

Acil Allen post implementation review released. Reports on tensions created and resourcing costs resulting from EBP policy.

### 2019

Stronger Places Stronger People place-based collective impact demonstration sites rolled out. CfC re-funded for 1 year.

### 2020

CfC re-funded for 1 year.



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