

Stronger Communities for Children

KNOWLEDGE SHARING SEMINAR

SANTA TERESA & ALICE SPRINGS

APRIL 10TH & 11TH 2018



NINTI • **STRONGER**
ONE • **COMMUNITIES**
FOR CHILDREN

Werte!

In April 2018, stakeholders of the Stronger Communities for Children (SCfC) program took the Knowledge Sharing Seminar out on the road again, this time to the beautiful Ltyentye Apurte (Santa Teresa) community.

On day one of the seminar, Ltyentye Apurte community members, Atyenhenge Atherre Aboriginal Corporation (AAAC) and SCfC Decision Makers Group (DMG) members welcomed seminar participants onto Eastern Arrernte land, and shared with us stories of significant sites in the area. Participants were serenaded into the Rec Hall, by the energising sounds of the Ltyentye Apurte drummers, and were kept full and happy by the delicious food provided by AAAC's Merne Mwarre good food kitchen!

During the day, participants broke off into two groups and took turns participating in yarning circles and being treated to a tour of SCfC funded activities in the community. Over lunch we were treated to another musical performance – this time from the Men's Band.

Into the afternoon we heard presentations from some Ltyentye Apurte SCfC activity providers, a panel discussion from Ltyentye Apurte SCfC DMG members, and program presentations from Ngukurr's Strongbala Pipul Wanbala Bois Komiti members and Wadeye's Kardu Lurruth Ngala Purringime members. We finished off the day with a skate demonstration by participants of the Mac Youth Skate Program!

Back in Alice Springs on day 2 of the seminar, we were welcomed to Mparntwe (Alice Springs) by Arrernte elder Kumalie Riley who has spiritual affiliations and connections to the land, hereditary from her grandmother. Prime Minister and Cabinet (PM&C) Senior Advisor Emily Jones joined us from Canberra, and talked to the group about the next phase of the SCfC program. We participated in exercises which helped us to reflect on changes to our work since the program began, and envision what the next 5 years of the program could look like.

Following on from the October 2017 Knowledge Sharing Seminar, the topic of Collective Impact was addressed again, with a focus on mutually reinforcing activities and what could be achieved collectively in our communities. Whilst the Northern Territory Government Remote Early Childhood Integrated Services team talked to the Facilitating Partners about what their work is hoping to achieve, Local Community Board members worked together to brainstorm possible mutually reinforcing activities that could improve outcomes for kids and families in their communities.

The seminar ended with each site mapping out their program focuses and stakeholder relationships, to help think and talk about what shapes their decisions about SCfC program funding.







Why go to Santa Teresa?

Excited by the learning gained through our community visit to Gunbalanya during last Octobers Knowledge Sharing Seminar, members of Santa Teresa’s SCfC Decision Making Group invited us to hold this seminar in their community. AAAC and the community had put a lot of energy into reinvigorating their SCfC program, and were proud to show off all they had achieved with the growth of their program. Important to Local Community Board members from all sites was the opportunity to be welcomed to country, and learn the stories of the SCfC communities.

Established as a Catholic Mission in the 1950s, Santa Teresa became home to people from Alice Springs and the mission at the former gold mining town of Arltunga. Known as Ltyentye Apurte to the local Eastern Arrernte speakers, Santa Teresa is 85km south east of Alice Springs and has a population of around 500 people.

The country surrounding Santa Teresa is rich in rock art, artefacts and ceremonial sites. In Eastern Arrernte, Santa Teresa is called Ltyentye Apurte, which means ‘stand of beefwood trees’.

artwaye – hey, man!

merne – tucker

tangentyele – together

anerreme – sit together

arrwe – rock wallaby

urnteme – dancing

LA Drummers

After being welcomed to Lytentye Apurte and hearing some stories of country, participants were treated to a performance by the LA Drumming Group!

The LA Drumming Group was reignited with SCfC funding, through the BaBoom Music and Wellbeing Drumming workshops.

The BaBoom Music and Wellbeing drumming workshops aim to engage and empower youth with self-confidence and pride, develop the capacity to form and maintain healthy emotional relationships, by building cognitive capacity through patterned sequential repetition, using the medium of ensemble drumming.



Goals:

- To assist students in their understanding of the benefits of commitment and discipline along the pathway to success.
- To promote resilience and the strengths to face and overcome challenges (self regulation).
- To assist young people in building capacities to develop healthy, respectful and sustainable relationships – belonging to a group (affiliation).
- To develop listening skills, right/left brain synchronicity and physical co-ordination (motor skills).
- To develop awareness and tolerance of others.

Exercises:

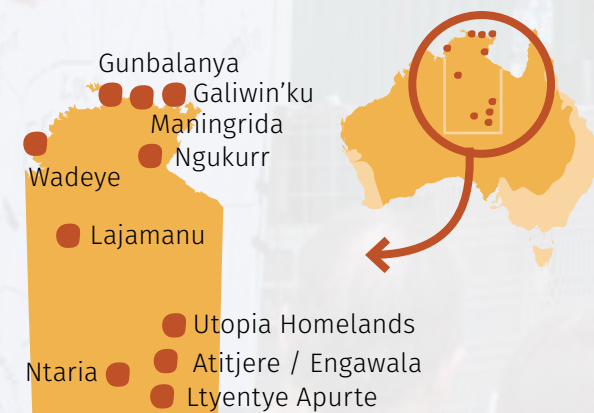
- Call and response (listening , cognitive skills)
- Cross core (right/left brain synchronisation)
- Body percussion (gross motor skills)
- Hand and stick techniques (fine motor skills)
- Polyrhythmic group drumming and body percussion exercises (team work, listening , cognitive skills, affiliation – social and emotional)
- Paired exercises (affiliation – social and emotional)
- Ensemble rhythmic arrangement (creativity, teamwork)
- Introduction to box notation (reading rhythm, cognitive skills)
- Direction in professional stage presentation (professional development)
- Introducing controlled challenges with graded difficulty of patterned sequences (cognitive skills)

*Self-regulation activities include stop-start games, loud-soft, fast-slow, listening activities, and the use of steady rhythms.

Thanks to the LA Drummers for such a wonderful performance!

Yarning Circles

In Santa Teresa, participants broke up into two groups. Whilst one group took a tour of the community to check out some SCfC funded activities in action, the other group had a yarn about some elements of decision making in their programs.



Topic
How do our Local Community Boards make decisions about the program?

Wadeye

Families have gotta be involved with kids. Different families come from different tribes.

Gunbalanya

Sometimes the wrong people come into the community and cause trouble and split the groups. We should all be together. When wrong people come to the community, they split us up and then we start fighting.

Stakeholders should be part of the decision making too, helping share knowledge, be aware of each other.

A lot of influences come in and make it hard. We want stakeholders to come in start helping and supporting us. They're probably not gonna be there for long, us Indigenous people will be there forever.

A lot of different languages, clans & camps are involved.

Ntaria

There had been a lot of fighting in Ntaria. It's hard to make decision's when people are fighting. Making decisions through conflict is very difficult.

Topic
What is needed to make a good decision?

Gunbalanya

When the river is up, SCfC can't do anything. So we're taking kids out on country. Doing trips.

Not only one person has input, we all listen to what community are saying they want.

Ntaria

At first, people used the knowledge about things that had happened before, about programs and activities that had worked before, and the knowledge of what has happened in community. That is often a starting point for a discussion about doing something.

Ngukurr

We did Impact Assessment surveys out in community. We did our own research to help us make a decision about how to use SCfC funding.

We have needed to invite in some people to talk to us about Early Childhood before we can make a decision about how to spend the money on that priority. We need our ideas to be backed up by research.

History or knowledge of all the resources we have in community influence our decisions.

To get the Men's Health/Men's Space up and running, board members have been persistent in asking a lot of questions about issues of men's health to know what would work best.

Maningrida

Topic
Have experts brought information into your community?

Gunbalanya

Whenever we do something, we bring people in. Doctors and nurses can administer medicine, and we can fix a problem. Before we do things, we bring people out to talk about their work (i.e. scabies campaign). Over time, the community responds and changes their behaviour. The knowledge comes from outside, but the community takes it in and makes it theirs.

Wadeye

(Regarding the Bushwok Program) sometimes people come in and run the program, and sometimes the community runs their own version of the program. The Men's Shed idea we have, came from Yuendumu.

Santa Teresa

From visiting Gunbalanya on the last Knowledge Sharing Seminar, our Decision Making Group took the idea of the Rangers Group.

We don't just buy something in. We work up an idea, and then the way the idea is put together is with the community. The Healing Program – we learned a lot from outsiders about how to handle kids with behavioural problems, but we've also learned a lot from Western Aranda culture about how to work with kids. Things change over time.

Ntaria

Topic

Who are the 'right people' to be involved in decision making in communities?

Gunbalanya

Govt. are interested in funding 'the right people', to make sure the funding is allocated to the right people.

Evidence is the pictures of feedback and the results of what's happening in the program.

We want Traditional Owners to be part of the decision making.

Community Awareness, people need to know what programs are coming in. We've got a language – we've gotta put SCfC into local language.

We looked at the three camps, and chose who would be the best three people from each camp to help the kids. They're known as being strong people for kids. Men and Women.

Ntaria

The hard thing in Ntaria is that people didn't believe they would have decision making power.

Community members have to let go of the experience of being told what to do, and now get used to the experience of being in the drivers seat.

Does the Facilitating Partner choose the Decision Makers Group, or is it the community?

Right people are not only in the decision making group, it's also the right people in the Facilitating Partner role. That Facilitating Partner role is always working along side the community.

Ngukurr

The model of our board represents the 4 clan/moiety groups.

We have a family based system, of young and old. We've seen a real change over the years.

Right people need to be trained in good governance and have had leadership experience.

'One Heart, One Mind' faith and action to make something happen.

Santa Teresa

Because we had to rebuild, we opened up to everyone who wanted to be involved. The ones that wanted to be there all had a focus on children. Some people who originally joined did so to work for their kids or their agenda. Pretty quickly those people fell away, and what we were left with were the right people for the job.

Wadeye

People come to us. We know we have reached success because parent's and kids come to us. That's the evidence.

Traditional Owner's are the right people.

We need the traditional owners to come with and support us. People need to be in the right job. There are 21 clan groups in Wadeye, all live in the wrong community.

Topic

What makes a good Facilitating Partner?

- Communicating
- Listening
- Sharing
- Takes time to get to know the community
- Flexible
- Be respected by the community and takes time to build the relationship with the community
- Respect culture and people
- Accommodation
- Innovative, solution focused
- Teams
- Stakeholder relationship/partnership, to share resources
- Someone who works on the adaptive side of things, and the technical side of things
- People who have involvement with, and permission from Traditional Owners
- Traditional Owners in the right places
- Transparency
- Communicative – the right kind of communication about getting things done
- Honesty
- Supportive enough of the board to allow them to make decisions
- Need a lot of talking before allowing to go and set up
- Mentors and role models of good governance

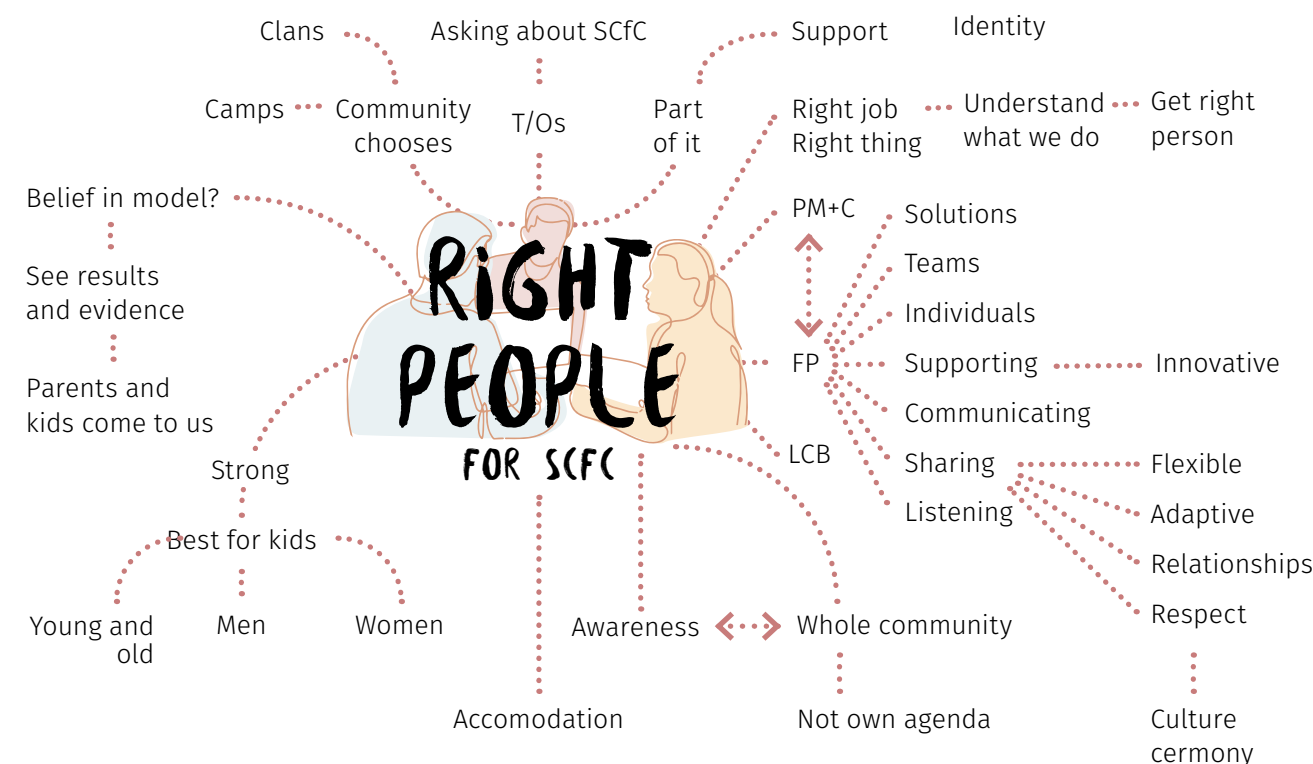
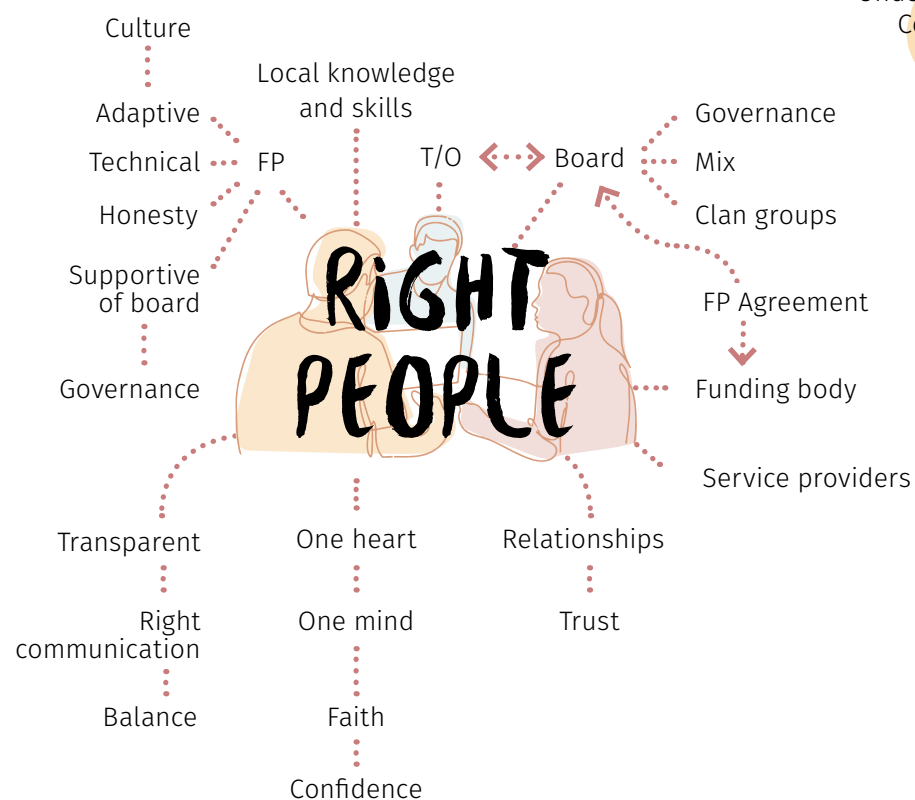
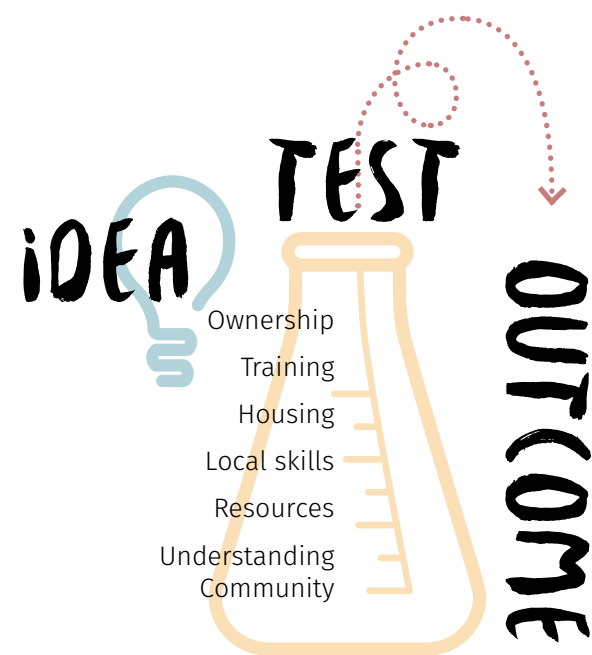
Topic

What considerations go into making a decision?

- Understanding your community and what's available in the community at that point in time
- Resources
- Community Politics
- Who has the responsibility to do what, i.e. is that other group doing what they're supposed to do
- No duplication
- Housing
- Who is in the community to do the job
- Community ownership of an idea
 - The need to build community ownership first
 - Community buy in
- We like to test things first, before deciding to approve it
- Readiness of a local person to take on the task
- Giving the opportunity for people to express why they are having projects
- PM&C guidelines vs community ideas
- Reporting can be stumbling blocks
- Timelines can become a barrier
- Having some one in mind to do a role, but they're not always available when needed
- Barriers to recruitment
- There needs to be more support in organisations, more support for each other to get outcomes for career pathways

PRINCIPLES

- Start early?
- Supportive work
- Design around peoples's strength
- Good outside help
- Keep outcomes in mind
- Adapt activities from other places



SCfC Program Tour Santa Teresa

This Knowledge Sharing Seminar, participants were treated to a great SCfC program tour in Santa Teresa community. Participants were guided around SCfC activity sites by AAAC staff and community members and had the opportunity to learn and ask questions about the positive impact of the program.

The old Santa Teresa bakery building has been given a new life as the community Hairdressing Salon and Women's Space. The space looks fantastic, and the floors were painted by local ladies who each designed their own mural. The vision for the future is a thriving salon space where local women can undertake traineeships and maintain a community run service.

Participants then walked to the Keringke Art Centre and gathered on the veranda, where they were treated to traditional dance and song by local women and children. Everyone was excited to explore the Art Centre, many commenting on the great big space, the bright colours and incredible detail of each piece.

Next stop was the Traditional Craft Centre, where men working at the Centre talked about how they go out bush to collect the wood once a week. The Traditional Craft Centre have also started running a young boys program through the school which sees them learning about the process of crafting traditional tools, and the connection of each tool to their history and culture.

Following on, participants headed up the hill to the Old Bell site where we took in the incredible view of Santa Teresa and the surrounding ranges. This provided a great opportunity to snap a photo of the view, whilst hearing stories about the significance of the area from some community members.

At the request of participants, the final stop on the tour was of the iconic Santa Teresa Church. Participants were in awe of the beautiful paintings and decoration, and enjoyed the opportunity to take a quiet moment of reflection before heading back to the Rec Hall to join the rest of the group for a delicious Kangaroo Stew lunch prepared by Merne Mwarre Commercial Kitchen.



ANGER
NITIES
DREN



Program Updates

Santa Teresa SCfC Decision Makers Group Presentation

Santa Teresa's Facilitating Partner and Local Community Board members presented to participants information about some of the programs and activities they had chosen to fund, and how those decisions came about.

One of the stockmen joined us to talk about the SCfC funded Horse Program & Youth camps.

The Santa Teresa horse program was developed in response to a series of community break-ins. The local stockman helped develop two camps for young boys to learn horsemanship and break-in horses. SCfC funding flexibility meant the need could be identified, program developed and ready to start in a fortnight. There was a rewards camp for students with high school attendance and a diversionary camp for young people engaging in high risk behaviour.

The design of each camp was similar; however, the diversionary camp required more hard work. Research on the impact working with large animals has with children experiencing trauma formed a base for the program. Both camps involved practicing the respect and patience needed to work with a large, wild animal. Difficult, hands-on work gave disengaged young people the positive experience of fatigue and pride after a job well done.







Strongbala Pipul Wanbala Bois Komiti Presentation

Ngukurrs Local Community Board, the Strongbala Pipul Wanbala Bois Komiti (SPWBK) shared stories and experiences from their SCfC funded Leadership and Sewing Programs.

SPWBK members were proud of the young leaders that have been involved in their program, and were proud of their growth and attendance at this Knowledge Sharing Seminar. The Strong Leaders Training program has provided young leadership trainees with 20 leadership training sessions targeting leadership and governance topics. The training aims to create a foundation of understanding of the self, and build upon the skills required by leaders so that program trainees can assist in the development of the Ngukurr community.

Many SPWBK members have enjoyed taking part in the SCfC funded sewing program. Through this program, community members have been afforded the opportunity to upskill their sewing skills, with training to teach participants how to make pillow cases, hand bags, children's clothing, applique and curtains.

Kardu Lurruth Ngala Purringime Presentation

Wadeye's Local Community Board, Kardu Lurruth Ngala Purringime presented a video outlining some of their SCfC funded activities, including:

- Early Childhood Education Program
- The Wadeye Men's Shed
- Trips and Camps out Bush
- Environmental Health Project
- Women's Culture Program
- Local Capacity Building





‘Music Industry Rangers’

The Music Industry Rangers program funded by SCfC, saw a AAAC staff member mentor up to 8 people to attend weekly music production training at CDU in Alice Springs.

2 units were completed over a 10 week period, focusing on – music production, recording, computer skills and band management.



Santa Teresa skate program

Funded via SCfC, the Australian Skateboarding Revolutions team ran weekly coaching sessions where participants learned the skills of skateboarding in an exciting, fun and safe environment. This activity included the building of a skate ramp in the Santa Teresa Rec Hall, and skate classes are ongoing through MacYouth.



Day 2

Day 2 of the Knowledge Sharing Seminar was based out of the Mercure Resort in Alice Springs. Participants were welcomed to Mparntwe by elder Kumalie Riley.

The days program kicked off with an address from Department of Prime Minister and Cabinet's (PM&C) Emily Jones, who leads the Indigenous Families and Children's Programmes team. Her team works to support the healthy development of Aboriginal and Torres Strait Islander children, and also support families where they need it.

Emily expressed her thanks to all, for the hard work put into the program over the past 5 years.

Emily explained that in the next 3-5 year phase of the SCfC program, PM&C would like to see the program build on the solid foundations created, to deepen the approach to supporting children and families. In summary, three broad focuses for the next phase of the program should be:

1. Continue to collaborate with other parties in the community.
2. Retain a primary focus on children and families.
3. Better understand what works for children and families in each community. This means collecting information on the impact of activities. This information is important to the Minister for Indigenous Affairs, so he knows that SCfC is working, and will have good reason to continue to fund the program.



Reflection

SCfC Program Coordinator from Ntaria, Annie Kennedy, talked to seminar participants about some of the changes the Ntaria program and Western Aranda Leaders Group have observed over the past 5 years. This reflection from the Ntaria program helped prompt thought for seminar participants to think about the changes in their programs over the past 3-5 years.

What is changing about your group (Local Community Board)?

i.e. the way you are working together, the structure of your board?

New facilitating partner and program manager

We're learning more – sharing stories from other groups at Knowledge Sharing Seminars

Local Aboriginal corporation to transition to FP

Now looking at longer term projects – such as a community garden, bush tucker and men's shed

Now we have a SCfC program coordinator we can get things done faster, more staff just for this program

CAYLUS transitioning out as FP, Urapunga Aboriginal Corporation taking over, we don't know if they will change the structure/practice

LCB getting stronger, more trust and honesty

More confidence with group to see how far we can go, this takes time

Community Board has changed members due to health circumstances

Confidence of the group

Youth leadership mentoring

Lots of people moving around

Some people were not comfortable to work

Less frequent meetings

Younger leadership coming through

Lots of the original members left, more out of community passed away

Ceremony 3 months

New staff, new CEO, new committee members

New Facilitating Partner

People have stayed on the group for 4 years. Hard & shaky at first, but 12 of the original 18 are still with us

Over the past year and a half, management has changed a lot, structure has also changed

Young ones getting strong, clear voices

Youth leadership mentoring

What is changing about what you're doing?

i.e. what issues, priorities and projects are you choosing to focus on?

FP supporting each other's development

More trust & honesty in decision making

Communicating

Reporting

Engaging

More longer term projects

Now activities are long term and cross agency

More initiative being taken

Compared to the past, there are now more activities running in community

More confidence to do challenging things

KLNP committee members are becoming more engaged in the functioning of programs

Nothing. We are going fine – see evaluation

Engaging other organisations to work together with the Board

As AAC grew strength we started to design and fund our own program about issues important

Doing more things because we realise we can. Makes us want to do more and build

Pathways to making partnership effective

Great value in Knowledge Sharing Seminars

Better understanding of processes

Developing young leaders to be strong leaders in our communities

Working with families, children services and school to develop their learning (children 0-5)

Looking closer at development of programs and impact of activities

Providing opportunities and forums for youth

Ideas to action is happening faster

Same priorities with different approach

Network with local organisations with partnership agreements i.e. Language centre, Art Centre, School/ Education, Rangers

What is changing about how you are going about your work?

i.e. working in partnerships

Compared to the last few years, the FP has subcontracted many activities to organisations within the community

Tackling hard problems

Deeper cultural integration, but still more we could do

Projects self-sustaining

Nothing yet, but we will exit in 9 months

More strategic

Initially with funding uncertainty and community wanting action – short term fixes – now longer term activities

Following up and engaging with other services

Supporting local enterprise i.e. local fishermen

Engaging and follow up local services

Re-thinking role of outsiders, what works and what doesn't

Focusing on developing Bininj staff qualified for lead roles and service delivery jobs

More people involved

Before lots of talking, no action. Now lots of talking, lots of action

More cross agency activities

The Board are doing more to get big picture of impact

Expanding on types of programs

Bigger issue now with kids drifting from community

More issues with drugs and alcohol

We are now working with and focusing on local talent rather than paying external people to run our programs = local employment

Making things happen quickly after group/community approval

Envisioning the next 3-5 years

Using a Collective Impact facilitation technique called Appreciative Inquiry, seminar participants were asked to envision the next 3 – 5 years of the program in their communities.

Appreciative Inquiry Questions:	Ntaria	Maningrida	Ltyentye Apurte	Ngukurr
<div>Discovery</div> <div>What do you love most about your community?</div> <div>What is really working well in your community? Or what has worked really well in your community in the past? i.e. programs, initiatives – What made them so successful?</div>	<ul style="list-style-type: none">• Family = strength• Footy, We beat Santa Teresa• History, on country, and new stories• Leaders group/ Local authority• Cultural identity• Footy team• Better collaboration between services• Services/SCfC tackling hard problems and planning together• Safe• Walk in both worlds• Employment pathways	<ul style="list-style-type: none">• Fishing• Work• People are friendly• Co-operative• Community wants best for our kids• Work well together• Strong people• Share knowledge• Good leaders• Good decisions by leaders	<ul style="list-style-type: none">• Country• It's our home• AAAC• Programs working together• Swimming pool, social club, things for kids to do• Strong school attendance• Better education of our older students• Young adults having proper employment within community• Young children learning more culture to build respect in early years	<ul style="list-style-type: none">• People in community/ family & children• Better outcomes for future planning• One mob working together to sustain; respect; past and present; leading both ways; vibrant and sustainable for future generations; safe community• RSAS & parents/stakeholders attendance improving• Rewarding activities – youth program, horse program, night patrol younger generation, cooking, sewing activities, life skills• Guluman centre, supporting childhood development
<div>Dream</div> <div>What does a child's life in your community look like in 2/5/10 years?</div>		<ul style="list-style-type: none">• 2 years – Kids chubby, happy• 5 years – Learning, improving health, kids happy, chubby• 10 years – Continued funding for programs in 10 year's time, kids happy, enjoying life, healthy kids, attending school, playing sport, and involving in community activities		<ul style="list-style-type: none">• By implementing and supporting the 'discovery', encourages education, life skills, health and wellbeing, employment opportunities. Learning culture and both ways education• Continuity of funding to keep programs running after impact assessments on what is working, how and benefit community for growth
<div>Design</div> <div>What do you feel are the most promising areas in which you could expand your work?</div> <div>What gets in the way?</div>	<ul style="list-style-type: none">• Approach to healing child developmental trauma that is culturally embedded• Alcohol• Violence• Drugs• Lack of appropriate employment opportunities	<ul style="list-style-type: none">• School attendance/ engagement• Healthy kids checks at school clinic – currently funded by Malabam• Men's health clinic/space• Cultural focus on teenage boys health and wellbeing• Guidance on business enterprises supporting people with knowledge	<ul style="list-style-type: none">• Cultural Programs• One of the most promising things about our work is our funding and if we don't have funding we can't expand. Continuation of funding and SCfC is very important to us and our community	

Appreciative Inquiry Questions:

Discovery

What do you love most about your community?

Atitjere & Engawala

- My mothers country – strong women’s country
- Good school, good input from community to school

Gunbalanya

- Culture
- Country
- Community
- Home
- Family

Wadeye

- Going out on country
- People
- Culture
- Corroborree
- Sports – AFL, Softball, Basketball, Netball
- History
- Doing something good for themselves makes a stronger community for everyone
- Culture is important for us – been in community for a long time

Galiwin’ku

- Community
- Birth place
- Holds identity
- Different clans – sharing knowledge to children
- Community has different strong clans
- Strong culture

**What is really working well in your community?
Or what has worked really well in your community
in the past? i.e. programs, initiatives –
What made them so successful?**

- Self-determination
- Local ownership
- More programs
- Collaboration and less silos
- Strong voices and vision

- Supporting each other – issues come up
- Support waiting
- Different organisations working together
- Community insisting on local people employed and facilitate in other organisations and programs
- Supporting strong leadership and governance

Dream

What does a child’s life in your community look like in 2/5/10 years?

- Good early childhood support
- More park areas and water play
- Cleaner community – everyone to contribute
- Functioning creche

- Like attending school
- Good solid education
- Solid culture
- Sport and rec activities
- Happy health children

- Kids have a dream for themselves – ambition
- Opportunities in the community
- Attending school/early childhood education
- Strong in culture
- Good leaders – following good role models
- Working together – blackfellas and whitefellas

- Pathway is clear for growth
- Opportunities for youth to lead; grow; design; voice

Design

What do you feel are the most promising areas in which you could expand your work?

- Medicine and bush trips, passing on culture and safe 4 kids program & sports and rec, music program

- Healthy pregnancies
- Skill development
- Youth development
- Flexible response to local needs
- Collective impact – provide framework, be the backbone

- Early childhood and youth leadership/outside of school hours
- Developing these further to be more inclusive – making sure all kids come together from different camp areas

- Archive work and cultural information – language, for all clans
- Website
- Building – operational
- Money
- Talking to PM&C
- Investigating meaningful conversations and partnerships
- Ongoing evaluation and monitor
- Maintaining language (common & uncommon)
- Literacy in language

What gets in the way?

- Violence
- Drugs
- Alcohol
- Bad behaviour
- Teen pregnancy

What is Collective Impact?

Collective Impact is a framework for collaboration between communities and organisations across sectors to achieve systems change for a common purpose.

Collective Impact is specifically tailored to address complex social problems, understood as situations in which:

- No one actor alone can solve alone
- There are gaps and silos in the system
- There is a lack of coordination among actors
- New policies or significant policy change are needed
- Innovation or new solutions are required

Collective Impact Principles of Practice

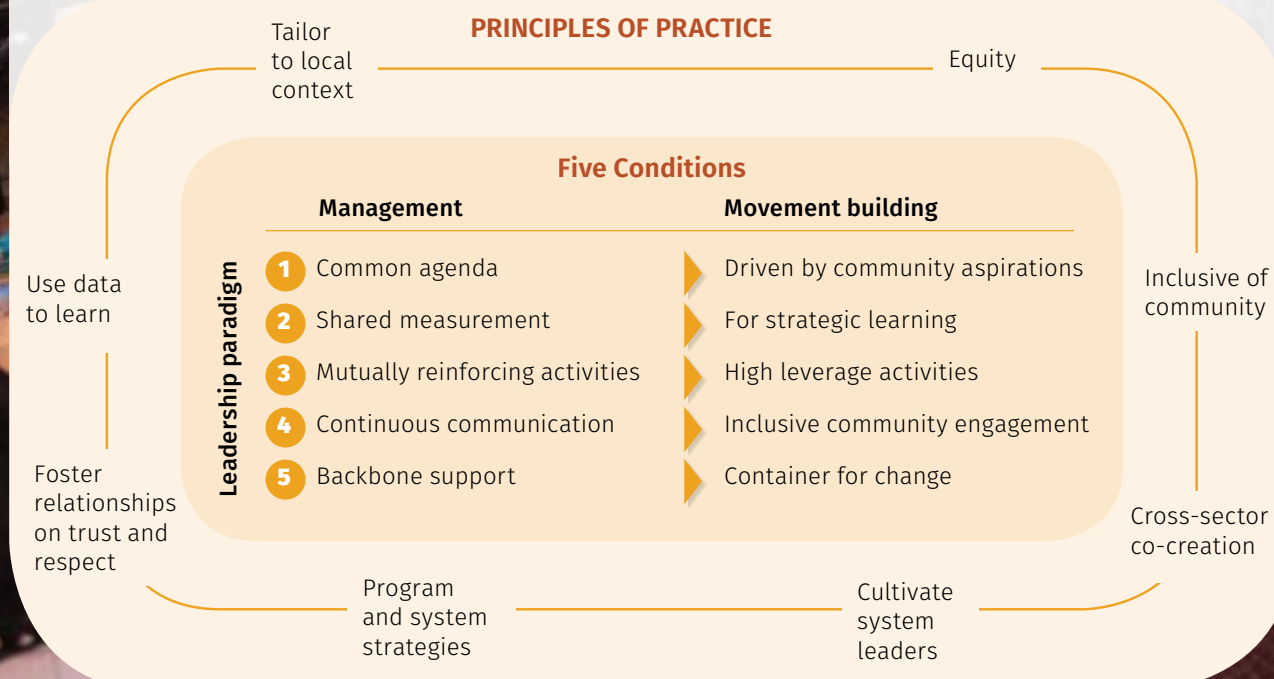
- Design and implement the initiative with a priority placed on **equity**.
- Include **community members** in the collaborative.
- Recruit and co-create with cross-sector partners.
- Use data to continuously **learn, adapt and improve**.
- Cultivate leaders with unique **system leadership** skills.
- Focus on program and **system strategies**.
- Build a culture that fosters **relationships, trust and respect** across participants.
- Customise for **local context**.

(Brady & Juster 2016)

People, organisations and sectors work together, led by communities



PRINCIPLES OF PRACTICE



Mutually Reinforcing Activities

After outlining Collective Impact as a concept, Local Community Board members worked with Sharon, Jaye and Emma to understand the element of Collective Impact called 'Mutually Reinforcing Activities'.

The groups were asked to think about stakeholders and partnerships in their community, to come up with ideas about how they can incorporate more mutually reinforcing activities into their SCFC programs.

Definition:

Mutually Reinforcing Activities:

- Plan of action coordinated by a diverse set of cross-sector stakeholders
- Activities differentiated so that each actors role reinforces the others

"not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the action of others"

(Kania and Kramer)



Local Community Board Discussion

Firstly we talked about the features of a good partnership:

- Communications – both ways
- Supporting all partners and people involved
- Trust
- Building relationships – can take time
- Learn about each other, listen
- Inspire each other
- Having a goal
- RESPECT – respect has to start and be taught early, always listen to Elders and know the meaning of respect. This will help give a good start in relationships through life.

How can we work with our SCfC partners to coordinate our efforts and maximise our results?

- Having a meeting to invite the right people to hear about the outcome
- Making a plan first with community and then take it to stakeholders
- Lots of planning is needed
- Having the right place where the ideas and thinking can happen
- If you have a big group first, sometimes there are competing priorities
- Using the right language is important
- Getting kids to participate
- Learning from the kids too – What do they need from us?
- The kids will trust us to tell and show what they need
- Good communication and supporting each other can build trust
- Important to make sure everyone comes together to know what's going on
- Plans don't come together immediately, sometimes people/groups need to go away and think about
- If a program stops because of one stakeholder, who can come together to make sure the good things keep going?
- Has to come from community
- To make activities better and fix problems sometimes inspiration needs to come from other communities and what's working or what didn't work there
- If something is not working everyone should get together to think of a different way that it can be successful
- It must have the right people working on the topic

What can we (community) do to support mutually reinforcing activities?

- Modelling “the way”
- Networking – better relationships, more involved with the community
- Features of mutually supporting activities; Accountability; Trust; Respect; Honesty – both ways
- Build in the relationship
- Watch and support the growth of young children
- Fathers are left out, they need to be involved in the child's learning
- Guiding the growing/growth of parent and families
- Nurturing the child's learning from both families and organisations, programs
- Research history of communities and people – both local and service providers
- Healthy lifestyles
- The government takes away the person that has learnt the community ways, especially when community are ready to proceed through that person
- Balance everyone – local people and service providers
- Look back to the parents to support the child
- Service providers to engage properly with community for service they are delivering – adapt the style for culture and community
- Service providers should employ indigenous workers to help them out with their work eg. Like an interpreter
- Mothers and fathers to become role models to support the program and be part of it.
- Be the “voice” – this is our community, you have to abide by our rules. Stop, look, listen and learn – Thrive!





Remote Early Childhood Integrated Services

Following on from a presentation at October 2017's Knowledge Sharing Seminar, Randall Cook and his team Mardi Haselton and Andrea McNair, presented to Facilitating Partners on the progress of the NTG Remote Early Childhood Integrated Services work.

Working forward into the new phase of the program funding, the Department of Prime Minister and Cabinet are supporting the Stronger Communities for Children Program to strengthen it's collaboration with community members, governments, service providers, schools, and other non-government organisations. By working together, we will make a 'collective impact' that is greater than any one organisation or service can achieve alone.

The NTG Remote Early Childhood Integrated Services team explained what work they were currently doing in SCfC communities, and where their Collective Impact work is looking to expand if communities were keen for their support.



Northern Territory Government Child and Family Centres (CFC's)

The NTG CFC's are a focal point for the integration of services focusing on children from before birth to 5, and their families within a community.

CFC's can and do provide services for young children and their families e.g. Families as First Teachers; child care; maternal and child health; etc. but are not 'one stop shops'. Rather they promote and facilitate a community wide 'no wrong door' approach to services for young children and their families.

CFC's have adopted a modern Collective Impact approach with the CFC being the 'Container for Change' through which 'Inclusive Community Engagement' supports the identification and articulation of 'Community Aspiration' and encourages 'High Leverage Activities' and 'Strategic Learning' across all service providers.

The CFC Integrated Service Model operates on the following principles:

- Services are centred on the child and family and are integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to prevention and early intervention
- Services are committed to a long term, evidence informed approach

The CFC Outcomes Framework

- The CFC Outcomes Framework was developed for the NT Child and Family Centres, with 6 outcomes in the areas of child, family and community. It has principles outlined regarding service delivery and has been aligned with the ARACY Nest.
- Each CFC is working on a localised outcomes framework that identifies place based priorities meaningful to their context as well as relevant strategies and indicators to their community.

Collective Impact Work in NT Communities supported by the NTG Remote Early Childhood Integrated Services Team

NTG Child and Family Centres

- Palmerston
- Ngukurr
- Yuendumu
- Maningrida
- Gunbalanya
- Larapinta

Connected Beginnings

- Alice Springs
- Tennant Creek
- Galiwin'ku
- Groote Eylandt

Local Early Childhood Development Community Partnership Projects

- Currently being explored in Katherine, Papunya and Haasts Bluff
- Will be available to support other remote communities who are happy to receive support to build an Early Childhood Collective Impact initiative



Feedback from Facilitating Partners

Santa Teresa

The additional workload for measurement of a Collective Impact approach would be huge

Ntaria

The info we use by service agencies is a particular data set that can be negative. We need to find a broader and inclusive data set.

Galiwin'ku:

The decision making board are true to community voice

We need to flip it around a little bit – currently we receive Expressions of Interest, then the board make decisions on what to fund. We need instead to work together to change systems i.e. school attendance

Connected Beginnings are about to kick off – maybe SCfC is part of the Connected Beginnings Group

Wadeye

We have a collective Early Childhood approach to ensure avoiding duplication

Common measurements have been built into all contracts

We have a common agenda that we're trying to strengthen across programs

Data sets are driven by Government. We have no control over that. School Attendance would be a good place to start with Collective Impact.

Timing is important to drive or participate in Collective Impact, and to be involved in the measurement.

We need to define impact in a way that has meaning to the Aboriginal people on the ground.

Partnerships

To tie together the previous Facilitating Partner and Local Community Board separate sessions, we got together and finished off the seminar with a community mapping activity.

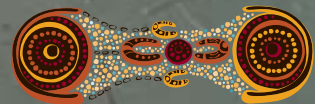
The aim of this session was to talk about the partnerships the SCfC program holds in each community, and to think about why Local Community Boards have chosen to fund the SCfC activities in their Local Community Plans. We hope that this exercise has helped provoke thought about community assets, partnerships, and potential mutually reinforcing activities that could be implemented to improve outcomes for children and families.







WE WOULD LIKE TO THANK
ALL THE PARTICIPANTS OF THIS
KNOWLEDGE SHARING SEMINAR FOR
THEIR ENERGY AND INPUT OVER
THE TWO DAYS.



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