Introduction:
Innovation in the Social Sector
Innovation in the social sector

- Melbourne Institute and IBM’s ‘innovation index’
- Social innovation theory: “the application of new ideas that work to improve peoples’ lives by reducing the growing gap between the scale of the social problems we face and the scale of the solutions on offer” (2007: Geoff Mulgan, *Social Innovation*)
- The future growth and wellbeing of Australia depends as much on social innovation as on new technologies (*OECD in Figures: 2006-2007 Edition*)

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Dual Generational Learning
Dual Generational Learning

- A strategy in which educational activities and support address the developmental needs of more than one generation

- The evidence in support of DGL
  - Brain is an ‘environmental organ’ (Hertzman: Human Early Learning Partnership – University of BC, Canada)
  - Inequality of family opportunities requires building the capacity of disadvantaged children and their parents in a holistic manner (2006: Heckman The Economics of Human Skills)

- Reflects one of our 8 Guiding Principles: ‘be focused on disadvantaged children within the family context’.

The Smith Family’s Investment in Dual Generational Learning

- **FORUM**
  - **INDIVIDUAL**
    - Financial Support
    - Personal Support
    - Personal Development
    - Literacy Skills
  - **COMMUNITY**
    - Early Childhood Place Management
    - Disadvantaged communities build their capacity to become child-friendly communities through a range of initiatives implemented by multiple stakeholders
  - **FAMILY**
    - Dual Generational Learning
    - The family unit is strengthened through targeted skills training for parents provided in tandem with initiatives to support their children’s development

- **STRATEGIC EMPHASIS**
  - Key Objectives
    - Individuals receive financial and personal support to facilitate their development (pre-kindergarten to tertiary education—parents, secondary and tertiary)
  - Example Programs
    - Financial Scholarships
    - Microsoft Unlimited Potential Commuter Skills Training Program
    - Recognizing the Parental

Exhibit 1: The Smith Family’s Investment in Dual Generational Learning
Dual Generational Learning

Anticipated benefits based on national and international evidence to identify the key drivers of success

• Strengthening of the family unit by improving the quality of relationships and the skill development of its members
• Development opportunities for adults to support and strengthen their capacity as parents, potential employees, citizens and community participants
• Engagement of stakeholders beyond parents and children to ensure DGL outcomes are supported and sustained across the wider community and at key transition points
• Linkage of DGL initiatives, wherever possible, to Learning for Life suite of programs and support.

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Schools at the Centre in the Northern Territory
Schools at the Centre

- Examples of DGL that involve places and sets of partnerships between schools and other community resources (Henderson & Mapp 2002)
- Have an integrated focus on
  - academics
  - family support
  - health and social services
  - youth and community development
- A focus for people coming together for many purposes
- *Schools at the Centre* are community meeting places where
  - families come initially *with and for* their kids
  - trust is built between parents and school staff
  - parents and carers can access programs for themselves

The Model’s Value Proposition

- Design and development of SAC programs draw upon national and international evidence to identify the key drivers of success
- Facilitates better outcomes *for* children and families *through* the school
- Strengthens family functioning and wellbeing
- Enhances the capacity of schools and communities by
  - Supporting the school with resources from the community
  - Facilitating pathways from the school to the community and from the community to the school.
Ramingining (East Arnhem)

*(TSF currently works with 13 school communities.)*

• General Aim in Ramingining: to impact on 245 students by
  – encouraging attendance
  – enhancing the early learning environment
  – supporting parent participation
  – providing post-school pathway experiences.

• Two main program emphases:
  – DGL Early Learning Centre for parents with children 0 – 4 years old
  – Post-school mentoring program exploring options of work and tertiary studies beyond Ramingining.

MacFarlane Primary (Katherine)

General Aim: to support the physical, emotional, and cognitive developmental needs of 275 young children through:

• The Breakfast with a Mentor Program

• The Play and Learn Centre in conjunction with
  – Unlimited Potential CTLC
  – Families and Schools Together

• Two AFL Sports Ready Australia Trainees working across the school to encourage and support attendance and active participation.
Moulden Park School & Neighbourhood Centre (Palmerston)

General Aim: to work in partnership with Palmerston High to improve early learning and transition to high school for 443 students by

- Early Childhood Support
- Families and Schools Together
- Transition to High School
  - Unlimited Potential CTLC
  - Financial Literacy
- Expansion of the Homework Centre

Conclusion

School Readiness of Indigenous Children in the NT
SAC’s Facilitate School Readiness

SAC’s are primarily about the preparedness of Indigenous children to meet the challenges of school in relation to their:
- Physical health and wellbeing (motor development)
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

They do this by:
- Providing access to environments and facilitating relationships and programs for children’s early years development and readiness to transition into school, as well as for the learning opportunities of parents and other family members.

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Schools at the Centre – innovation for improved dual generational learning and social outcomes
Sydney University Research Fest
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