WHAT FAMILIES ARE TELLING US IS GREAT ABOUT WT3:

“Just them getting time to play with other kids. They were forever asking to play with the kids next door, just wanting to interact. Having other kids to play with is the whole point in sending my child there, not to get a five-hour break.”

Pilot update

The WT3 project team is pleased to announce that 90 per cent of WT3 pilot places have been filled as a result of everyone’s shared efforts; that’s 49 three-year-olds who are now engaged in early learning.

We still have a few places in Kingborough. Please get in touch if you know any families who may be interested in this opportunity via email to: WT3@education.tas.gov.au

Through working together, service partners are effectively collaborating with families, the WT3 project team and other state and community services to support participation. With our fortnightly developmental evaluation cycle, we are learning about what is and isn’t working and adapting practice based on what we’re hearing.

The WT3 team has received many inquiries from people who want to get involved with the WT3 opportunity in 2020. We will be in a position to action decisions arising from the 2019 pilot in the last quarter of this year. We are however committed to actively keeping everyone in the loop with updates through meetings, monthly webinars, regular website updates, and this monthly e-Newsletter.

Monthly webinars

June Webinar: What is involved in the WT3 co-design process and how is it critical to the success of this opportunity?

Join guest speakers from TACSI, Ash Alluri and Alazne Alvaro who will present along with WT3 Project Manager, Tess Dryza. TACSI is partnering with the Department of Education as the WT3 co-design facilitation partner.

Thursday, 13 June from 11:30 to 12:10pm

“We believe that the best innovations come from working alongside the people who face the very challenges we’re trying to solve … Innovation is not the end game. Our ambition is people living their best life and having every opportunity to reach their potential.” (TACSI)

Register now: https://register.gotowebinar.com/register/1317416539835182092
Access last month’s webinar recording

2020 and beyond – Future Considerations for the WT3 Funding Model

The guest speaker, James Blake is a Director from Deloitte Access Economics. He discusses the set of guiding principles and initial design elements to inform the development of options for funding WT3 into the future. He also provides insights into how state funding intersects with federal funding and the priority design elements.

https://register.gotowebinar.com/recording/1789109226730215681

Engagement team members join the WT3 project team

The WT3 team has welcomed the four engagement workers who have ‘hit the ground running’ and are making connections in the communities where they are based.

Lauren Berry
Glenorchy LGA
lauren.berry@education.tas.gov.au

Senior Social Worker, Lauren will be working across the Glenorchy Local Government Area (LGA). She joins WT3 with 20 years of professional experience, and a drive to make a difference to families’ lives.

“I look forward to working in a model that supports early intervention and positive opportunities for families. WT3 is unique because it focuses on funding places for eligible three-year-olds in early learning while supporting them and their families with wraparound support,” she said.
WHAT FAMILIES ARE TELLING US IS GREAT ABOUT WT3:

“I love Storypark (a photo sharing app). That’s just the bee’s knees! We can see what our child is doing and what they’re learning that day and also how they are learning.”

“I see [name]’s speech has got a lot better. Because, [they] had a bit of a problem with speech. Like, [they] could talk, but would hardly ever put two, three or four words together. Now a lot of what [they’re] saying is as plain as day and really clear, and I believe that [WT3] has had some part of it. [They’re] around a lot more kids that are talking and all that sort of stuff, so it has really made a big impact on [them].”

Danica Griffin
Devonport LGA
danica.griffin@education.tas.gov.au

Danica is working across the Devonport LGA. She previously worked as an early childhood teacher in schools and has recently completed a Masters of Social work.

“I look forward to working on this initiative because of the variety of people and service providers coming together to support social inclusion and the development of children”.

Nick McGowen
Kingborough LGA
nick.mcgowen@education.tas.gov.au

Nick is working across the Kingborough LGA. He has worked for the past decade in the Mental Health Community Sector.

“I am looking forward to the opportunity to support and work with families, with the added bonus of working in and for my local community”.

Sarah Mitchell
Launceston LGA
sarah.coker@education.tas.gov.au

Sarah is working in Launceston. Previously she worked as the Community Inclusion Worker at the Ravenswood Child and Family Centre.

“I am excited about WT3 because it can make a life-long impact for families. I am passionate about the early years and giving all children the best possible start”.

WT3 wraparound support

WT3 is recognised as a nationally significant initiative with the provision of wraparound support in addition to opening up places for eligible children to access quality early learning.

Service partners have been working in partnership with families to enable wraparound supports. WT3 Engagement Workers are now on board and collaborating with service partners, families and other community services to make connections across the system.

WT3 wraparound supports have three key components delivered by service partners working in collaboration with engagement workers, the Department of Education and other community services:

1. building your own capacity
2. building family capacity
3. building community capacity.
Some practical examples of what wraparound support looks like:

» building relationships with families and applying the Family Partnership Model approach
» building relationships with professional and non-professional supports
» shifting mindsets toward strength based, risk management approaches to collaboration with families (as opposed to deficit-based, risk-averse approaches)
» upskilling everyone working with families to better understand the barriers families are facing (including reflecting on personal and professional mindsets)
» Warm referrals, including working in partnership with families.

The Australian Centre for Social Innovation (TACSI) has developed a practical guide to wraparound support which is being tested as part of the pilot. The WT3 service model recognises the challenges that are faced by children and families are often multiple and inter-connected, requiring more than a single service response.

During the 2019 WT3 pilot approaches to wraparound support will continue to be trialed and evaluated to inform future practice.

Australian Early Development Census (AEDC) releases data

The latest AEDC census data shows children in Tasmania have shown significant improvements in communication skills and general knowledge. The AEDC reports on the percentage of developmentally vulnerable, at risk and on track children across five key developmental areas for communities across Australia. The data is useful to assist the Early Childhood Education and Care (ECEC) sector develop targeted support and partnerships. It can also provide insights into understanding developmental milestones and how progress can be monitored. This helps centres to pinpoint the services and resources to target support for children.

Community data provides useful insights into children’s development in a local context. Background on the five key developmental areas that are assessed is also available. In Tasmania overall for 2018:

» no statistically significant change in four of the five domains or developmental vulnerability in one or more domains (DVI)
» significant improvement in Communication skills and general knowledge
higher levels of developmental vulnerability (DV1) in the Indigenous population.

boys, a higher level of developmental vulnerability (DV1) compared to girls.

Teachers reported that the majority of children:

are adapting to school

are being read to at home

and parents/carers are actively involved in the school.

All these are factors that help reduce vulnerability.

To find out more phone: 6165 5708 or email: aedc@education.tas.gov.au

B4 Early Years Toolkit for a great start

The B4 Early Years Coalition (B4) has launched the ‘B4 Early Years Toolkit’, an innovative and growing set of resources aimed at assisting everyone to understand the importance of the early years from pregnancy to 4 years. It includes valuable ideas and encourages everyone to support children during the early years.

Senior Project Officer for B4, Annette Fuller says the toolkit has been very well received by parents, families, early years educators, businesses and communities.
“The Early Years Toolkit shares with everyone the story of the early years and why the period pregnancy to 4 years, being the most rapid period of development in our lives, is so important.

“We were motivated to develop this tool kit to support every person in Tasmania including families, grandparents, aunties, uncles, community members, educators, workplaces and service providers – to play their part in helping Tasmanian children to reach their potential” she said.

People can access the B4 tool kit electronically or by contacting B4 Support Team: 6165 5666 or email: b4@education.tas.gov.au

Upcoming events

The theme for this year’s Early Childhood Australia (ECA) conference is ‘From vision to action’. This aims to progress ECA’s vision of ‘Every young child is thriving and learning’. Registrations are open and early bird prices are available for a limited time.

Join some of Australia’s leading experts on the early years from 25–28 September at the Hotel Grand Chancellor, Hobart.

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019

The theme for this year’s Early Childhood Australia (ECA) conference is ‘From vision to action’. This aims to progress ECA’s vision of ‘Every young child is thriving and learning’. Registrations are open and early bird prices are available for a limited time.

Join some of Australia’s leading experts on the early years from 25–28 September at the Hotel Grand Chancellor, Hobart.

THE AUSTRALIAN CONFERENCE FOR NEURODEVELOPMENTAL DISORDERS (ACND)

Tickets are available for the first ACND Conference to be held at the Launceston Conference Centre from 19–21 September.

The conference has streams for educators, education specialists, parents and carers – as well as sessions for clinicians and practitioners. One of the keynote speakers is Russell Barkley who is known internationally for his work on Attention Deficit, Hyperactivity Disorder (ADHD). This is his only Australian presentation and it is a great opportunity to hear from one of the top internationally known specialists in this field.

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To subscribe to our monthly newsletter electronically, visit: education.tas.gov.au/WT3

Working Together for 3 Year Olds
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