Pilot update

July marks the end of the co-design phase of the WT3 pilot. The WT3 team and service partners have successfully completed the final co-design workshop with the initiative’s co-design partner, The Australian Centre for Social Innovation (TACSI). Children who are accessing the WT3 opportunity will continue to participate in quality early learning until the end of the year.

As a partner on WT3, The Tasmanian Council of Social Services (TasCOSS) has reported on key findings from families who are engaged in the 2019 pilot. In-depth interviews have been conducted with families from the five pilot locations.

Families lived experience is key to the WT3 co-design process and their participation is integral along with our Early Childhood Education and Care (ECEC) service partners. The vast majority of families have said WT3 has had a positive impact on their child and ECEC educators have successfully built trusting relationships with families. They have reported that having time for themselves means they can go to appointments, spend one-on-one time with younger siblings and explore study and training options.

Key challenges reported are separation anxiety for carers and children, transport, building community connections, and being able to access and find out about other services.

Survey

Families were asked to rate their experiences of five key themes on a scale of 1–5, where a score of 1 indicates a poor experience and 5 an excellent one. Below are the average scores for baseline questions from first-round interviews:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLMENT</td>
<td>4.72</td>
</tr>
<tr>
<td>COMING BACK</td>
<td>4.69</td>
</tr>
<tr>
<td>GETTING THERE</td>
<td>4.47</td>
</tr>
<tr>
<td>GETTING ALONG</td>
<td>4.72</td>
</tr>
<tr>
<td>CHILD HAPPINESS</td>
<td>4.69</td>
</tr>
</tbody>
</table>
**Investment in the early years pays off**

Australia’s first economic analysis of early childhood education has found every dollar invested in the early years, generates benefits of $2 to the child, parents/carers, government, and business.

The organisation, The Front Project commissioned PricewaterhouseCoopers to do the landmark study *A Smart Investment for a Smarter Australia* on the economic analysis of children in the year before school.

The study assesses the benefits of early childhood education against the cost of providing it and concludes this investment creates broad flow-on effects like supporting healthier, happier families, a boost in productivity and increase workforce participation.

The report found the key economic benefits for every dollar invested in early childhood education results in:

» More than $997 million to children themselves (through a lifetime of increased earnings)

» More than $1.46 billion to families (due to increased earnings gained by returning to the workforce earlier and boosting hours in the year their child attends early childhood education as well as the impact of a shorter career gap)

» More than $1.96 billion to government over the life of the child (from increased tax revenue and decreased expenditure on health, justice and welfare)

» More than $319 million to business and the economy (from the productivity boost of a more educated workforce).

The study concludes that there are issues with affordability and access to early education for the most vulnerable children. It says more needs to be done to ensure all children, no matter what their background, have access to quality early education.

WT3 VISION

Confident and creative three year olds, thriving in strong, connected communities.

**WHAT FAMILIES ARE TELLING US IS GREAT ABOUT WT3:**

“I think that it’s important to build a community for a number of reasons outside the fact that as a parent, you don’t have everything that your child needs. I think they do need significant other adults in their life. It’s an old saying, but it’s very true: It takes a community to raise a child.”

Graph showing the benefits generated by children attending early childhood education total approximately $4.8 billion

(Source: *A Smart Investment for a Smarter Australia*)
Service partner profile
– Lady Gowrie Alanvale

WT3 caught up with Jann at the Lady Gowrie centre in Alanvale Launceston. We talked about the WT3 experience for her and the team.

JANN WILLIAMS
Northern Team Leader
Lady Gowrie

What has it being like for you to be part of WT3?

“It has been really positive and something that stands out for me and my staff has been the professional learning and networking opportunities. We did a four-day training early on and the connections we made have built-up over time. The topics we have covered have been relevant and guest speakers have been great. We cover theory then educators interact and we put the theory into practice and share our experiences with each other. We have limited opportunities for professional learning so this aspect of WT3 provides us with a unique opportunity.”

Have your professional practices changed as a result of your involvement in WT3?

“WT3 has reaffirmed and brought forward things that I knew like the strategies taught in Family Partnership Model (FPM) training. Refreshing this knowledge and taking the time to step back and reflect on how we work with families has been valuable.

The benefit to the centre has been immense and using a child-centered focus is key. We know families lives are complex so we try to focus on empathy. Through training like FPM we focus on this and also on actively listening to families.”

WHAT FAMILIES ARE TELLING US IS GREAT ABOUT WT3:

“I want to try and go back to TAFE – I want to try and learn more because I’ve always been interested in nursing.”

“I do want to do some study, I missed the deadline last time. I would like to do something on youth drug and alcohol. I don’t have any qualifications over year 10, so I have got to get something done.”

What do you think is unique about WT3?

“Families often have complex needs and the wraparound support WT3 provides has been so welcomed. As educators, we need to set personal care boundaries, so having the WT3 Engagement Workers on board has been significant. They have been providing support, referring families and creating connections to external agencies. This along with the professional learning opportunities is really what is making WT3 so unique.”

Co-design phase of WT3
pilot draws to a close

Participants at the final co-design workshop considered what has and hasn’t worked during the pilot and what adaptions can be made to WT3 for 2020 and beyond.

Many service partners say their involvement in WT3 has had broad-reaching benefits for their Early Childhood Education and Care services.

“We have gained a deeper understanding of how to support children with a broad range of needs. Also, social issues like accessing transport have come into the spotlight. The journey for our WT3 families has been amazing. Children have developed socialising skills and are also are getting used to routines,” said Una Lalagavesi from Discovery Dominic and Illara.
**Monthly webinar**

Guest speakers from The Australian Centre for Social Innovation (TACSI), Ash Alluri and Alazne Alvaro joined WT3 Project Manager, Tess Dryza for this informative presentation. TACSI is partnering with the Department of Education as the WT3 co-design facilitation partner.

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

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“*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

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**Engagement in WT3 opportunity co-design**

![Engagement Levels Diagram]

**INFORM**

**CONSULT**

**INVOLVE**

**COLLABORATE**

**EMPOWER**

**INCREASING LEVELS OF ENGAGEMENT**
The WT3 dashboard

The WT3 monitoring, evaluation and learning (MEL) plan adopts a participatory and “developmental evaluation” approach to tracking progress and generating insights of relevance for iterative improvement and adaption.

**Developmental evaluation** provides evidence and processes to help test early ideas in order to develop a new service, system, idea, way of working, or program element.

The MEL plan will generate monthly insights of use during the co-design as well as summative findings about WT3’s effectiveness. It will utilise quantitative and qualitative data collecting methods, including activity and outcome monitoring, reflective practice, semi-structured interviews and the “Most Significant Change” technique to collect rich accounts and stories from participating families and service providers.

The data will be collected by the core MEL partners – TasCOSS, TACSI, the Department of Education, ECEC Service Partners and Clear Horizon. It will be securely managed and follow ethical conduct guidelines.

There will be a shared sense-making process at the end of the pilot, via a “Reflection Workshop” that will be held at the end of the co-design process with key stakeholders.

The key outputs of the MEL plan are an online interactive dashboard, designed as a learning and reporting tool for core partners, and a short evaluation report produced by Clear Horizon to be delivered in August 2019.

The dashboard is an online report that shows what’s happening in the pilot in a way that’s easy to understand. It can be updated regularly using the data we collect from those involved in the pilot – including the five Local Enabling Groups (LEGs) in the pilot locations. We will use snapshots from the dashboard to guide our discussions in the LEGs.

For WT3, Developmental Evaluation will assist us to develop and improve solutions linked with our WT3 goals and the prototypes we are developing to help improve access and participation for 3-year-olds in education and care services.

We see Developmental Evaluation as a ‘golden thread’ for learning and evaluation that will run throughout the WT3 pilot and co-design process. We will be asking “What is working well and, why?”, “What needs to be improved?” and “What are we learning about the WT3 model?” in order to make improvements to our approaches.

The methods we will use can provide real-time feedback to those testing different solutions as part of the design.

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Working Together for 3 Year Olds

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