



**CONNECTED
BEGINNINGS
LUTRUWITA/TASMANIA**

JOURNEY TO CHANGE & COLLECTIVE PLAN
KUTALAYNA COLLECTIVE



OUR CHILDREN
OUR COMMUNITY
OUR CULTURE
OUR COLLECTIVE CHANGE





THE KUTALAYNA/JORDAN RIVER HAS BEEN A PART OF THIS
COUNTRY FOR THOUSANDS OF YEARS AND IS A
SIGNIFICANT CULTURAL SITE FOR PALAWA PEOPLE.

IT PROVIDES A GATHERING PLACE FOR CELEBRATIONS,
CEREMONIES, SONGS, TRADING, FOOD, AND EVERYDAY
LIFE. WE CONTINUE TO LIVE AND WORK ALONGSIDE THE
KUTALAYNA/JORDAN RIVER WITHIN ITS COUNTRY TO
BRING OLD AND NEW TOGETHER.

USING AGE-OLD PRACTICES OF A PLACE-BASED APPROACH,
THE KUTALAYNA COLLECTIVE COMMUNITY WORK TOGETHER
TO SUPPORT AND TURN OUR ABORIGINAL CHILDREN'S
HOPES AND DREAMS INTO REALITY.



CONNECTED BEGINNINGS

Connected Beginnings Lutruwita/Tasmania aims to increase the health, educational, developmental, and social outcomes for Aboriginal and Torres Strait Islander children aged 0-5 years. Every Aboriginal child is given the opportunity to thrive in their early years, ensuring they are healthy and have a lifelong learning journey.

The Connected Beginnings program is delivered under a Collective Impact framework. Connected Beginnings Lutruwita/Tasmania aims to elevate the Aboriginal community's voice, support integrated service provision, promote culturally safe services, and facilitate positive actions to improve community outcomes.

Connected Beginnings Lutruwita/Tasmania place-based program demonstrates how community-driven change can be made within the new Closing the Gap partnership arrangements. This transformation can happen if all services have a shared vision, trust, and commitment to creating meaningful and lasting systems changes for Aboriginal children.

The Connected Beginnings Lutruwita program has three place-based sites:



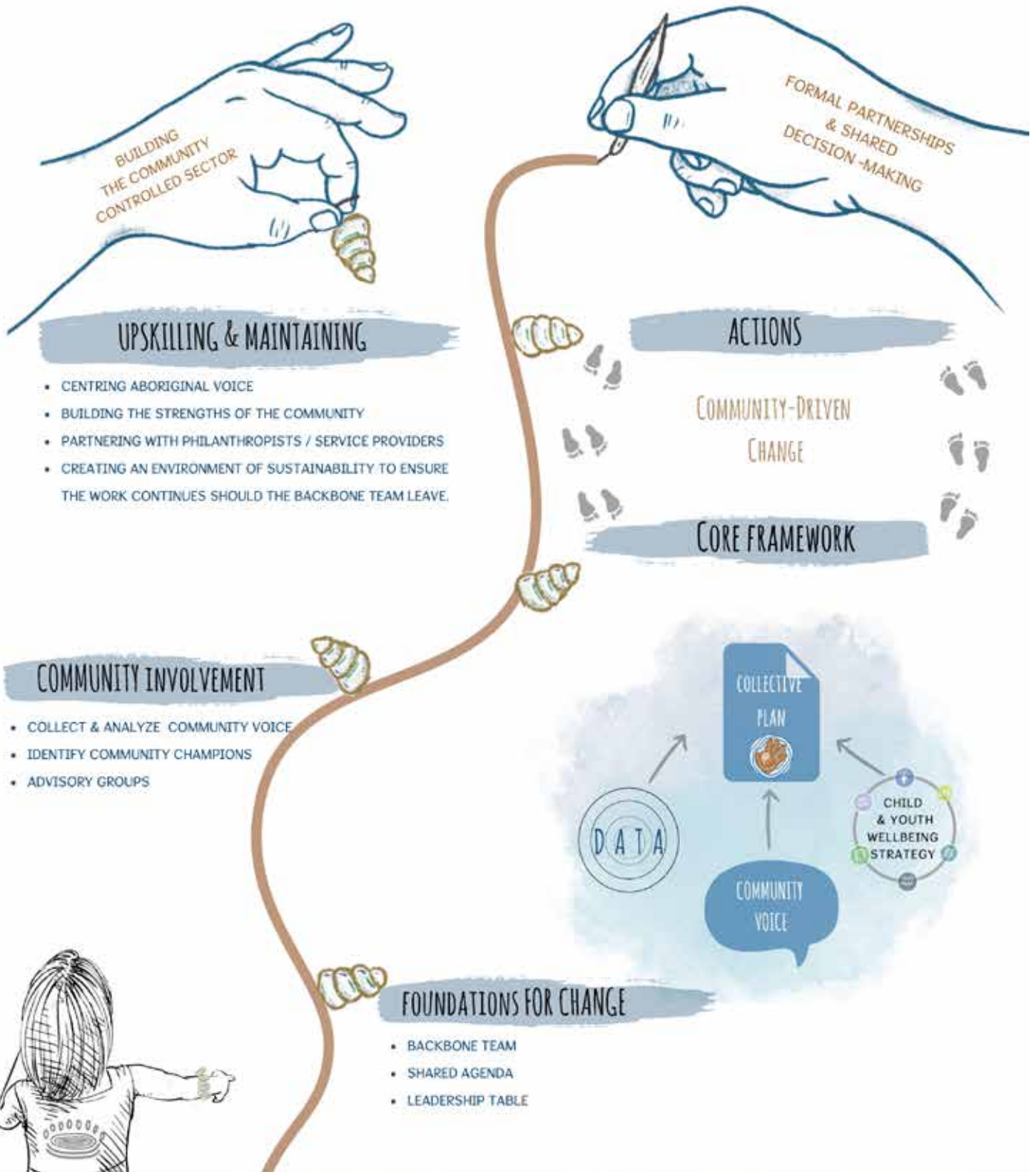
 Kutalayna Collective

 Pataway Collective

 Kanamaluka Collective

JOURNEY TO CHANGE

ABORIGINAL CHILDREN IN KUTALAYNA ARE GIVEN EVERY OPPORTUNITY TO THRIVE IN THEIR EARLY YEARS, ENSURING THEY ARE HEALTHY AND HAVE A LIFELONG LEARNING JOURNEY



THE COMMUNITY IS READY FOR CHANGE










THERE IS SUPPORT FOR USING A WHOLE OF COMMUNITY APPROACH

THERE IS AN UNDERSTANDING THAT EVERYONE HAS A PART TO PLAY IN SUPPORTING THE CHILD'S JOURNEY

THE INITIATIVE IS PLACE BASED

COLLECTIVE PLAN

KUTALAYNA

 <p>The shared agenda is embraced by partners of the Kutalayna Collective</p>	 <p>Aboriginal children and their families are healthy and well</p>	 <p>Aboriginal children are at the center of our work</p>	 <p>Data is used to inform the work</p>
 <p>All children are ready for the transition to school</p>	 <p>All Aboriginal children have a connection to culture and country</p>	 <p>An integrated and aligned service system</p>	 <p>All Aboriginal children actively participate in early years services prior to starting school</p>
 <p>There is ongoing work at the systems-level to support lasting change</p>	 <p>There is a commitment to lifelong learning</p>	 <p>Community cohesion enables collective action, participation, and positive agency</p>	 <p>The collaborative work is sustainable</p>

COLLECTIVE PLAN OUTCOME STREAMS

<p>COMMUNITY</p>  <p>This stream outlines the outcomes needed for a cohesive, self-sustaining community where culture and diversity are celebrated</p>	<p>SCHOOLREADINESS</p>  <p>This stream outlines the holistic health and education outcomes needed to ensure Aboriginal children are healthy and ready for their transition into school by the age of five</p>	<p>TRANSFORMATIONAL SYSTEM CHANGES</p>  <p>This stream outlines the outcomes needed in the child's broader environment to achieve meaningful and lasting change for Aboriginal children</p>
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COLLECTIVE PLAN



TRANSFORMATIONAL SYSTEM CHANGES

AN INTEGRATED AND ALIGNED SERVICE SYSTEM

- The service delivery model in Kutalayna/Jordan River is coordinated, comprehensive, and culturally safe
- Services in Kutalayna/Jordan River have strong working relationships and healthy communication channels
- A current and accurate service map exists to inform community and decision making
- Warm referral pathways and care coordination support are provided for children and their family



THERE IS ONGOING WORK AT THE SYSTEMS-LEVEL TO SUPPORT LASTING CHANGE

- Strong community leadership is represented in the Kutalayna Collective
- A committed group of change agents support the work by elevating identified issues that need to be addressed at a higher level
- Synergies and linkages with other Connected Beginnings Lutruwita/Tasmania sites and other place-based initiatives are identified and actioned



ALL EARLY YEAR SERVICES IN KUTALAYNA COMMUNITY EMBRACE THE SHARED AGENDA

- Services that are partnered with the Kutalayna Collective actively commit to support Aboriginal children aged 0-5 years
- There is a commitment to Closing the Gap



EARLY YEARS DATA IS USED TO INFORM THE WORK

- Early year's data is used to inform the work and actions for transformational system change
- The voice of the community drives activity and decision making
- An accessible platform exists to centralise community-identified data
- Have necessary systems in place to automate data processes to maintain the quality and reliability of data.



THE COLLABORATIVE WORK IS SUSTAINABLE

- There is ongoing capacity building of the community and stakeholders
- There is continuing networking and identification of opportunities to collaborate
- Strong partnerships with a diverse range of stakeholders and change makers ensure the work can be carried forward



COLLECTIVE PLAN



COMMUNITY

ABORIGINAL CHILDREN ARE AT THE CENTER OF OUR WORK

- Responsibility sits with the whole community, and everyone understands their part in improving Aboriginal children's health, educational, emotional, developmental, and social outcomes
- There is a common understanding of the ecological model of the child
- The community benefits from this focused work



ABORIGINAL CHILDREN HAVE A CONNECTION TO CULTURE AND COUNTRY

- The community has a strong sense of identity and celebrates their culture
- Aboriginal children are supported to learn about their world through connection and the outdoors
- The diversity of culture in the Kutalayna Collective is accepted and nourished



COMMUNITY COHESION ENABLES COLLECTIVE ACTION, PARTICIPATION, AND POSITIVE AGENCY

- Outcomes (e.g., lifelong learning and early years participation) are supported by community participation
- The voice of the community drives the work
- The strengths of the community are reinforced to build resilience and agency
- The narrative of the Kutalayna/Jordan River community is positive



COLLECTIVE PLAN



SCHOOL READINESS

ABORIGINAL CHILDREN AND THEIR FAMILIES ARE HEALTHY AND WELL

- A diverse range of allied health services is place-based and accessible to meet the needs of the children in Kutalayna/Jordan River
- No member of the Kutalayna/Jordan River community should have to leave the area to access health services
- All Aboriginal children receive their necessary developmental and health checks



THERE IS A COMMITMENT TO LIFELONG LEARNING

- There is an understanding that school readiness commences pre-birth, and the journey continues throughout their life
- A strategy is in place to support a child's First 1000 Days to ensure they have the best start to their learning journey
- There is a unified effort to foster wrap-around, holistic support for expectant mothers and their children
- Learning services and opportunities outside of the early years



ABORIGINAL CHILDREN ACTIVELY PARTICIPATE IN EARLY YEARS SERVICES AND THEIR PROGRAMS PRIOR TO STARTING SCHOOL

- Physical, social, health, emotional and cognitive development is enhanced in early-year programs to ensure children enter kindergarten with a readiness to learn
- Parents are supported to attend early-years services
- All early-year services are child safe, culturally sensitive and have a welcoming environment



ABORIGINAL CHILDREN ARE READY FOR THE TRANSITION TO SCHOOL

- All Aboriginal children are ready for their transition to school
- All Aboriginal children are provided with the resources to reach optimal health and achieve their developmental milestones.





THE KUTALAYNA COLLECTIVE HAS ALIGNED THE
COLLECTIVE PLAN WITH THE
TASMANIAN GOVERNMENT 2021
'IT TAKES A TASMANIAN VILLAGE - CHILD & YOUTH
WELLBEING STRATEGY'

THE CHILD & YOUTH WELLBEING STRATEGY PROVIDES A
FRAMEWORK TO IMPROVE THE WELL-BEING OF CHILDREN
AND YOUNG PEOPLE AGED 0-25 YEARS, WITH A SPECIFIC
FOCUS ON THE FIRST 1,000 DAYS.



IT TAKES A TASMANIAN VILLAGE

CHILD AND YOUTH WELLBEING STRATEGY, TASMANIAN GOVERNMENT - 2021



Being loved, safe and valued

Being loved, safe and valued means that children and young people:

- Have a safe, stable and supportive home environment
- Have positive, trusted relationships with other people
- Feel safe, secure and protected at home, in the community and online
- Feel valued and respected by teachers and other adults in their life and know that they are important to others
- Have a voice and the ability to raise concerns and have these concerns addressed
- Feel safe about their future, the environment and climate



Having material basics

Having material basics means that children and young people:

- Have access to suitable, secure, stable housing with adequate heating and cooling
- Have access to appropriate clothing and footwear
- Have access to nutritious food and clean water
- Have access to transport, required local services and materials to support participation in activities
- Have access to education and training materials
- Have access to the outdoors and green space



Being healthy

Having material basics means that children and young people:

- Are mentally and physically healthy
- Are health literate and have access to appropriate health and care service
- Are emotionally well, happy and supported
- Are immunised
- Are as physically active as they can be
- Are supported to engage in regular outdoor activities and nature-based play

CHILD AND YOUTH WELLBEING STRATEGY, TASMANIAN GOVERNMENT - 2021



GLOSSARY OF ICONS CHILD & YOUTH WELLBEING STRATEGY

IT TAKES A TASMANIAN VILLAGE

CHILD AND YOUTH WELLBEING STRATEGY, TASMANIAN GOVERNMENT - 2021



Learning

Learnings means that children and young people:

- Are attending and engaging in education, training or employment
- Are supported to learn by their caregiver and education providers
- Are participating in early childhood education
- Have their individual learning needs addressed to allow them to realise their learning potential
- Are developing literacy and numeracy skills appropriate to age
- Are supported to learn about their world through connection to nature and outdoors



Participating

Participating means that children and young people:

- Are engaging with peers and community groups
- Are an active participants in their own life: including being able to have a say and have their opinion heard and valued
- Are taking part in organised activities, including sport
- Have access to use technology and social media
- Can share experiences in nature and express their environmental views.



Having a positive sense of culture and identity

Having a positive sense of culture and identity means that children and young people:

- Can find out about family and personal history and are supported to connect positively with their culture
- Have a positive sense of self-identity and self-esteem
- Feel like they belong
- Are in touch with cultural or spiritual practices and have these practices valued and respected
- Can connect to nature and are supported to identify their core values about the environment as part of their culture and identity

CHILD AND YOUTH WELLBEING STRATEGY, TASMANIAN GOVERNMENT - 2021

Tasmanian Government 2022, 'It Takes a Tasmanian Village, Child and Youth Wellbeing Strategy,' Have Your Say - Wellbeing Tasmania, Retrieved 3 December 2022. <https://wellbeing.tas.gov.au>



GLOSSARY OF TERMS

COLLECTIVE IMPACT:

A collective impact framework is a collaborative approach of community members, organisations and institutions that work together to promote social change, and equity to benefit the entire community. To achieve population and systems-level change under a collective impact framework all stakeholders must communicate, align and integrate their actions.

ECOLOGICAL MODEL OF THE CHILD:

The ecological model of human development places the child at the centre and recognises the influence of relationships within the settings of the family, the community, wider society and the environment. Children and young people's well-being is heavily shaped by their relationships with their families and the wider community. These relationships are critical to the development of well-being, and secure, predictable and loving attachments from early life with parents are of particular importance (Child & Youth Wellbeing Strategy, Tasmania 2021).

JOURNEY TO CHANGE:

The Journey To Change is a comprehensive diagram designed to outline the key strategies, actions, conditions, and resources required for a community to accomplish its long-term goals within a community.

The Journey To Change is a visual framework that can assist the community, stakeholders, and organisations to facilitate and implement targeted strategies, policies and programs to create sustainable and positive solutions that drive meaningful change within the community.

CLOSING THE GAP:

The National Agreement on Closing the Gap is a commitment by the Commonwealth, state and territory governments, and Aboriginal and Torres Strait Islander peak organisations.

At the centre of the National Agreement, governments aim to work with Aboriginal peoples to strengthen and establish formal partnerships and shared decision-making, build the Aboriginal community-controlled sector, transform government organisations to work better with Aboriginal peoples and improve and share access to data and information to enable Aboriginal communities to make informed decisions.





**CONNECTED
BEGINNINGS
LUTRUWITA/TASMANIA**



IS PROUDLY SUPPORTED BY THE TASMANIAN ABORIGINAL CENTRE



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