

# The Smith Family



## Modeling dual generational learning

VALBEC Conference  
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The Smith Family*

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## Introduction

# TSF's Education / Lifelong Learning Strategy

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- TSF addresses the education life cycle in a public health / developmental framework for primary prevention of intergenerational financial disadvantage
- Our programs contribute to five population outcomes:
  - All children are ready for school (0-5) [C4C, Let's Read]
  - All children meet minimum literacy and numeracy standards (6-12) [S2S, Learning Clubs]
  - All young people stay engaged in education and learning (12-16) [S2S, ICT Literacy, mentoring]
  - All young people make a smooth transition from school to work or further education (16-24) [mentoring]
  - All adults have the skills and qualifications to lead active and productive lives (strong families) [CTLCS, Saver Plus, Money Minded]

# Program and model development

LIFE COURSE	Early Years	Primary	Secondary	Tertiary	Life-long Learning
<i>Programs -- what we do</i>	<b>Scholarships</b> <b>Personal Support</b> <b>Personal Development</b> (Within each of the streams LfL concentrates on improving essential literacies, such as numeracy, reading comprehension, financial and ICT.)				
<i>Models – how we work in communities</i>	<b>C4C</b> <b>LfL place centric way of working</b> <b>Schools as Communities – Indigenous</b> <b>Families Learning Together -- Dual generational</b>				

# TSF's Victorian Footprint

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## Geographically

- **Upper Metro** Epping, Broadmeadows, Collingwood, Dandenong
- **South West** Geelong, Werribee, Footscray
- **North West Country** Ballarat, Bendigo, Shepparton
- **Gippsland** Bairnsdale, Morwell

## Program Stream and Life Cycle Focus

- **Early Years:** C4C, Let's Read, AEDI
- **Personal Support:** S2S, Learning Clubs, Transitions, iTrack, StEP
- **Personal Development:** ruMad, Straight Talk, Musica Viva, Leadership
- **Lifelong Learning:** Money Minded, UP CTLCs, EOTO

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## Dual Generational Learning



# Dual Generational Learning

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- A strategy in which educational activities and support address the learning 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)
  - Longitudinal effects of early childhood home environments (2004: Schweinhart et al *Lifetime Effects*)
  - 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’.

# Dual Generational Learning

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*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

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- *Schools at the Centre* are shared community meeting places where sets of partnerships between schools and other community resources (Henderson & Mapp 2002) enable
  - families to come initially *with* and *for* their kids
  - trust is built between parents and school staff
  - parents and carers can access programs for themselves
- SACs enhance 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
- Three of the 13 SAC sites include:
  - **Ramingining** (East Arnhem) 245 students
  - **MacFarlane Primary** (Katherine) 275 young children
  - **Moulden Park School and Neighbourhood Centre** (Palmerston) 443 students.

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## Families Learning Together

# Families Learning Together (FLT)

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FLT, an evidence based model to encourage all family members to engage in learning, both independently and together, involves:

- Early education and development for children to aid their cognitive and non-cognitive development and assist their transition to school
- Parenting education for adults to build their confidence and capacity to provide a stable home environment
- Adult education for parents to assist them in engaging in learning opportunities and improving their prospects of entering the workforce
- Parent and Child Together Time which not only improves skills and development but strengthens relationships and communication skills within families.

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