



Transforming Lives: Is there a still a place for Place in influencing Children's Wellbeing?

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Building Great Communities for
Tasmania's Children, Campbell Town

July 5, 2018

EVERY CHILD EVERY COMMUNITY

Child Friendly Cities / Communities: A Resurgent Agenda

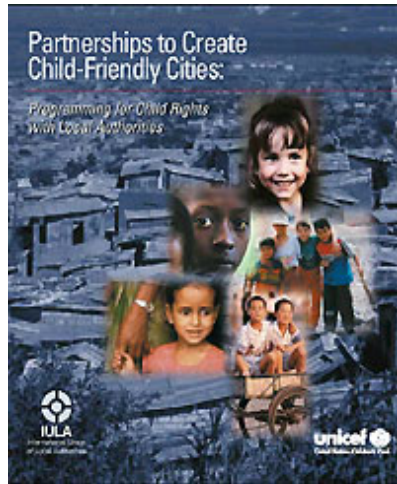


Themes:

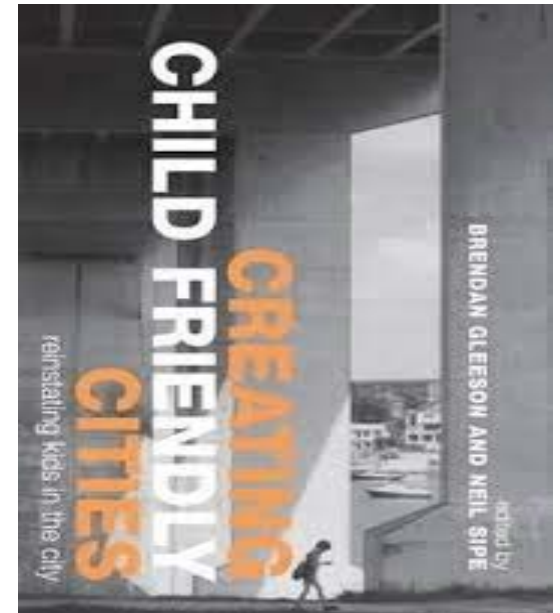
1. How children and young people's lives are affected by different urban trends and forms
2. How these differentially impact across the age spectrum
3. How increasing use of new ICTs has affected analysis of young people's sense of place
4. How the urban physical environment can better children's lives



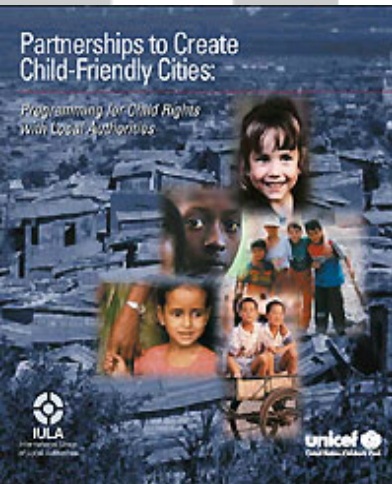
**Child
friendly
AUSTRALIA**



**COMMUNITIES FOR
CHILDREN**
ONKAPARINGA INITIATIVE



Child Friendly Cities: **The UNICEF 9 Building Blocks**



1. Children's participation
2. A child friendly legal framework
3. A city-wide Children's Rights Strategy
4. A Children's Rights Unit or coordinating mechanism
5. Child impact assessment and evaluation
6. A children's budget
7. **A regular State of the City's Children Report**
8. Making children's rights known
9. Independent advocacy for children

Reinstating Children & Young People



- Resurgence of concern for children in professional, political and popular quarters (Royal Commission)
- Increasing multi-disciplinarity, reflecting recognition of interdependencies between dimensions of children's health and wellbeing

Bronfenbrenner's (1979) Ecological model

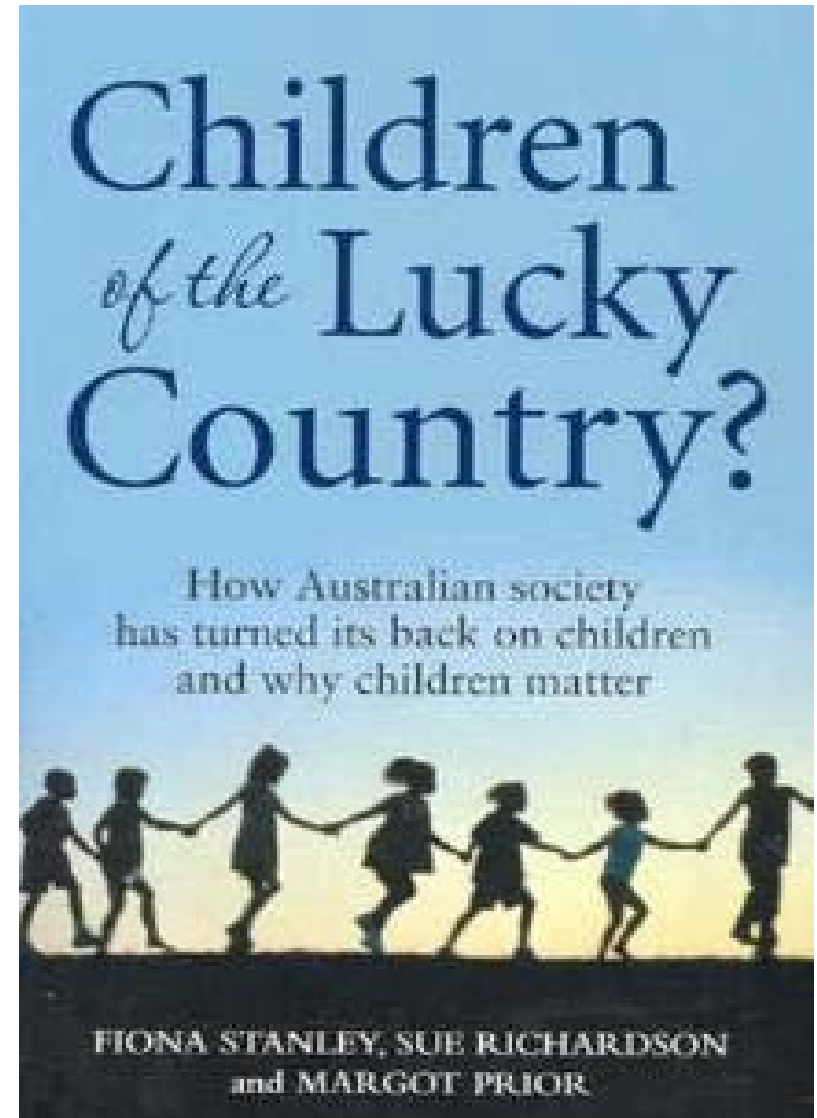


Reference: Bronfenbrenner (1979).

Turning Points



“A society that is good to children is one with the smallest possible *inequalities* for children, with the vast majority of them having the same opportunities from birth for health, education, inclusion and participation.”



Turning Points



risking OUR KIDS

Exploring the "Modernity Paradox"

Could we be the last generation of humans that live longer than our parents?

Have we lost sight of how to care for our kids?

Classification: Suitable for all audiences. See www.filmclassification.gov.au for details.



life

The Department of Families, Housing, Community Services and Indigenous Affairs encourages you to tune in to the extraordinary *Life* documentary series on ABC1.

The *Life* series follows a group of children and their families carefully selected to represent the diversity of families participating in the Longitudinal Study of Australian Children (LSAC) being undertaken by the department in partnership with the Australian Institute of Family Studies and the Australian Bureau of Statistics.

Over two episodes *Life at 3* observes this group of children in light of the latest scientific findings on two of the hottest topics in child development- obesity and bad behaviour.

Combining powerful and intimate stories with cutting edge science, the series aims to reveal the secrets of what it takes to give a child the best chance at life.

LIFE AT 1 RETURNS ON TUESDAY SEPTEMBER 23 AND 30 AT 8:30PM ON ABC1.

LIFE AT 3 PREMIERES ON THURSDAY OCTOBER 2 AND 9 AT 8:30PM ON ABC1.

Discover more at www.abc.net.au/life

at

12 **3** 4 5 6 7 8 9

how do you give a child the best chance in life?

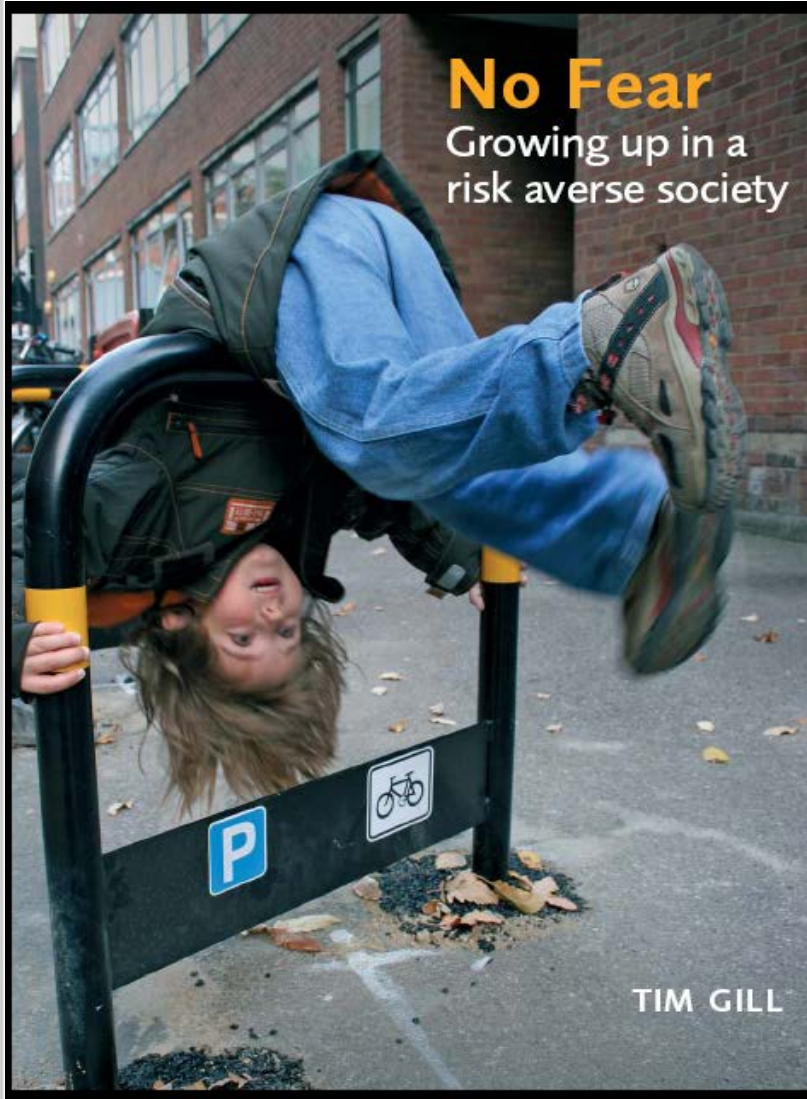


SCREEN AUSTRALIA



The *Life* series is a Screen Australia National Interest Program in association with Heifess Films. Developed and produced in association with the Australian Broadcasting Corporation.

Child-Friendly but Risk Averse?



Herald-Sun columnist,
11/08/2007

“Gill's off-hand dismissal of schoolyard friction and his easy acceptance that we need to embrace the risks of childhood might be welcome in the happy homes that most of us inhabit... perhaps we do micromanage our children's lives a little too much. But there are kids in every classroom willing to torment the vulnerable. And just a few of them grow up into Robert Arthur Selby Lowes, blokes who spend their days navigating the dead ends of their low lives looking for a Sheree Beasley, or a Daniel Morcombe, or a Madeleine McCann.

Pass me the bubble wrap”.

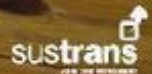
Free Range Kids?



We believe every child deserves to be free range.

They should be able to go exploring, play outdoors, and make their own way to school. And with a bit of encouragement, and occasionally a nudge in the right direction, we can bring back the sound of children playing in our neighbourhoods.

Get some great ideas to help your kids become more free range at www.sustrans.org.uk/freerangelkids



Child-Friendly but Risk Averse?

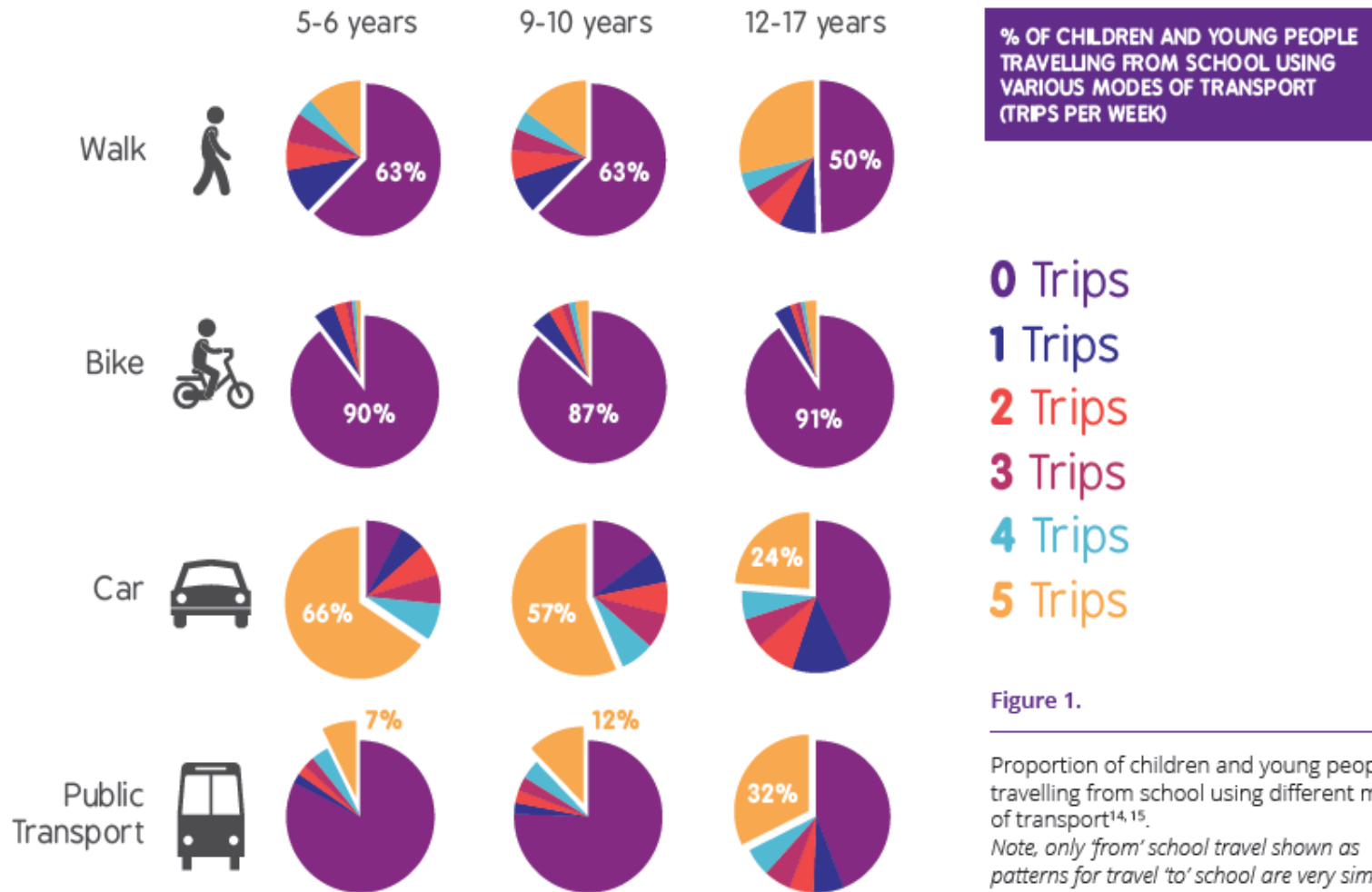


Figure 1.
 Proportion of children and young people travelling from school using different modes of transport^{14,15}.
Note, only 'from' school travel shown as patterns for travel 'to' school are very similar.

Neighbourhood Effects



Longitudinal Study of Australian Children (LSAC)

Australian Early Development Census (AEDC)

Australian Early Development Index (AEDI) Fact Sheet



Background

Investing resources and energy into children's early years brings life-long benefits to children and to the whole community. The Australian Early Development Index (AEDI) is a measure of how young children are developing in different communities. This information helps communities and governments pinpoint the types of services, resources and support that young children and their families need to give children the best possible start in life.

What is the AEDI?

The AEDI, based on the Canadian Early Development Instrument (EDI), is a population measure of young children's development. Like a census, it involves collecting information to help create a snapshot of early childhood development in communities across Australia.

Teachers complete a checklist for children in their first year of full-time school. The checklist measures five key areas, or domains, of child development:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

These are important areas of child development and also good predictors of adult health, education and social outcomes.

As a population measure, the AEDI places the focus on all children in the community; it examines early childhood development across the whole community. Moving the focus of effort from the individual child to all children in the community can make a bigger difference in supporting efforts to create optimal early childhood development.

While the AEDI is completed by teachers, results are reported for the communities where children live, not where they go to school. The initial AEDI results allow communities to see how local children are doing relative to, or compared to other children in their community, and across Australia.

Every child deserves the best start in life



National implementation

The AEDI is conducted by the Centre for Community Child Health (at The Royal Children's Hospital, Melbourne and a key research centre of the Murdoch Children's Research Institute), in partnership with the Telethon Institute for Child Health Research, Perth.

Between 2004 and 2008, the AEDI *Building Better Communities for Children* pilot project was carried out across 60 Australian communities from all states and territories (excluding the Northern Territory). This involved more than 56,000 children and over 3,000 teachers.

Following the AEDI's successful pilot, the Australian Government provided \$21.9 million for the national implementation of the AEDI in recognition of the need for all communities to have information about their children's development.

In 2009, the AEDI was completed nationwide for the first time. Between 1 May and 31 July, information was collected on 261,203 children (97.5 per cent of the estimated national five-year-old population). This involved 15,528 teachers from 7,423 Government, Catholic and Independent schools around Australia.

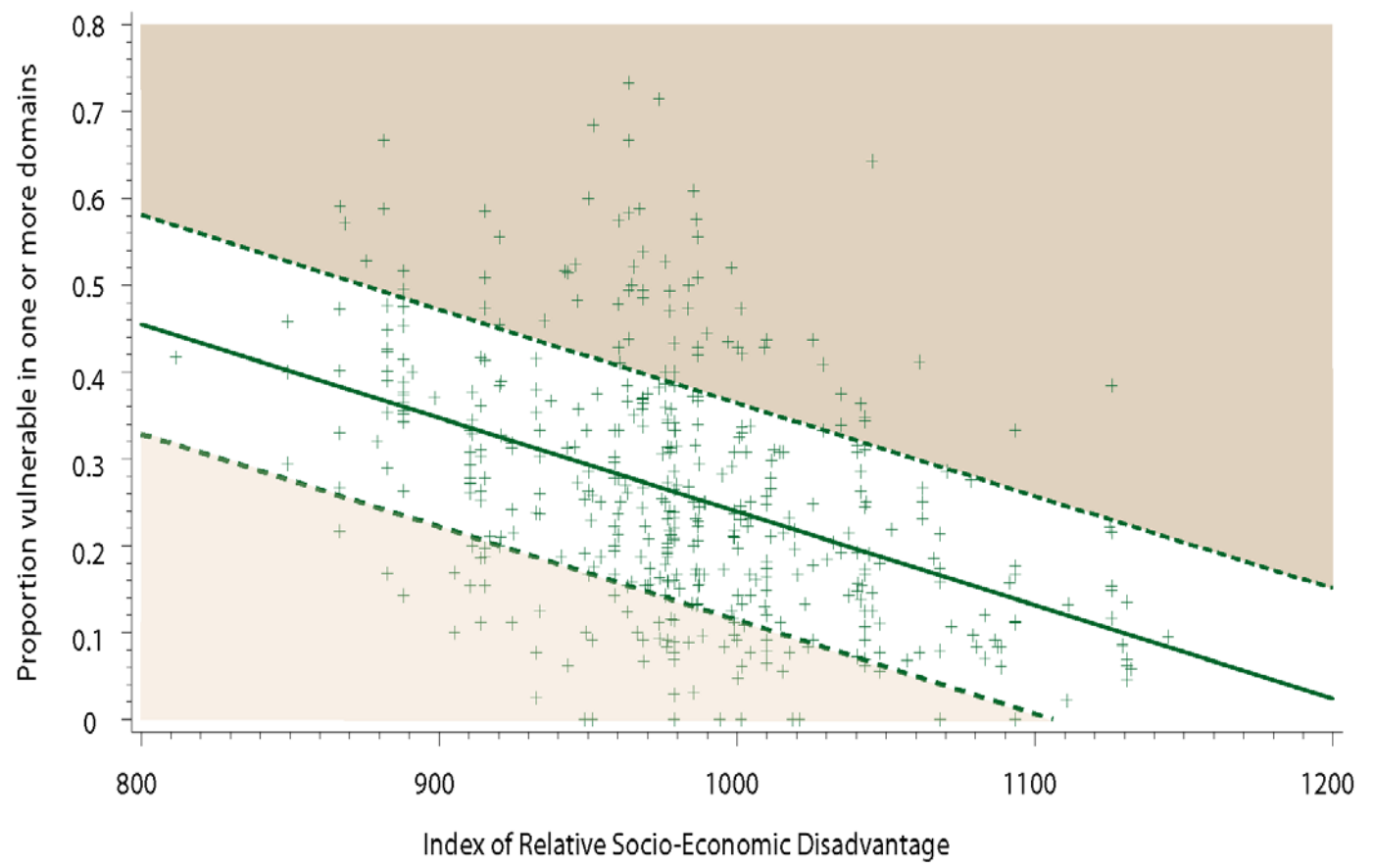
The AEDI is a national progress measure of early childhood development



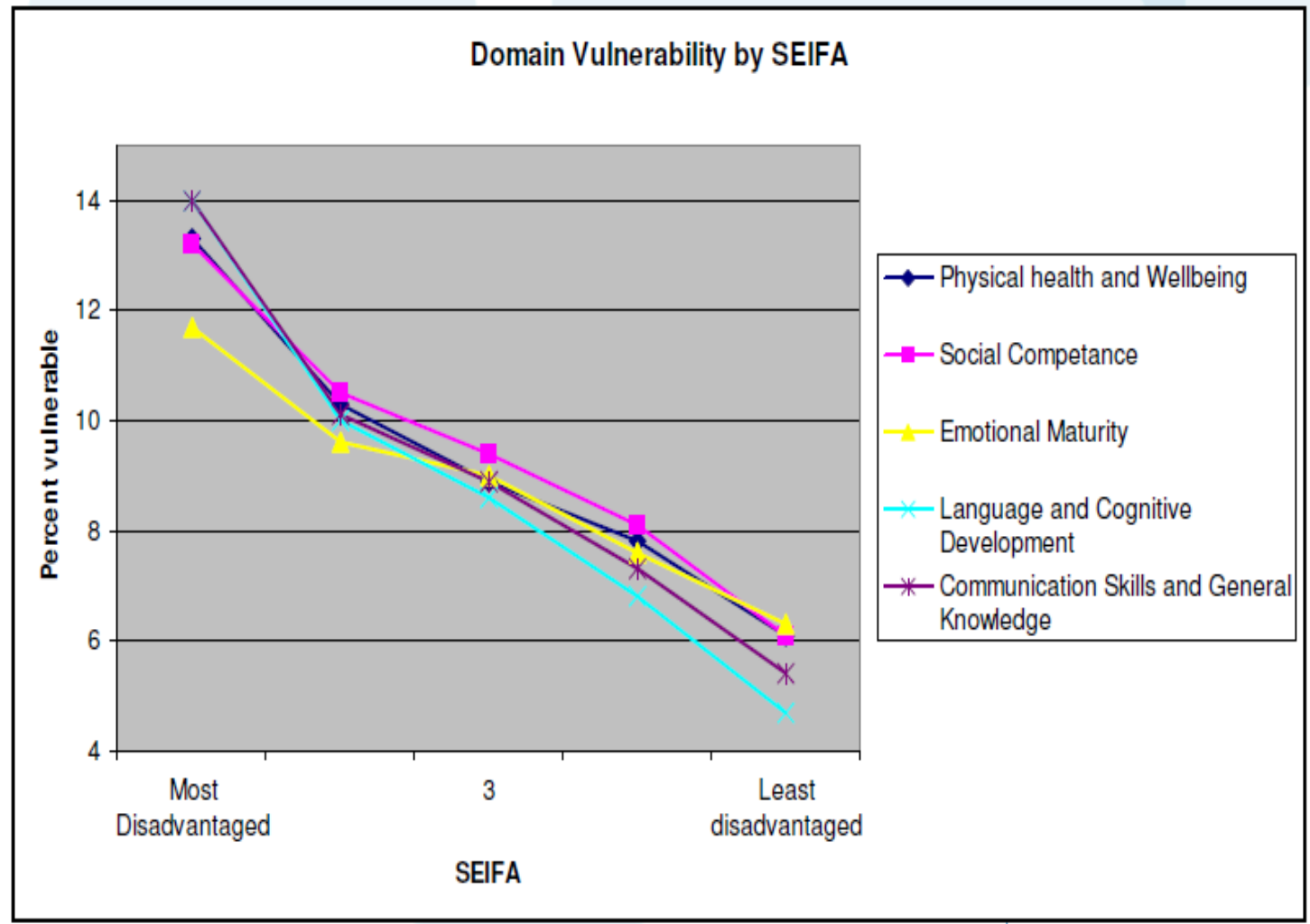
Neighbourhood Effects



Janus/off diagonal communities in Australia



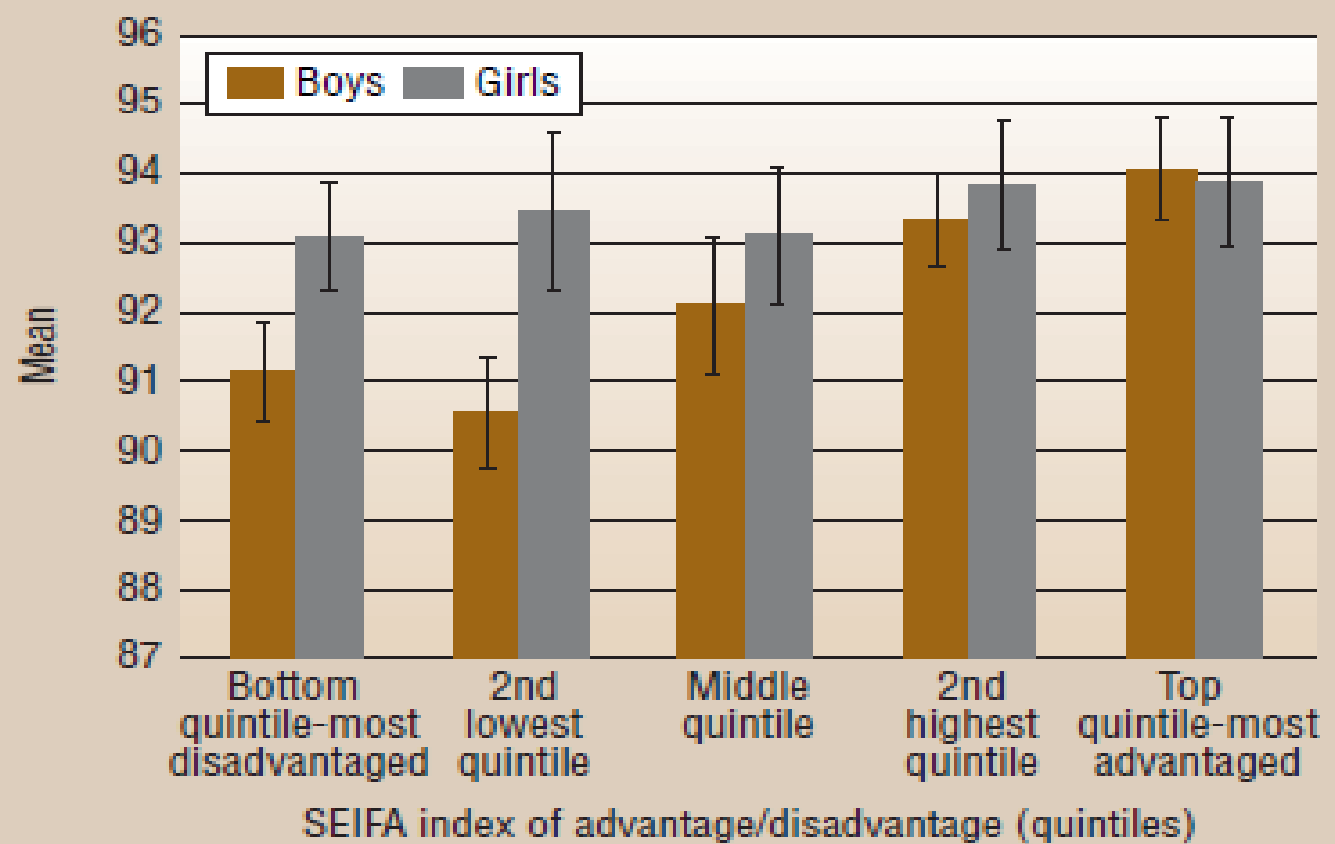
Neighbourhood Effects



Neighbourhood Effects



Figure 4 More disadvantaged neighbourhoods have a greater impact on boys social/emotional outcomes than girls'



Source: LSAC, Wave 1.

Gender Differences?



Cultural Differences?



We Built
This City!



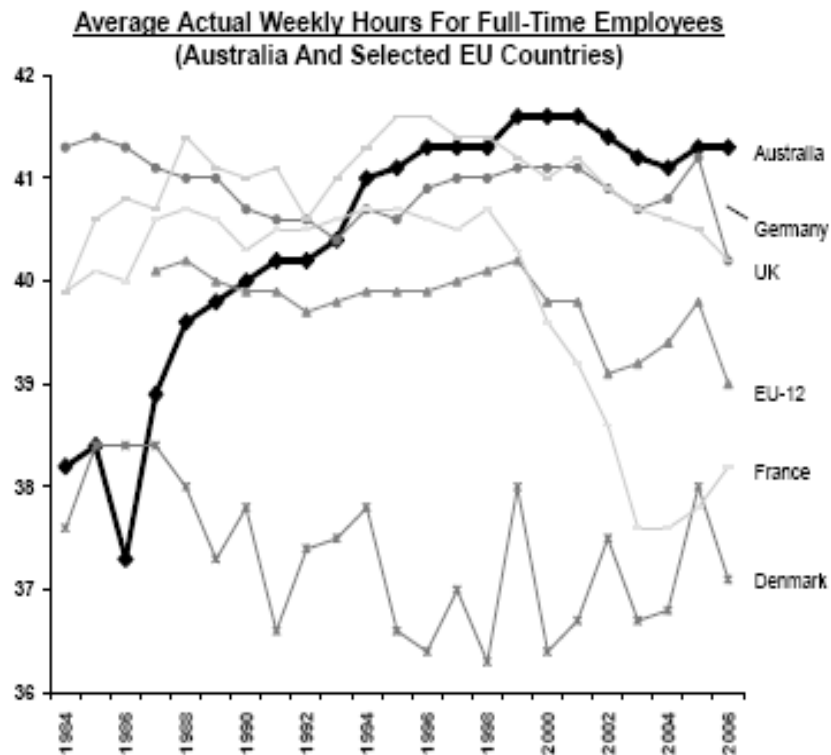
Disappearing Australian Backyards (Hall 2010)



An Unexpected Tragedy?



Australia has shifted from a country marked by relatively low working hours for the majority of its workers in the early 1980s to a country with relatively high working hours today



Note: International comparisons of working patterns are difficult due to differences in definitions, however, Campbell (2005) uses information collected from Eurostat and the ABS to draw comparisons based on reasonably standardised average actual weekly hours of work in main job for full-time employees.
Source: Campbell (2005), Long working hours in Australia: working-time regulation and employer pressures, Centre For Applied Social Research.
Eurostat (<http://ec.europa.eu/eurostat/>) table: ewhals.
ABS (2006), Labour Force 6291.0.

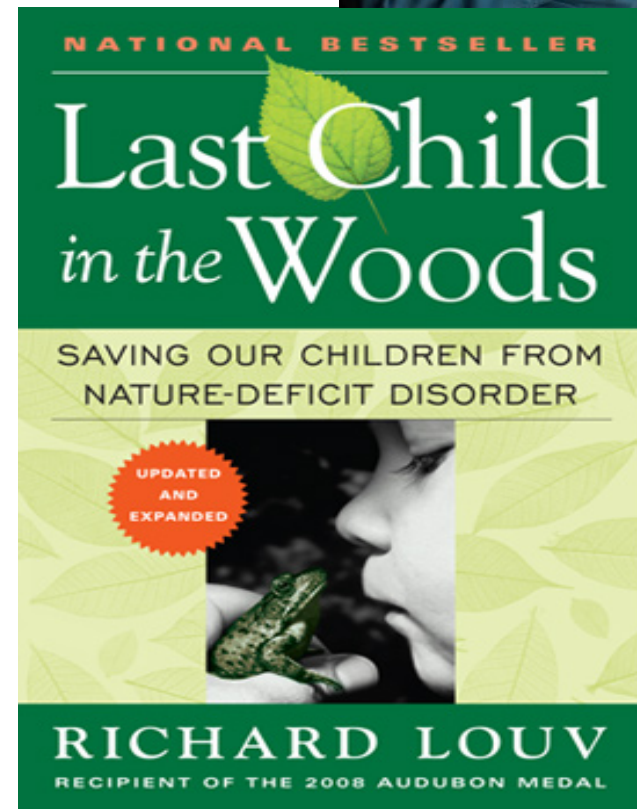


Nature-Deficit Disorder?



Commonly credited with helping to inspire an international movement to reintroduce children to nature;

Describes possible negative consequences to individual health and the social fabric as children move indoors and away from physical contact with the natural world – particularly unstructured, solitary experience.



Nature-Deficit Disorder?



- 73% of respondents played outdoors more often than indoors when they were young compared to only 13% of their children
- 72% of respondents played outside every day as kids compared to only 35% of their children
- 1 in 10 children today play outside once a week or less.



Nature-Deficit Disorder?



Whole Child:
Developing Mind, Body and Spirit
through Outdoor Play



“Today's youth spend just **four to seven minutes** outside each day in unstructured outdoor play such as climbing trees, building forts, catching bugs or playing tag, studies show. Yet, they spend **more than seven hours** each day in front of a screen”.

BE OUT THERE™
NATIONAL WILDLIFE FEDERATION®



Is technology ruining children?



Limiting Screen Time | Parenting | Disney Family.com - Windows Internet Explorer

http://family.go.com/parenting/article-561071-limiting-screen-time-t/

File Edit View Favorites Tools Help X Convert Select

Google average american old spends screen Search Share Check Translate AutoFill average american old spends >> g.wool...

Home - CUA Griffith University | Griffith P... Limiting Screen Time | Pa... Page Safety Tools >>

Disney family.com Search Go

Disney Family Community Register Login

Don't miss: Fit Families | Contests | Disney Fun | Videos

FOOD PARENTING ENTERTAINMENT HOUSEHOLD SELF TRAVEL HOLIDAYS

Pregnancy Baby Toddler Preschool School Age Tween Teen Mothers & Daughters

Family.com > Parenting > Limiting Screen Time

Most Discussed

- Simple Steps to Healthy Families: Family Fitness
- Outdoor Games for Kids
- Make Fitness Fun
- Quiz: What's Your Parenting Style?
- Share Parenting Stories and Tips


Highest Rated

- Work at Home Moms
- Is Your Child Ready for Potty Training?
- Strategies to Make Anytime With Your Child Quality Time
- First-Time Dads: How to Bond with Daughters
- Girls Night Out (or In!)

Limiting Screen Time

Like 5 Print

6 Comments Share



On average, American kids spend about five hours per day using various screen media for entertainment, including television, video games, and the Internet. This means that over the course of a year they spend more time in front of a screen than in school. In fact, 43 percent of children under the age of two are daily TV watchers.

These figures stand in stark contrast to the recommendations by the American Academy of Pediatrics and Kaiser Permanente that no child should have more than one or two hours of screen time per day, and children under two should have none at all. This recommendation of no electronic media for children 0-2 even applies to TV shows, DVDs, and computer games that have supposedly been designed for very young children.

Screen Time's Toll On Our Kids' Health

Children who watch more than five hours of TV per day are more than four times as likely to be overweight, compared to children who watch less than two hours per day. According to the National Institutes of Health and the Centers for Disease Control and Prevention, overweight children have an increased risk for type 2 diabetes, high blood pressure, heart disease, joint problems, depression,

Bringing Up Boys


Need advice? Want to share tips? Connect with other moms here!

Advertisement

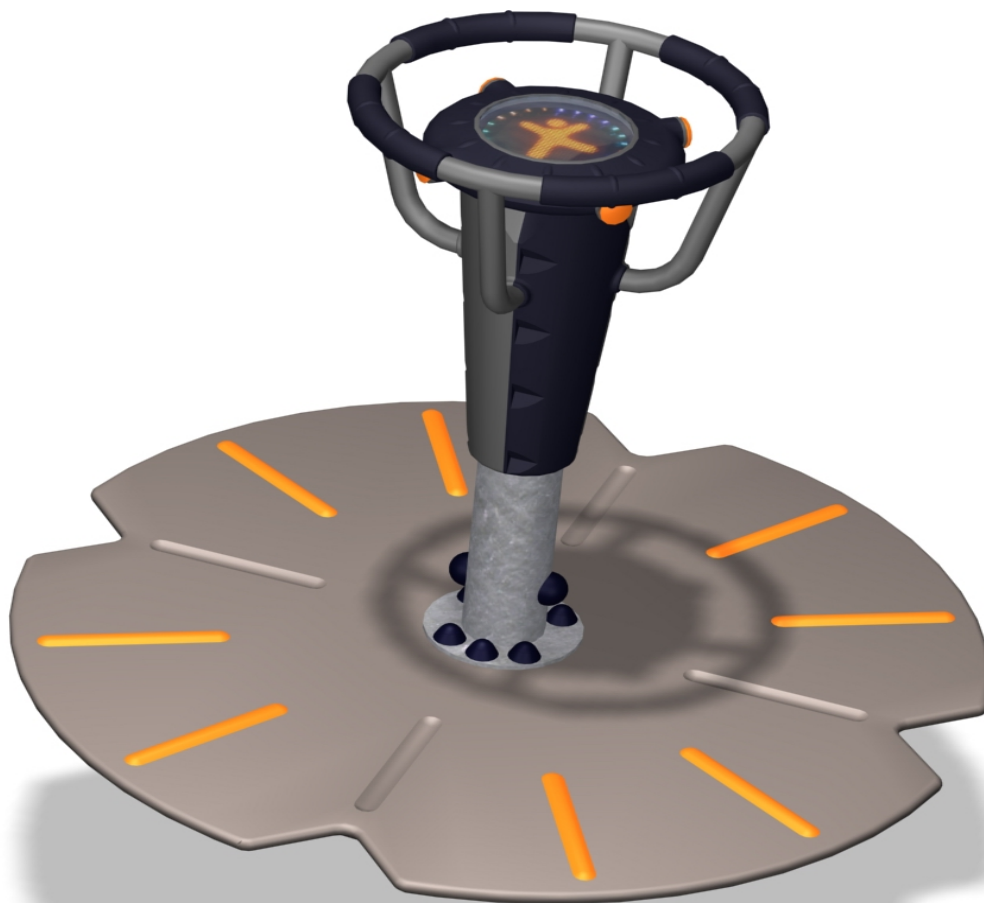


Family.com

Parenting Videos



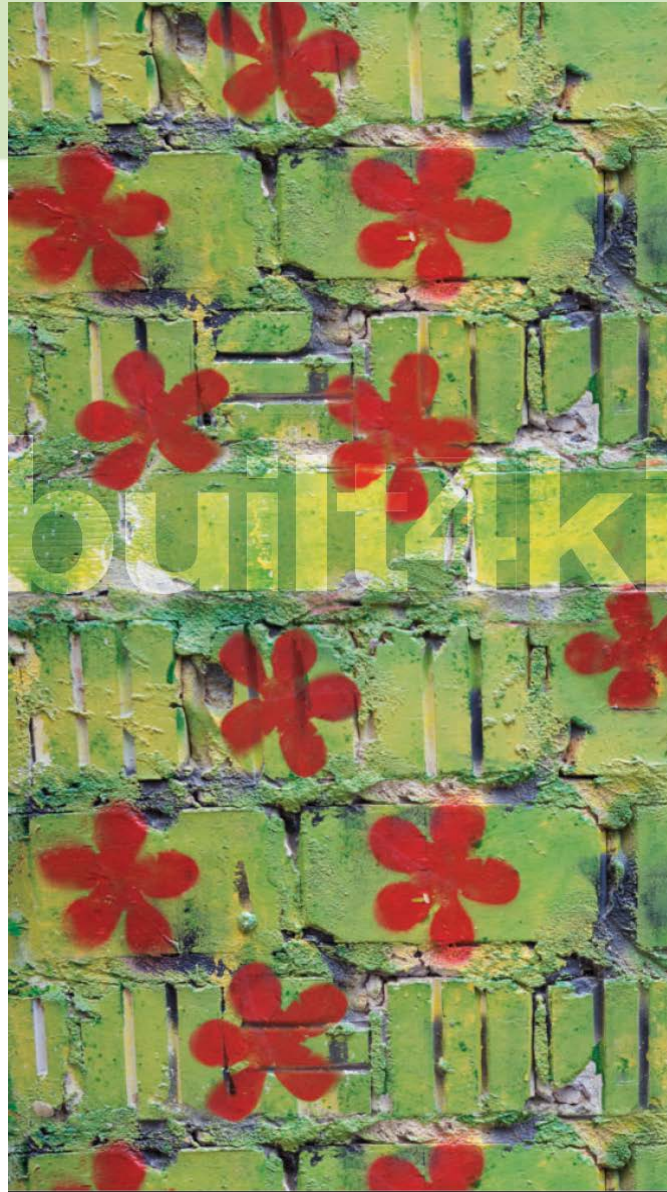
Is technology ruining children?



Kompan –
‘Rocky’
combines
exercise
and
electronic
gaming

Project Wild Thing





ds

A good practice guide
to creating child-friendly
built environments



nsw commission for
children & young people



Child-Friendly by Design

A child friendly neighbourhood is a ...

What happens when you get
150 kinder and grade 5 kids to

- ... **complete** surveys
- ... **investigate** their neighbourhood
- ... take heaps of **photographs**
- ... **draw** child friendly places
- ... **analyse** all the stuff children give them
- ... **take action** by **designing** a playground and child friendly **pathways**?

... you get children making a difference by **dreaming** and **participating** in making Dapto a more child friendly place.

Our Dapto dreaming report is about the **things we like about our neighbourhood** and the things we think could be changed **to make it even better**. It's about making sure **adults listen and value us** and include our **dreams in their designs** for our place.

Hope you enjoy reading it! Let us know what you think!



PLACE SUPPORTING PLAY AND HAS PLAYGROUNDS



PLACE WHERE YOU CAN BE ACTIVE



PLACE THAT KEEPS AND PROTECTS NATURE



PLACE THAT PROMOTES LEARNING



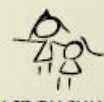
PLACE THAT IS SAFE AND CLEAN



PLACE WITH MANY PATHWAYS



PLACE TO CREATE COMMUNITIES



PLACE THAT VALUES CHILDREN

Child Friendly Schools? WTF?

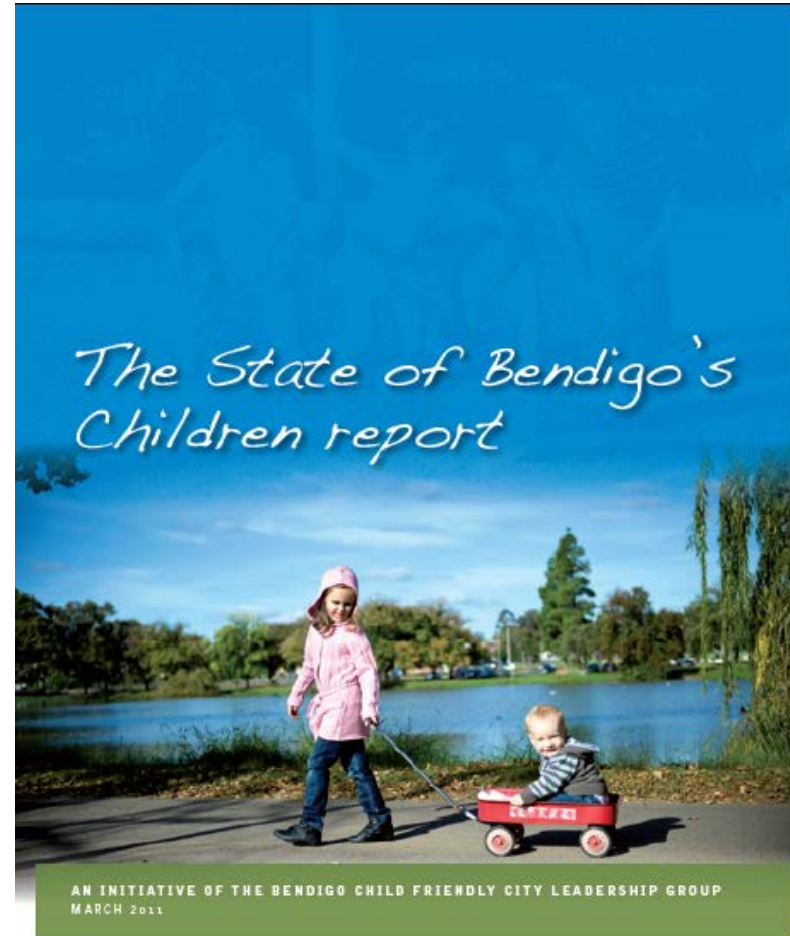


Child-Friendly Cities Strategies



ACT Children's Plan 2010-2014

VISION AND BUILDING BLOCKS FOR A CHILD-FRIENDLY CITY



Playing with Data (Data parties!)

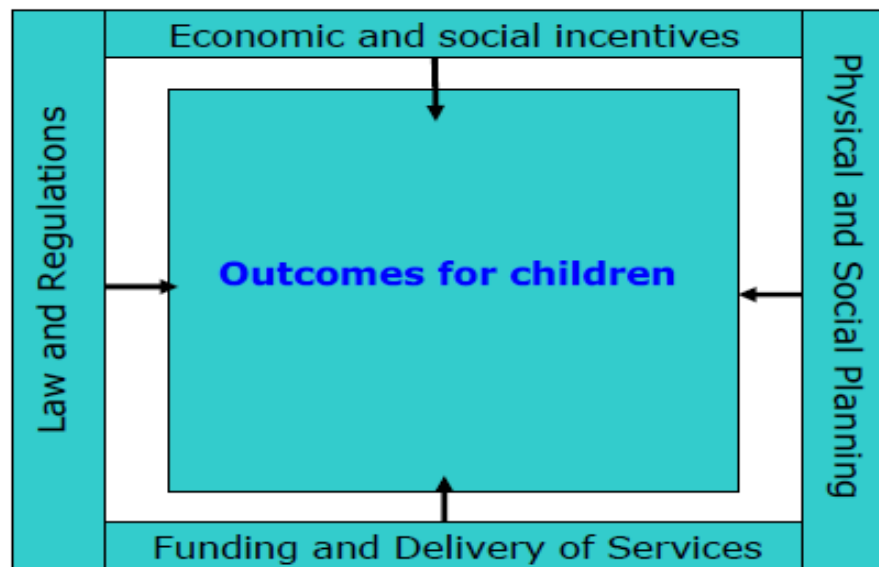


Bring the right range of people together to
select indicators then to understand,
analyse, reflect and plan from the data

Systems Approach



Levers for change: a systems approach



Early childhood settings ie
Childcare, kindergarten

Schools

Primary care settings ie MCH,
GP, community health

Secondary support services for children and families eg family support,
specialist services, early intervention, hospitals, CAMHS

Tertiary services for children and
families eg child protection

Adult services eg mental health,
drug and alcohol

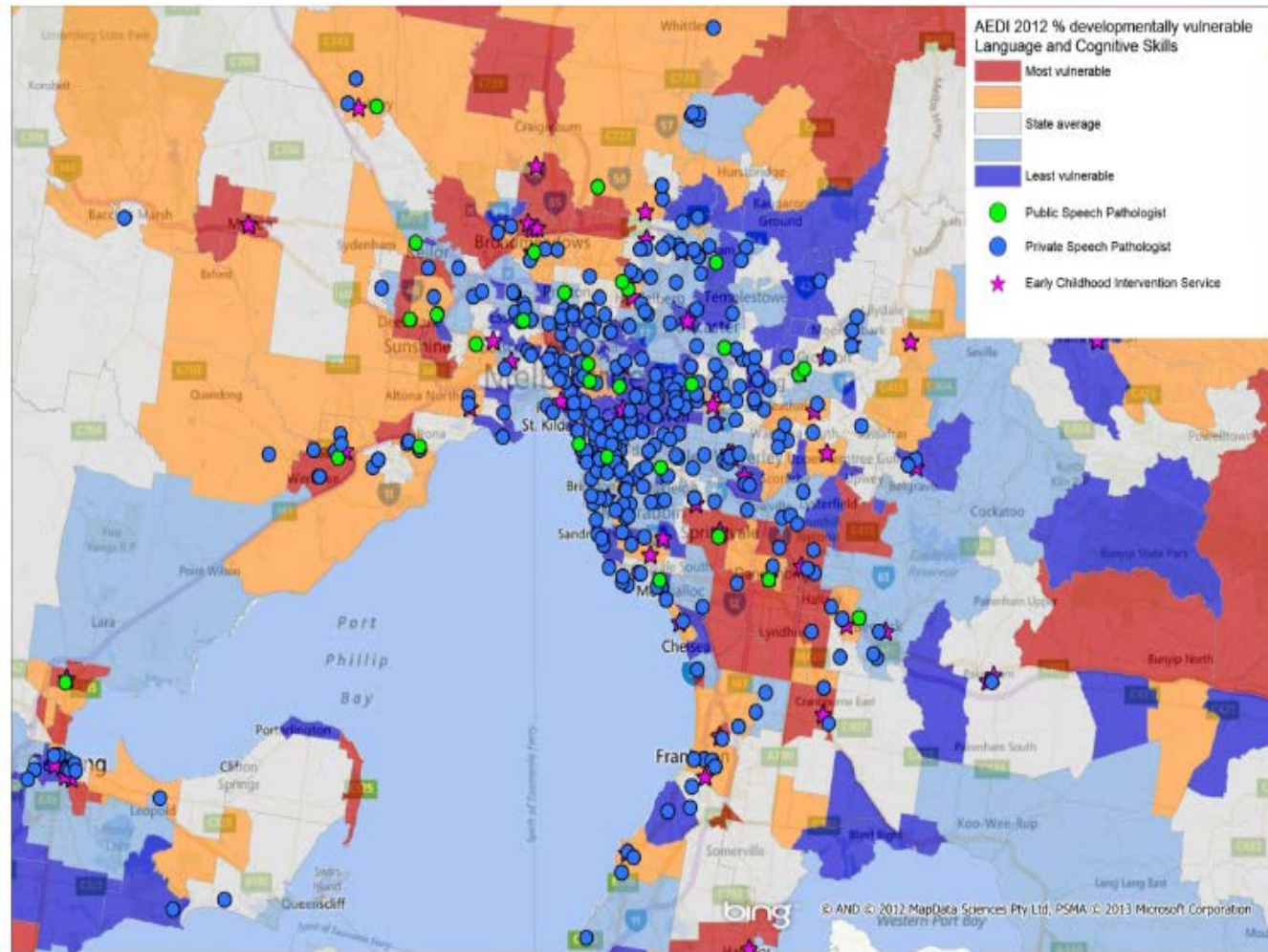
Proportionate Universalism



Focusing solely on the most disadvantaged will not reduce health inequalities sufficiently. To reduce the steepness of the social gradient in health, actions must be universal, but with a scale and intensity that is proportionate to the level of disadvantage. We call this **proportionate universalism.**

Michael Marmot, WHO

Disproportionate Universalism



Reilly S, Harper M, Goldfeld S. The demand for speech pathology services for children: Do we need more or just different? *Journal of Paediatrics and Child Health*. 2016.

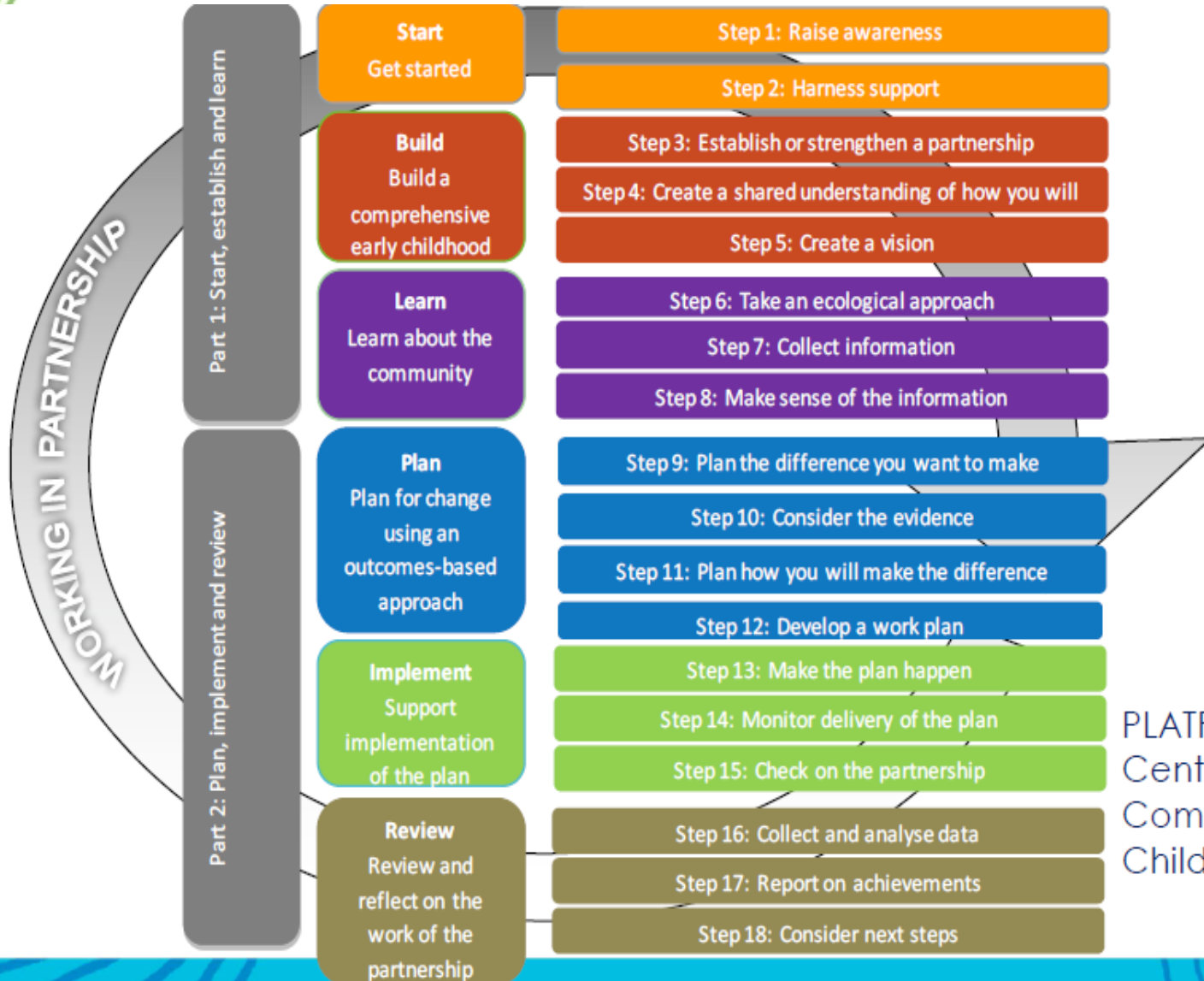
Community Building



Child and Family Plan



Platforms Approach



PLATFORMS:
Centre for
Community
Child Health

Opportunity Child initiative



- Up to 20 communities across Australia
- At least \$10m secured already (Ten20 Foundation)
- Focus on:
 - using philanthropic, local braided funding
 - local volunteerism
 - shared outcomes and vision (*The Nest*)
 - shared measurement toward outcomes
- Staged, evidence based and prevention focused process:
 - assess local needs
 - identify best approach to address needs
 - provide training and development for local services
 - implement a shared measurement system across all service agencies
 - using best practice implementation science



ARACY's *The Nest* – Logic Model



Vision

All children and youth are loved and safe, have material basics, are healthy, are learning and are participating and have a positive sense of culture and identity.

Measured by Australia being consistently placed in the top third of OECD countries for comparable indicators of child and youth wellbeing, with the target of 50% of indicators in the top third by 2025 (currently 26%)

Loved and safe	Material basics	Healthy	Learning	Participating
Positive, supportive family environment	Material wellbeing	Healthy birthweight	Early childhood education participation	Youth feeling able to have a say
Positive parenting practices	Income equality	Immunisation rates	Reduced early childhood developmental vulnerability	Voting enrolment
Positive, trusted peer relationships and communication	Parental employment	Nutrition, activity and healthy weight	Parental engagement in child learning	Use and engagement of technology and social media
Community safety	Youth in employment/training/education	Healthy physical development	Performance in English, Maths and Science (at Year 4 and 15 years)	Involvement in organised activities
Children not placed in care	Internet access	Dental health	School retention rates	Membership of social, community, or civic groups
Youth not in detention	Educational possessions	Good mental health	Youth participation in education	
	Housing amenity and stability	Reduced injury deaths		
		Reductions in teenage pregnancies		
		Reduced substance use		
		Reduced youth violence		

Positive sense of culture and identity

Our Roadmap



Influencing factors Across ages and stages

Pre-conception	Pregnancy	Newborn	Age 1	Age 3	Age 5	Age 8
Parents have or have had employment			Early detection of hearing, sight and speech problems leads to right support			
Parents have completed education			Regular reading at home develops early literacy & language skills & boosts learning	Attends kindergarten to get ready for school		
	No drinking, smoking or drugs during pregnancy		Authoritative but nurturing parenting helps toddler explore the world safely			
		Kind attention, talking and play with parents builds language skills			School attendance & learning prioritised at home	
		Family has social connection and is involved in community via playgroups or similar			Has positive adult role models	
		Parents have child development knowledge and are confident as first teachers				
		Baby develops strong attachment with at least 1 adult			Child is fully immunised	
			Child care services provide high quality care and learning environments			
		Mum is physically and mentally well so can play her vital care role				
		Breastfeeding for 6 months or more if possible		Child is physically active		

Across the lifecourse

Stable safe place to live	Family has social and emotional wellbeing	Family has material basics	Family members are loved and safe	Adequate nutrition	Parents have or will have work
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Holistic Child-Friendliness



Not everything that is faced
Can be changed
But nothing can be changed
Until it is faced

James Baldwin 1924-87

Useful Links



<http://rethinkingchildhood.com/>

<http://www.darlingquarter.com/play/>

<http://www.thenestproject.org.au/>

<http://www.kids.nsw.gov.au/What-we-do-for-children/Promote-children-s-wellbeing/Children-and-the-Built-Environment>

<http://www.naturedkids.com/>

<https://www.aedc.gov.au/>

<https://www.rch.org.au/ccch/kics/>

https://www.be.unsw.edu.au/sites/default/files/upload/pdf/cf/hbep/education/van_Weerdenburg2012Child_Friendly_by_Design.pdf

<http://childfriendlycities.org/>

<https://www.bendigo.vic.gov.au/Services/Children-and-Families/Child-friendly-city>

<http://www.playaustralia.org.au/>

<http://www.playforlife.org.au/>

<https://www.thewildnetwork.com/inspiration/project-wild-thing>

logantgether.org.au/

<https://opportunitychild.com.au/>