

Strategic Plan
2024-29



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B4 Early Years Coalition Strategic Plan 2024–2029

Vision

Every child in Lutruwita/Tasmania thrives during pregnancy and throughout their early years

Goals

Building connections across the early years

Building safe and healthy supportive early years communities

Actions

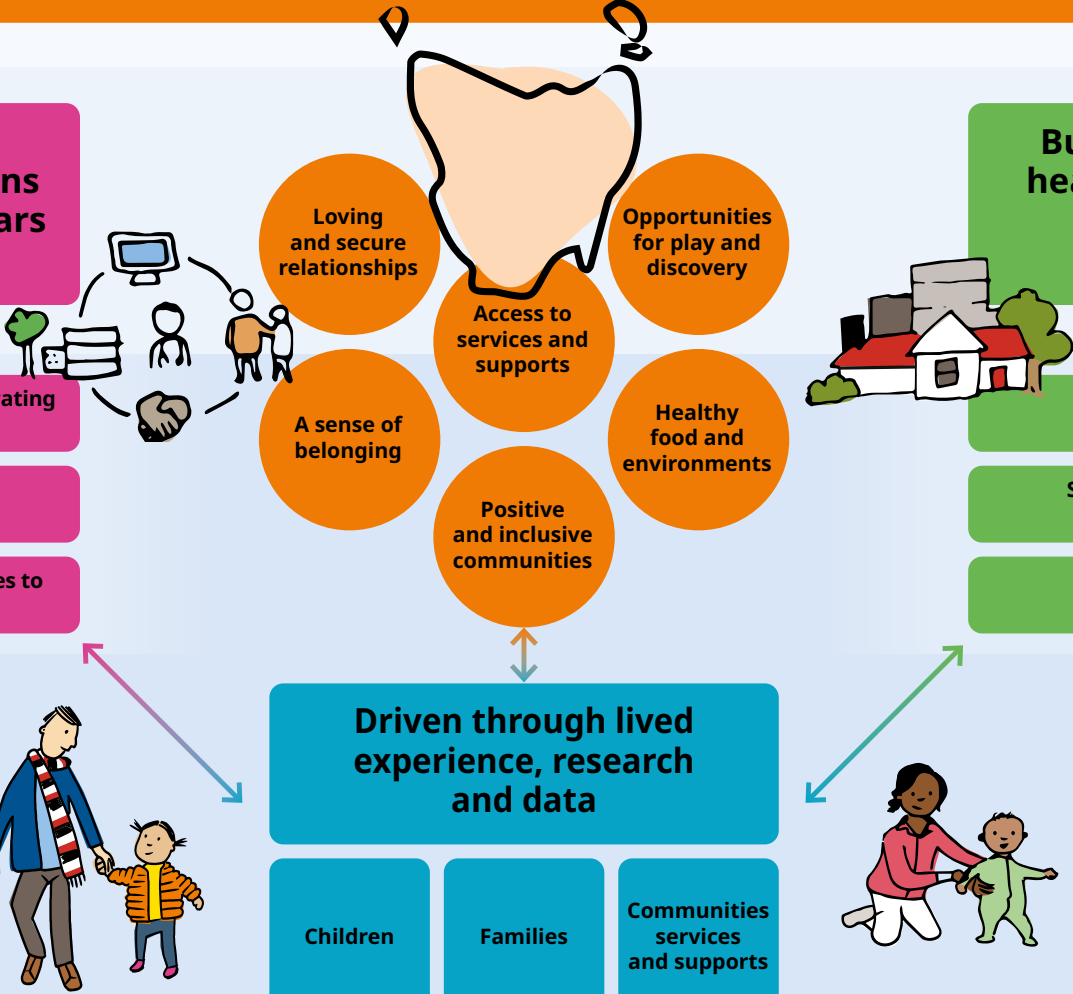
- Services connecting and collaborating with children and families
- Working together
- Connecting children and families to services and supports

- Raising awareness and understanding
- Supporting Tasmanians to take action
- Build and activate the B4 membership

Drivers

Driven through lived experience, research and data

- Children
- Families
- Communities services and supports



B4 Strategic Plan 2024–2029 extended version

Our Why	Every child in Lutruwita /Tasmania thrives during pregnancy and throughout their early years.						Our Belief	When Tasmania’s early years systems actively and respectfully work together, Tasmanian children and their families thrive.					
Our How	Building connections across the early years Connect, engage and inspire all Tasmanians to actively support the positive development and wellbeing of all Tasmanian children in the early years including the first 1000 days.						Building safe, healthy and supportive early years communities Ensure all Tasmanian children and their parents/carers and families can access the right supports for their needs at the right time at the right place.						
Our Actions	Support Tasmanian early years stakeholders, to connect and collaborate with children parents, carers and families in diverse communities.	Support Tasmanian children, parents, carers and families to connect, access, and engage with the early years system.	Support all Tasmanians to have the tools, skills, resources and knowledge to work together support the early years.	Build awareness and understanding of the importance of the early years, including the first 1000 days.	Build and activate B4 membership.	Support all Tasmanians to have the tools, skills, resources and knowledge to create environments that support the early years.							
Our Activities	<ul style="list-style-type: none"> Grow early years environments that promote collaborative practice 	<ul style="list-style-type: none"> Lived Experience of Parent/Carers and Children Project Lifting Literacy Strategy Action’s 	<ul style="list-style-type: none"> B4 EY Literacy Grants Develop and maintain quality strategic networks, partnerships and collaborations. 	<ul style="list-style-type: none"> First 1000 day communication Project B4 Community Strategy 	<ul style="list-style-type: none"> Consultation with B4 membership and other stakeholders. Redesign B4 membership structure. 	<ul style="list-style-type: none"> Promote innovation and drive systems change to shift the conditions inhibiting all Tasmanian children from thriving Making Sounds Project Making Moves Project 							
Our Values	Child focused	Holistic and strengths based	Inclusive	Informed	Transparent	Passionate	Courageous						
Our Tools	Inputs <ul style="list-style-type: none"> DECYP Funding - B4 Support Team including operational and Grant funds DPAC funding through the Child and Youth Wellbeing Strategy B4 Leadership Group B4 membership B4 partnerships and collaborations Data, research and evidence 			Collective Impact <p>B4 works to engage, connect, and influence people and organisations from diverse sectors across Lutruwita/Tasmanian who are committed to supporting children from pregnancy to age 4, their families and communities, including the first 1000 days, to support a shared agenda of change through agreed actions.</p>			Key Strategic Drivers <ul style="list-style-type: none"> It takes a Tasmanian Village: Child and Youth Wellbeing Strategy Lifting Literacy Action Plan Keeping Children Safe and Rebuilding Trust Response Early years services and supports. Communities Children, parents, carers and families in the early years Healthy Tasmania Strategy 						



*B4 defines the early years system as Bronfenbrenner ecological model of the child.

B4 Priorities 2024

Included in this 5 year B4 Strategic Plan are priorities and actions designated for implementation in 2024. Key considerations for selecting activities include data and research (quantitative, qualitative involving lived experiences) resourcing, impact, return on investment, current commitments and business as usual activities, and government priorities.


Key strategic drivers for 2024 include:

- Fulfilling current and ongoing B4 commitments and activities including:
 - B4 Grants
 - Commitments through the Lifting Literacy Strategy
 - Making Sounds project both builds onto Making Marks and supports current government focus on early literacy
 - Commitments under the Child and Youth Wellbeing Strategy
- Strategic preparation and knowledge gathering of parent and child voices
 - Phase 1 in 2024 being to audit current practices in Tasmania and review best practice nationally and internationally.
- Building onto existing strategic partnerships and collaborations with emerging opportunities aligned with B4 such as SEED.
- Redesign of B4 membership to both encourage greater activation.
- Positioning and ensuring relevance and currency of B4 as the next Strategy Action Plan is developed.



The table on the following page summarises the priorities identified for 2024.

B4 Priorities 2024



LEGEND

- Current commitment
- Business as usual
- New action

GOAL	ACTION	ACTIVITIES
Building connections across the early years	Support Tasmanian early years stakeholders, to connect and collaborate with children, parents, carers and families in diverse communities.	Grow early years environments and promote collaborative practice
		Engage and participate in the Strategy 'first 1000 days' collaboration group
	Support Tasmanian children, parents, carers and families to connect, access, and engage with collaboratively identified early years system.	Develop tools and resource to support others to develop and maintain collaborative partnerships
		Lived Experience of Parent/Carers and Children Project. Phase 1 - audit current practices in Tasmania and review best practice nationally and internationally
		Lifting Literacy Strategy Actions
	Support all Tasmanians to have the tools, skills, resources and knowledge to work together support the early years.	B4 Early Years Literacy Grants
		Engage and participate in Lifting Literacy Strategy Action Plan.
		Develop and maintain quality strategic partnerships and collaborations
		Social Economic Empowerment Department (SEED) Intergeneration Project



GOAL	ACTION	ACTIVITIES	
Building safe, healthy and supportive early years communities	Build awareness and understanding of the importance of the early years, including the first 1000 days.	First 1000 day Communication Project	Statewide media campaign
			Community based first 1000 day campaigns
		B4 Communication Strategy	B4 Merchandise
			B4 website, newsletter Facebook
			B4 Community Storytellers Project
			B4 Storytellers Community of Practice
	Other communication tools and resources		
	Build and activate B4 membership.		Consultation with B4 members and other stakeholders to inform redesign of B4 membership structure.
			Redesign B4 membership structure.
			Implement redesigned B4 membership structure.
	Support all Tasmanians to have the tools, skills, resources and knowledge to create environments that support the early years.	Promote innovation and drive systems change to shift the conditions inhibiting Tasmanian children from thriving	Policies, research and programs have access to relevant data evidence and B4 advice
			Framing Tasmania Working Group
			Making Sounds Project
			B4 Grants
			Building on initial systems mapping work in partnership with the in the early years in partnership with CYWB Strategy team



B4 Impact analysis – measurement and evaluation 2024 Action Plan

GOALS	ACTIONS	ACTIVITIES	ACTIVITIES	INDICATORS
Building connections across the early years	Support Tasmanian early years stakeholders, to connect and collaborate with children, parents, carers and families in diverse communities.	Grow early years environments that promote collaborative practice	Engage and participate in the Strategy ‘first 1000 days’ collaboration group	Number of meetings Action Plan developed
			Develop tools and resource to support others to develop and maintain collaborative partnerships	Number of tools and or resources developed
	Support Tasmanian children, parents, carers and families to connect, access, and engage, with the early years system.		Lived Experience of Parent/ Carers and Children Project. Phase 1 - audit current practices in Tasmania and review best practice nationally and internationally	Report completed and tabled
			Lifting Literacy Strategy Actions	TBA
	Support all Tasmanians to have the tools, skills, resources and knowledge to work together support the early years.	Maintain and build strategic networks, and connections	B4 Early Years Literacy Grants	Number of Grants Evaluation of Grant outcomes
			Engage and participate in Lifting Literacy Strategy Action Plan.	TBA



GOALS	ACTIONS	ACTIVITIES	ACTIVITIES	INDICATORS
Building connections across the early years	Support all Tasmanians to have the tools, skills, resources and knowledge to work together support the early years.	Maintain and build strategic networks, and connections	Develop and maintain quality strategic partnerships and collaborations	Number of partnerships and collaborations Number of actions taken through partnerships and or collaborations
			Explore collaboration opportunities with SEED Project	TBA
Building safe, healthy and supportive early years communities	Build awareness and understanding of the importance of the early years, including the first 1000 days.	First 1000 day communication Strategy	Statewide media campaign	Evaluation report Redjelly
			B4 Communication strategy	Community Based first 1000 day campaigns
			B4 Merchandise	Number of requests for merchandise New merchandise developed
			B4 website, newsletter Facebook	Website analytics re use/click throughs Number of followers Number of newsletters distributed/opened/click throughs
			B4 Community Storytellers Project	Number of Community Champion's trained
			B4 Storytellers Community of Practice	Evaluation Report Healthy Tasmania P/L
			Other communication tools and resources	Indicators to be developed as required
			Seek Brand Tasmania review and guidance on broader B4 branding	Report Tabled



GOALS	ACTIONS	ACTIVITIES	ACTIVITIES	INDICATORS
Building safe, healthy and supportive early years communities	Build and activate B4 membership.		Consultation with B4 membership and other stakeholders to inform redesign.	Consultation report
			Redesign B4 membership structure.	B4 membership restructure report
			Implement new B4 membership structure	Number of new members joining B4
	Support all Tasmanians to have the tools, skills, resources and knowledge to create environments that support the early years.	Promote innovation and drive systems change to shift the conditions inhibiting all Tasmanian children from thriving	Policies, research and programs have access to relevant data evidence and B4 advice	Number of requests for advice.
			Framing Tasmania Working Group	Number of meetings Number of attendees
			Making Sounds Project	Project evaluation
			B4 Grants	Number of Grants awarded



B4 and the Early Years System Challenge in Tasmania

Since 2016, the B4, a statewide collective impact initiative has been funded by the Tasmanian Government through the Department for Education, Children and Young People (DECYP). B4 is unique as it is delivered statewide through a Backbone Support team within a government agency (DECYP) with the vast majority of collective impact initiatives place based at a community level.

B4 works from an ecological model of the child, based on Bronfenbrenner's model, with the child at the centre of all its activities and interactions. B4 engages and works with all parts of the early years system that have influence on children thriving, through pregnancy and into their early years. B4 acknowledges that children thrive in a thriving early years system, that is, a system that is interconnected, visible, resourced and working to a shared outcome. The figure on the following page represents a thriving early years system and the position of B4.

B4 identifies the following core elements as essential for children in the early years to thrive:

- Loving and secure relationships
- Healthy food and environments
- Live in positive and inclusive communities
- A sense of belonging
- Access to services and supports, and
- Opportunities for play and learning.

The It takes a Tasmanian Village: Child and Youth Wellbeing Strategy (the Strategy) acknowledges that for all Tasmanian children and their families to thrive it will take the collective efforts of everyone that make up the village surrounding children and families.



The village represents the early years system using an “ecological model recognising the influence and relationships within the settings of family, community, wider society and the environment.”¹

¹Source p.6 : Tasmania's Child and Youth Wellbeing Strategy It takes a Tasmanian Village 2021 (amazonaws.com).

In Tasmania not every child is thriving in the early years, this affects their development both now and into the future. Australian Early Developmental Census (AEDC) results from 2021 show that fewer than 4 in 5 children had the skills, knowledge and confidence to thrive in school settings. The areas in which children were facing their biggest challenges include gross motor skills and emergent literacy. What is significant is that Tasmania's AEDC results have not shifted significantly since 2009 when collection of the AEDC commenced, despite significant and ongoing investment by governments, non-for profit and for profit organisations staffed by passionate, skilled, and experienced early years professionals. This challenge is not unique to Tasmania. The Early Years Catalyst states that:

Early childhood is a critical period in a child's development that has consequences for the rest of their life. Yet, despite the strong evidence base and skilled professionals wanting to deliver better outcomes for young children and their families, our early years system is still not enabling this.²



In addition, research shows that too often the families and children who would benefit the most from early years services are the ones least likely to engage³. Tasmania's early years' service system⁴ has been shown to be fragmented and difficult to navigate with many services inaccessible for a range of reasons. The *Strategy* consultations in 2021 highlighted that Tasmanians were clear on their need for more supports in the first 1000 days, in a system that is accessible, and works in collaboration⁵.

Many other factors play a role in Tasmania's AEDC results. For example, in Lutruwita/Tasmania, as in many parts of Australia, the rising cost of living, the housing crisis, difficulty in accessing and maintaining a functional and responsive health system further compound the challenges children and their families are facing to thrive. Lutruwita/Tasmania continues to have a very high percentage of its population living in socio-economic disadvantage⁶. These factors among others will need to be considered in developing child and family supports for future generations. In addition, if the rapidly falling birthrate continues this will have significant impacts on Tasmania's early years system moving forward⁷.

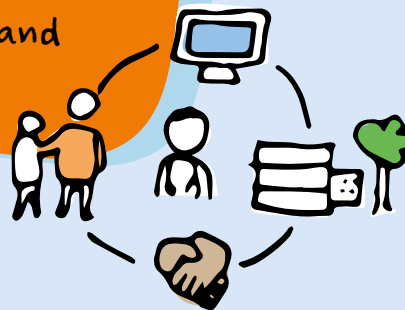
²Source: Early Years Catalyst. ³Source: <https://www.rch.org.au/uploadedFiles/Main/Content/ccch/images/SVA-Evidence-Review-paper-B.pdf>. ⁴Early years system refers to the Bronfenbrenner model incorporating the areas of impact of the child from the immediate to socio political. ⁵Source: Tasmania's Child and Youth Wellbeing Strategy It takes a Tasmanian Village 2021 (amazonaws.com). ⁶Source: <https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/latest-release>. ⁷Michael Dempsey presentation B4 Leaders 21 February 2024.

B4 exists to tackle collectively this “wicked problem” facing children, parents, carers and families in the Lutruwita/ Tasmanian early years system. B4, as a collective impact initiative, acknowledges that shifting the Tasmanian early years system cannot be done in isolation and needs all Tasmanians to play their part. B4 seeks to disrupt and transform Lutruwita/Tasmania’s complex individual, social, systemic and structural issues in the early years system and accepts that different approaches are needed when addressing these complexities⁹.

As a collective impact initiative B4 is not a solution but rather a problem-solving process that enables solutions to emerge through the application of a collective impact framework⁹. Working through collaborative partnerships on shared goals B4 can maximise its effect, proactively seeking to engage individuals and organisations across Lutruwita/Tasmania to support a shared agenda of change through agreed actions.

B4 actively partners and collaborates with other key government initiatives such as the Child and Youth Wellbeing Strategy, the Lifting Literacy Action Plan and most recently the Keeping Children Safe and Rebuilding Trust Report response. This is alongside B4’s collaboration with an array of community and service based early years initiatives and actions across Lutruwita/Tasmania. In developing its strategic plan and priorities B4 seeks to identify those issues, based on research and evidence, in which B4 has a leverage ability and are of high impact for desired change.

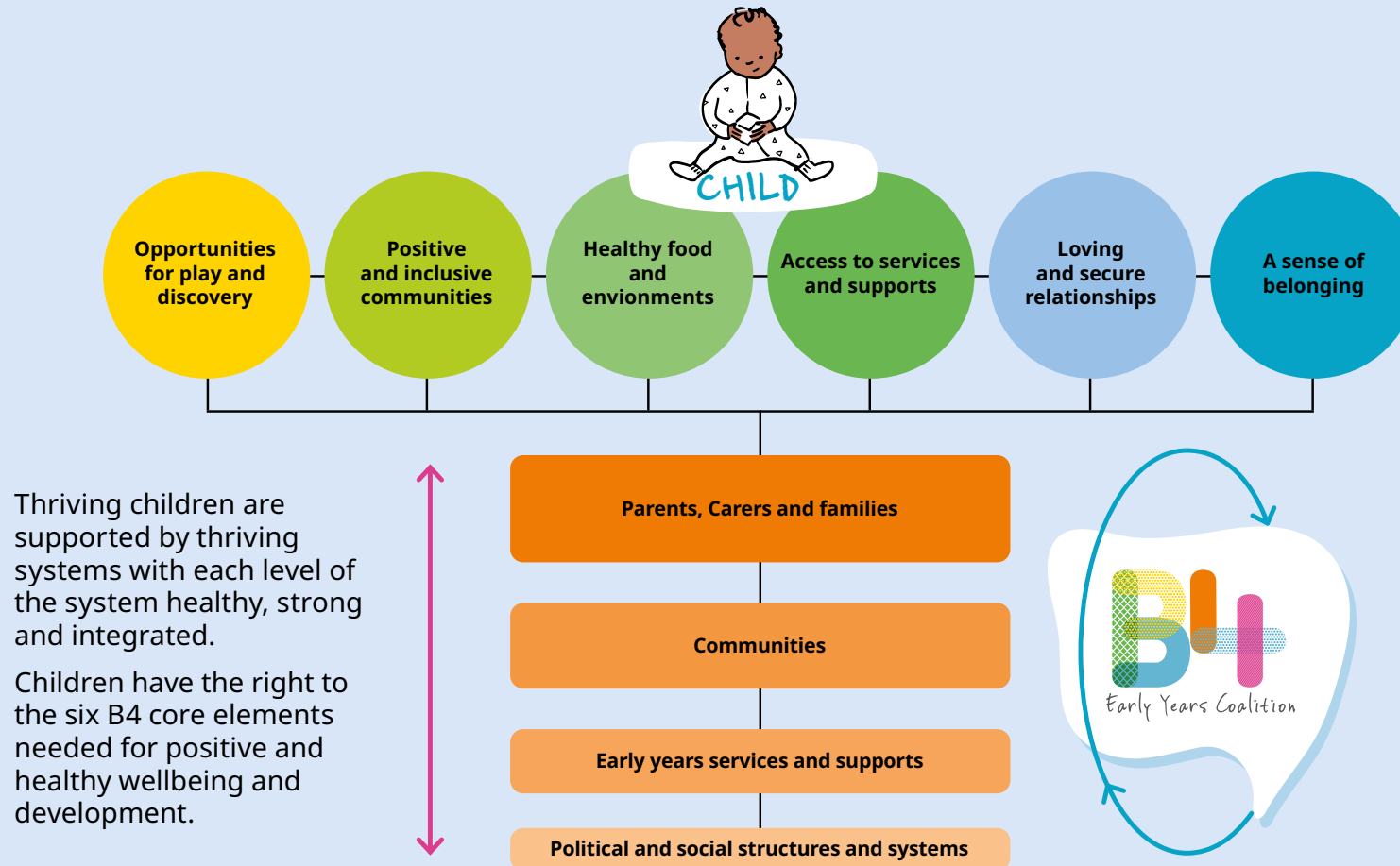
It is also important to note that the Tasmanian early years system does not operate in a vacuum and is impacted and impacts other systems both at state, national and international levels.



⁹Preskill, H., Parkhurst, M, & Splansky Juster, J. (2014). Guide to evaluating collective impact: 01 Learning and evaluation in the collective impact context. Collective Impact Forum..

B4's approach to ensure Tasmania's early years systems acknowledging "thriving children live in thriving systems"

B4's Ecological System's Model and its associated Collective Impact Approach are represented in the following diagrams.

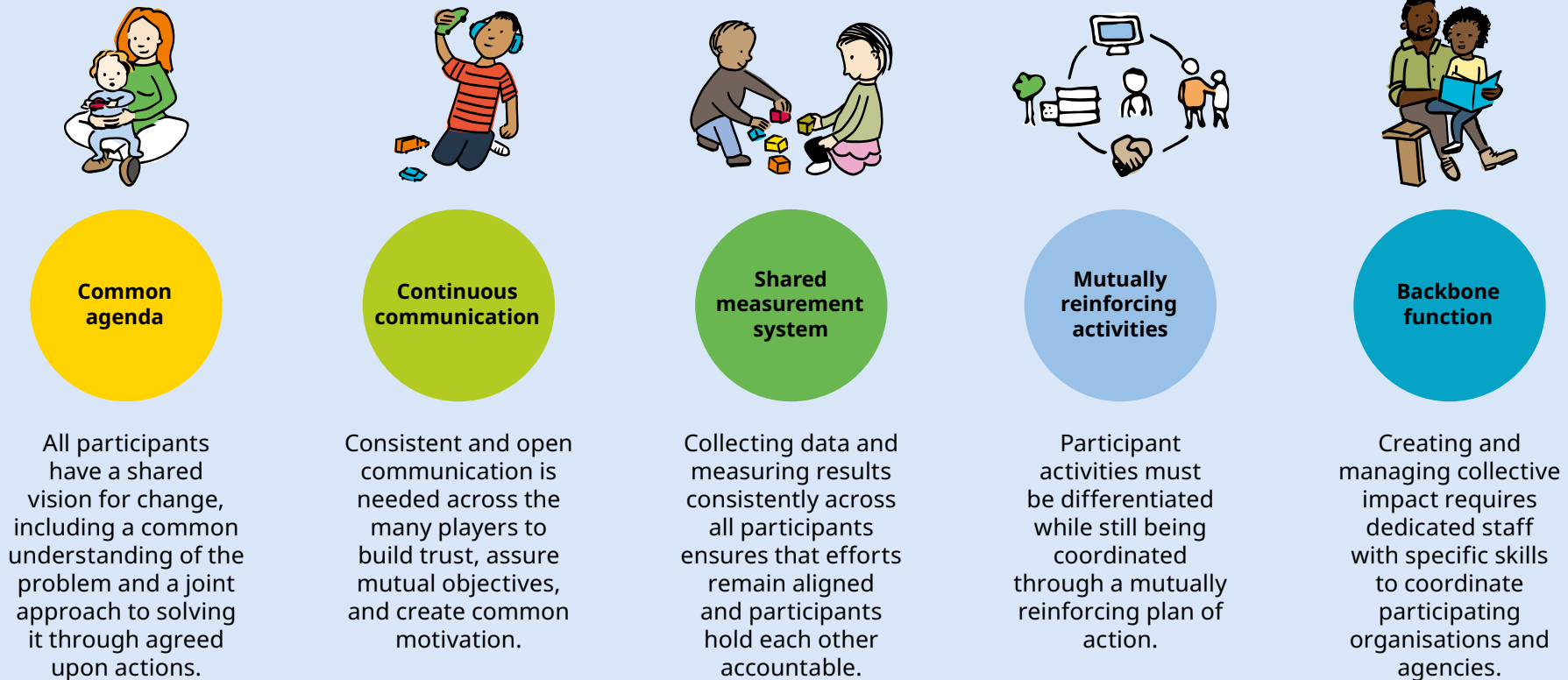


*Early Years system as displayed builds the Bronfenbrenner ecological model of the child.
 Note - B4 looks at the early years system at a statewide level and can be equally applied at a community level.

B4 and Collective Impact

Collective Impact has five key conditions that theorises will lead to population level change on complex social issues through the emergence and implementation of previously unidentified or unachievable solutions¹⁰.

Figure 1 conditions of collective impact



¹⁰Source: Collective impact: Evidence and implications for practice | Australian Institute of Family Studies (aifs.gov.au).

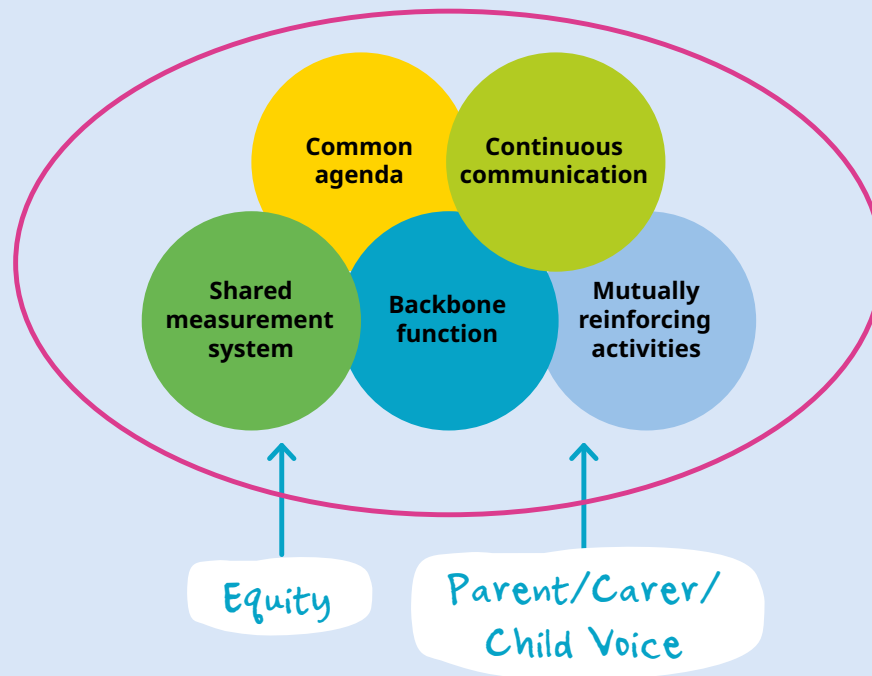
B4 and Collective Impact

B4 in addition to these original five conditions, seen in figure 1, has incorporated additional elements, which have been critiqued since the original collective impact model created.

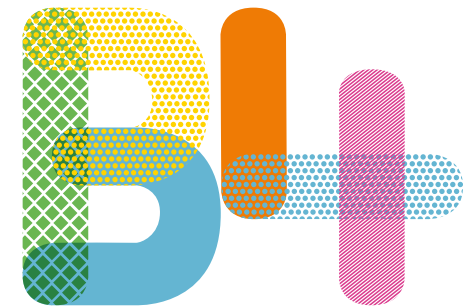
The two additional elements acknowledge and incorporate the impacts of systemic and structural inequity and the critical role for parent and carers, and the child's voice to be part of the problem solving process¹. See figure 2, B4 conditions of collective impact.

B4 through its work acknowledges both these additional elements as key to the B4 collective impact approach and cut across all five original conditions of collective impact.

Figure 2



¹Source p.6 : Tasmania's Child and Youth Wellbeing Strategy It takes a Tasmanian Village 2021 (amazonaws.com).



Early Years Coalition



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GOVERNMENT
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