

Are you an individual or making a submission on behalf of an organisation?

Individual

Are you a

Other

1. Does the new vision reflect what we all want for children and families?

I think the vision is too limiting but excluding any mention of adults or people who are single through separated families or from grief/unhappiness never having really tried to have a family or be part of a family unit. It is a discriminatory practice to assume that all emotionally resilient adults are part of a family unit, or that should be an 'aim' for all rectifying of emotional damage.

2. Are the two main outcomes what we should be working towards for children and families? Why/Why not? - Outcome 1: Parents and caregivers are empowered to raise healthy, resilient children - Outcome 2: Children are supported to grow into healthy, resilient adults.

I think the outcome are not indicative enough of the complexity of emotional intelligence, growth and potential for change through inciting agency in individuals. Empowerment is also about taking responsibility for our actions and that is missing in much of the language.

3. Will a single national program provide more flexibility for your organisation?

Technically a single program can provide 'ease' through reducing bureaucratic requirements and paperwork. However by its nature to simplify it reduces complexity in approach.

4. Does the service or activity you deliver fit within one of the three funding streams? Do these streams reflect what children and families in your community need now – and what they might need in the future?

As a facilitator of psycho education programs that often help adults who have struggled with family dynamics and lack of emotional intelligence and skilled parenting they have experienced (often parents who have different cultural backgrounds that are still processing grief (years on) from leaving their home countries and trying to regroup their diaspora experience or perhaps more restrictive cultural expectations of their grown children, for instance - or simply parents who are 'old school' and exerted emotional or physical punishment), I feel

that single adults or adults who are not somehow connected to a family unit are being excluded with these funding streams.

5. Are there other changes we could make to the program to help your organisation or community overcome current challenges?

Change the definition to include 'building resilience in adults who have experienced challenging emotional parenting growing up'.

6. Do you agree that the four priorities listed on Page 4 are right areas for investment to improve outcomes for children and families?

See my responses to some other questions that I believe the target group is too restricted.

7. Are there any other priorities or issues you think the department should be focusing on?

I believe one of the main priority areas could be something around teaching emotional responsibility. This seems to be a major gap in the language of the proposed new program but it is an underlying principle of so much of the work.

8. Do the proposed focus areas – like supporting families at risk of child protection involvement and young parents match the needs or priorities of your service?

I don't have a view on this.

9. Are there other groups in your community, or different approaches, that you think the department should consider to better support family wellbeing?

Yes, as an experienced counsellor I have experience of people attending counselling or therapy as adults once they realise the impact of emotional intelligence and learning on themselves, their lives and their motivation to make changes. They often decide they do not want to continue emotional patterns from the past that may have existed in their family, so when they are adults is when they learn to try and do emotional life differently and build resilience. This is either through psycho education courses or if they can afford, to see someone one on one. These adults all belong to families and have or intend to have children so they are important people to target in terms of resilience in the community.

10. What are other effective ways, beyond co-location, that you've seen work well to connect and coordinate services for families?

It can be important to have a 'champion' who then encourages others. This connection with 1 family member can then rub off on the other people they know.

11. What would you highlight in a grant application to demonstrate a service is connected to the community it serves? What should applicants be assessed on?

One of the areas it is difficult to get client feedback on is their own assessment of their personal growth and change. Particularly with our psycho education courses that are run at night, people are not that willing to spend time reflecting or writing feedback. So even though verbally people are very appreciative and feel 'changed' by the courses, they often don't write that feedback down.

Applicants can be assessed on the numbers of clients as a raw figure and intensity of change qualitative feedback without belittling the impact of anecdotal experiences, as emotional development/building of resilience is subjective.

Another measure can be number of linkages to other members of the community.

12. Beyond locational disadvantage, what other factors should the department consider to make sure funding reflects the needs of communities?

I don't understand the question.

13. What's the best way for organisations to show in grant applications, that their service is genuinely meeting the needs of the community?

Gathering personal feedback from their clients is the best way, but as I said, it is a difficult path, as people are often not that motivated.

14. How could the grant process be designed to support and increase the number of ACCOs delivering services to children and families?

I don't have a view on this.

15. What else should be built into the program design to help improve outcomes for Aboriginal and Torres Strait Islander children and families?

I don't have a view on this

16. What types of data would help your organisation better understand its impact and continuously improve its services?

I don't have a view on this.

17. What kinds of data or information would be most valuable for you to share, to show how your service is positively impacting children and families?

I don't have a view on this.

18. If your organisation currently reports in the Data Exchange (DEX), what SCORE Circumstances domain is most relevant to the service you deliver?

A better approach might be to ask 'do you think this information will help you in the near future' rather than ask if they have changed with 1 session.
Also asking 'how' they think that might be - again encouraging them to take responsibility for their actions.

19. What kinds of templates or guidance would help you prepare strong case studies that show the impact of your service?

Some templates that talk about the value of education, and inciting the personal responsibility of individuals.

20. What does a relational contracting approach mean to you in practice? What criteria would you like to see included in a relational contract?

I don't have a view on this.

21. What's the best way for the department to decide which organisations should be offered a relational contract?

I don't have a view on this.

22. Is your organisation interested in a relational contracting approach? Why/why not?

I don't have a view on this.

23. Is there anything else you think the department should understand or consider about this proposed approach?

I have responded with the answers that I feel I have insight into from my work as a psycho-education facilitator who encourages change and has feedback from workshop participants that it is very effective for them and would be sorry to see that those options may not be as available to the broad range of clients we have.

