

Radically Personalised Shared Care

A future state prototype for Out-of-Home Care

The Driving Principles

Achieving great outcomes for Children and Young People requires us to embed these principles from strategy through to ground level practice.



The Key Components

This model includes four key components that enable a radically personalised shared care experience for Children and Young People.

. Personalised Supports - The people involved **2. Connection Planning -** Each child has a plan for in providing OHC are able to adapt methods, the way that they connect with the important family plans and environments to meet the needs of or community members who are in their life, or who individual children and young people. could be.

3. Family Link Worker - A new role, designed to **4. The Mundahring Baldja -** A centre for focusing on do the creative work necessary to enable deep the people doing the work from recruitment through connection of Children with Family, whilst mitigating to their successful practice. The driver for the risk. The role responsible for facilitating connection new and traditional capabilities necessary for the with family and children, but also with staff. realisation of Radically Personalised Shared Care

Reading this map

This Map, or Blueprint, is the outcome of a co-design We know that every Child and every situation will be community group representatives and survivors of the whilst staying true to the principles.

Home Care (OHC) services. It illustrates how the model Foster Care placements, though they will need to be might work by following the journey of Tonji and his adapted for that context. carer, Sally. Tonji and Sally are 'Personas' – semi-fictional characters based on our experience of people who are involved in the OHC system.

ed values, and responsive s

process involving over 100 people with a stake in the different, and in a Radically Personalised model, the way care ecosystem, including young people, families, carers, we implement the model changes according to each Child
 Stolen Generation.
 This story focuses on Family Group Homes but the
 It describes a new potential model for Parkerville's Out-of- principles and practices are also intended to apply to



Mundahring

A NEW CENTRE FOR DEVELOPING THE PROFESSIONAL IDENTITY AND CARE SKILLS REQUIRED FOR THE FUTURE OF OUT-OF-HOME CARE.

Focus on 'heart over head', building the motivation for contribution to the lives of children and young people in care. Develop the professional identity of carers as a way of motivating the right practices for radically personalised care. Utilise experiential methods and coaching practices for the best adult learning.

Australian Childhood Foundation Centre for Excellence in Therapeutic Care. (2019). Practice Guide: Secondary Traumatic Stress and Staff Well-being: Understanding compassion fatigue, vicarious trauma and burnout in therapeutic care. undation for Young Australians (2017) The New Work Mindset

Key Measures

 Conversion rates of new applicants to employed carers Staff retention and turnover statistics Improvements in staff feedback mechanisms and culture surveys

Impact for Children and Young People

- Improved workforce stability creates more stable Out-of-Home Care environment Skilled workers are better able to adapt their practices to the needs of individual Children and Young People.
- Clustering creates opportunities for flexibility in care, with an improved individualisation of services.

Attracting and recruiting carers able to work in radically personalised ways that support family connection

Sally is a disability carer and is beginning to think about what career is next. She attends a career development expo and she sees a stall by Parkerville. She gets chatting with one of the experienced carers. It sounds like it's an incredible challenge, but there is so much impact to time and get great outcomes. She's sold. be made for children in care. She speaks to Parkerville's HR representative and signs up for learning at the Mundahring Baldja.

Focus on 'heart first' rather than rosters/ days/hours/pay.

- than academic qualifications in supporting stable future-focused relationships. 'Normal' recruitment avenues like Seek
- seem a poor fit for this work, which becomes more a 'way of life' than a job. associated difficulties to be managed, e.g.
- great diversity, e.g. NAIDOC Week, sporting people, confidentiality. groups, church groups and mature students checks prior could also be good targets.
- How might we resource this work and
 Developing opportunities for early which part of Parkerville is currently best placed to pursue it?
- How might we manage any surplus in demand when current roles are not available?
- Will recruiting stalls and group recruitment perform better than existing traditional methods?

(21/10) and Ashfield NAIDOC (Nov.). sequencing of Carer recruitment. Marketing area to work with Design team to develop stall and refocused materials.

training of Carers, accommodation service workers and others.

 Potential opportunities for aligning strategies with Digital Transformation agenda.

 Explore the potential for the Mundahring Baldja to work beyond the OHC system and train a range of people in the 'Caring Job Cluster' (see report linked in evidence above).

Shadowing

Shadowing experienced carers as part of deciding whether to take on a Carer's lifestyle

Before diving into this new commitment, Sally gets to shadow a carer in a Family Group Home. She meets the wonderful kids in her care, and she can see that it actually is doable to work with 4 kids at a

Sally joins other new staff members and engages in the Mundahring Baldja program. The program is designed to support Sally and her colleagues to develop their Parkerville Identity and enable them to learn how to do this work really well is definitely what a 'radically personalised shared care' a challenge. model of support looks like.

Welcoming new team members

to Parkerville through Mundahring

Baldja Training (2-6 weeks)

- Identity formation is essential to success in human services and the Mundahring Baldja (MB) is designed to cement the Radically Personalised and restorative practices necessary in this model.
- Program to extend the experiential nature of training includes access to Elders, Young People formerly in care, parents and experienced carers.
- Recruitment days should be targeted at risk of destabilising children and young Rethinking our processes for recruitment, induction and ongoing development and events, community events. Volunteer • Working with children and police clearance training is an opportunity to create a more stable, resilient and thriving workforce.

 - homes for children. Group homes are training & service model/program logic necessarily focused on the needs of
- upgrades. How might we resource this? Are
 - when seeking to ensure stable, predictable runs the program, including specialist

 This is a significant investment, with
 What potential is there for adding clustering
 As this touchpoint is largely under the
 As this touchpoint is largely under the
 How might we partner with other new roles, e.g. a MB Co-ordinator who

children, but a wider view could improve the there opportunities to partner with other experience for new carers too. How might organisations? we balance these needs to create a pathway



for new carers?

shadowing could be complex, particularly



Before Contact

COLLABORATIVELY PREPARING THE FOUNDATION FOR AN EXPERIENCE OF RADICALLY PERSONALISED, SHARED CARE

Gathering the right information by pushing beyond usual channels is critical to providing radically personalised care.

Cultural connection is best found through informal networks.

New measure of maintenance of connections for Children and

Young People – assessing quality of family connections and

Establish and monitor child and young person feedback

Collaborative work with the Department can set the foundation for enough autonomy to provide radically personalised shared care.

Bruce Perry. (2008). The Neurosequential Model of Therapeutics. Reclaiming Children and Youth, 17(3), 38-43. National Voice for Our Children. (2018). The Aboriginal and Torres Strait Islander Child Placement Principle: A guide to support implementation. Department for Child Protection and Family Support. (2016). Care Team Approach Practice Framework: Working together to support children in out-of-home care to improve their future life outcomes.

Key Measures

and Department of Communities

community connections

mechanisms

mpact for Children and Young People Staff reports of improved information-sharing between Parkerville

- Increased information-gathering provides a more holistic transition of Children into OHC environments. Improved cultural connection for Aboriginal Young People improves
- wellbeing. Creates potential to find appropriate community carers in extended
- family networks. Ensures the children have the people who know them best provide input into the initial planning and transition plans.

Building Safe Circles

A SPACE FOR (REATIVELY FACILITATING THE CONNECTIO (HILOREN, THEIR FAMILIES AND THE PARKERVILLE TEAM

Families are seen as equal contributors to the care experience and provide connection outside the sys Balancing opportunities for connection with risk mitigation is complex and requires creative response Connecting Family and Carers needs to work in ways that don't resemble or duplicate case conference

Circle of Security International. (2019). What is the Circle of Security? Developing Specific Relationship Capabilities. Casy Hoffman, Robert Marvin, Glen Cooper and Bert Powell. (2006). Changing toddlers' and preschoolers' attachment classifications: The Circle of Secu ournal of Consulting and Clinical Psychology 74, 1017-1026. Pepartment for Child Protection. (2011). The Signs of Safety: Child Protection Practice Framework. 12-16.

- · Establish a Most Significant Change evaluation of Restoration practices under this new model.
- Establish and monitor family feedback mechanisms.

Impact for Children and

- Family involvement in Family involvement in
- Increase in psychologie
- and increased choice. Children and young p

Informal connecti

that build the relati

As a first start, the Circ

maybe Tonji, Gran and S

for Pizza together as

Sally hears about whe

Gran asks Sally about

caring in the first place

carers, family an



Support through the first permanent placements

Sally completes her training at the Mundahring Baldja and begins a role as a carer in one of Parkerville's Family Group Homes. Sally's cottage is paired with two others nearby and one of the experienced carers there is allocated as her mentor through these first weeks. There's three other children in the home and learning

During prototyping, Peer support was

identified as most valuable for new care

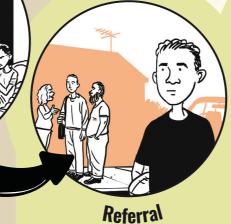
In some jurisdictions, Family Group Homes

between homes and increase opportunities

are clustered to enable peer support

for respite and combined activities.

to existing BAU?

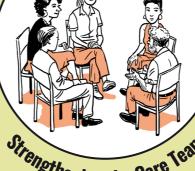


Liaising with the Department to establish the journey

Tonji is 10 years and has only been in care for 12 months. His mum, Shandelle, has been in and out of domestic violence relationships and battling her alcohol use. He has been living with his grandmother but it's falling apart because of her ill health and his increasing needs. Tonji will soon join one of Parkerville's family group homes in Armadale to be near his grandmother.

 The number of people and volume of information involved in the care of a child or young person often creates a barrier to impact and can cause damage when vital

information is missed. Balancing the needs of other children in Family Group Home settings remains a challenge for connecting families to OH



A space for information-sharing beyond the standard referral forms. Developing a more holistic understanding of children and families.

Making the experience truly personalised means collecting a lot of information. Charlie, the team leader, works with Jodi the Family Link Worker and the Department to find out as much as they can about Tonji's wider connection to his and uses informal networks to identify the community. Out of this information the wider networks that could support Tonji Parkerville team and the department will and connect him with culture. work to develop a 'Circle' for Tonji – a group of people who care about him and who maintain a relationship so that he is always connected beyond the care system.

"A multi-disciplinary approach is important. No one agency or Department can achieve success alone." (Co-design participant) A 'placement acceptance team' required to begin the journey (Co-Director, Program Manager, lived experience peer support, team leader and Psychologist).

A new role for creatively facilitating safe connection

Jodi is the Family Link Worker at Parkerville, and when Tonji is referred, she immediately sees the potential for connection with Tonji's Gran who is very nvolved, but not capable of supporting Fonji day-to-day. It will be her role to facilitate the Circle - the relationships between Parkerville's staff and Tonji's family and to find the creative and manage risk.

 Other models that have focused on family restoration have identified a family link role as useful for facilitation. Prototyping identified skilled tasks around the facilitation of complex emotional

relationships, the management of the interface between carer and family, the creative development of connection opportunities and the mitigation of risk that comes with connection. These are beyond family members to be part of Circles. They the current workload of Team Leaders and did not see the Department as having a role. require a different frame of reference.

staff identified this role as a 'dream job'.

How might we involve those staff in the

How might we fund this work on an

development of this work?

ongoing basis?

Are there organisations already

performing this role? If so, how might

we build partnerships in this space?

 The team prototyped structures like group found that these too case conferences, whi in the system and are management. A more like barbecues or joint

- can break down power relationships. at activities creates b In prototyping (limited numbers), Children chose Carers, Team Leads, Teachers and
- During prototyping, existing Parkerville
 How might we ensure that Circles break
 This touchpoint is larg of the Department. H those conversations to system? Should Circles have any formal personalised shared ca How might we clearly id between the Care Team f case management of Circle focused on the r
 - people who care for the There are risks in the de relationships, particular
 - relationships turn sour. H protected?
 - Given the complexity of facilitation, consider
 Utilise mid-level opport Circle Spaces between
- Set up stalls for recruiting carers at two
 Work to develop and test a Journey Map to
 Understand the resourcing model for a
 Test model with local Department offices
 Introduce 'Connection Plan' tool developed
 Consider partnerships to deliver peer or
 Two potential opportunities: upcoming events – Skills West Expo have a more concrete structure around the Mundahring Baldja and demand for the to provide peer support opportunities. utilising this Journey Map. Focus testing on during this work to existing Care Team cultural mentoring support. three key questions:

available?

- 1. How might we gather the right information upfront?
- 2. How might we negotiate family connection?
- 3. What appetite & funding is there for Parkerville's involvement in facilitating family connection?
- Opportunities in Armadale and the Gascoyne have surfaced as the most promising.

for Parkerville to influence Departmental

decisions about family connection.

control of the Department, how might we control of the Department, how might we organisations, including ACCOs, in this

How might we maintain the principles
 How might we clearly identify the difference
 success with this model?

described here in urgent referrals where the between the Care Team focused on the

time to do comprehensive preparation is not case management of Children and the

influence those conversations to begin a influence those conversations to begin a space, for example Kinship Connections?

radically personalised shared care journey? • How might we share Parkerville's existing

Circle focused on the relationships between

people who care for the child?

structures and see its impact on the ability • Consider opportunities to codify and share resource over the next 8 weeks to support Family Link Worker is prototyped in a Live reunification over the next 8 weeks to support this practice.

Searching informal networks

for family and advice

Aboriginal Practice Lead works with him

Existing practice with cultural leads has

children in identifying culturally appropriate

Strong relationships with some local Elders

has begun and was strengthened through

provided some strong outcomes for

family placements.

this co-design process.

Information about Tonji's family

connections are a bit scant, so the

- 1. A mid-level opportunity to Identify a 0.2 introducing more formalised Circles if a two families already in t two families already in the process of reunification.
- 2. Source project funding to run a prototype/ pilot over the next 12 – 18 months. Hire a full-time Family Link Worker to establish processes around the role, test assumptions and work creatively to overcome inevitable barriers.

Establishing relationships and trust

and bringing some control to the people in a child's life -----

The Circle is tense, the first ones usually are, and Jodi must carefully facilitate. Tonji's Gran brings one of Tonji's favourite posters and tells the group about little unsure, but it help how Tonji reacts when he is stressed. Sally will be Tonji's carer, and she asks about his routine and the things that really motivate him. They agree about the decisions that opportunities that both create connection Sally can make, and the ones she'll need to check in.

Yarning Circles are an inspiration

processes.

for conversations rooted in strong

relationships, rather than organisational

Space matters, but this might not need to

be on country. Non-service environments

out of the paradigm of Case Conferences,

which will continue to have a role in the

How might we mitigate the risks of

connecting families with staff and carers?

components?

prototype or pilot.

ION OF			METHODS THAT ENSUE	RE CHOICE AND CONTROL IN THE		METHOOS AND SYSTEMS	FOR RESPONDING
i m		A Second Home Persona	aliceu 🔿	IN PARKERVILLE OUT-OF-HOME CARE	Living in the Second H	Iome in trauma-informed	
ystem. ses. ices.	wherever possible. A radically personalised care experience begins in the routines and features of home and the adapta			home and the adaptability of carers.	Making trauma-informed principles practical requires ongoing coaching and a disciplined embedding of existing knowledge. The ability to respond in trauma-informed ways requires strengthened systems and workplace standards that care for the wellbeing of staff.		
urity Intervention.		Stephen Porges. (2016). <u>The Polyvagal Theory for Treating Trauma.</u> Joe Tucci. (2019). <u>What really is safety for traumatised children and young people?</u> Australian Childhood Foundation Centre for Excellence in Therapeutic Care. (2020). <u>Practice Guide: Creating a balance between</u> <u>empowerment and limit setting in therapeutic care.</u>			Cornell University Residential Child Care Project. (2010). <u>Therapeutic Crisis Intervention System.</u> DDP Network. (2020). <u>What is meant by PACE2</u>		
Ind Young People in the transition to OHC signifi improves the likelihood of rest ogical safety for both the child ce. people have increased input a	toration. and their family in having information	Key Measures Incident reports – Rates, types and length Storytelling Children's and young people's feedback mechan 	of institutionalisation. Feedback mechanisms create of to challenges that could result i Individualised planning mechan care successfully. 	s build decision-making skills, and decrease risks pportunities for early identification and response n failed placements. isms allow for the development required to exit safety based on the child's neuroception of safety	 Key Measures Monitor the number, severity and length of incidover time Workplace health and safety, and Fair Work repand Workers Compensation claims Monitor number of Relief shifts generated Staff retention rates 	borts • Skilled responses in tim placement with a focus • Well supported team m that enable thriving, dec	baches ensure the maintenances. Thes of crisis decrease the pote s on Crisis Management Plans tembers are better able to pro- creasing adverse events. who are psychologically safe
Spaces	Warm welcome	Co-Creating home Using space to give opportunities for individualisation		A radically individualised plan	Handing over Allowing space to work with Trauma by introducing shorter	Biowing was Demonstrating capabilities	Targeted Co Opportunities development in
lationship between and community	Establishing a sense of hospitality for new children	Allowing children to change aspects of the home	Finding space for feedback	for the wellbeing of a child, centred on connection	shift spans	to respond to trauma	the needs of c young p
tircle decides that and Sally could go out is a way of connecting. here Gran grew up, and ut how she got into ace. They leave still a elps.	Gran and Tonji arrive at the home and are greeted by Sally. Tonji feels really scared and doesn't want to go, but Gran is here and that helps. It's not always possible for safety reasons for the family to know where the care home is but Tonji's situation allows it.	While Tonji's Gran is there, Sally gives them a tour of the home. When they get to Tonji's bedroom, Sally lets them know that this is his personal space now and he can choose how he would like it to look. Sally suggests he and his Gran have a think about it, and in the next day or so they will sit down, look at some options on the internet and then go shopping.	Using informal moments to give children choice and control Every Thursday night, the kids have a special dinner. (They get to choose what they have.) At dinner, Sally asks them three questions: At dinner, Sally asks them three questions: 1. What's one thing you've loved about this week? 2. What's one thing that's been hard? 3. What's one thing we can do better? Tonji tells Sally that he was upset about not being able to invite his friend to play. They agree to work out some other way.	Sally brings Gran to the home to look over the draft 'My Plan' that the care team and circle have created. It is really visual and Sally shares what its purpose is and how it will be used. Sally asks Tonji about the things in there - what he would add more of, what's missing and what is most important to him. Together, they build on the journey, adding more on what and who makes Tonji feel good and what he thinks about for his future.	The Thursday night dinner is also the time that Sally's shift gets handed over. Sally is at the end of her 7-day shift, and Cameron is coming to be in the house. The kids love Cameron's stupid jokes, but they are always a bit sad to not see Sally for a week.	Sally comes back on shift after her week and notices that Tonji isn't very talkative at dinner. She learns from Cameron that Tonji's mum has cancelled their visit for tomorrow. Tonji runs to his room and begins to rip all the posters off the wall. Sally knows Tonji's crisis management plan off by heart and puts on Tonji's calming song. They sit together for a while, and Tonji calms down. Sally begins the Life Space Interview to help Tonji make some meaning about what is happening.	Part of Tonji's struggling his recent ADHD diagno have noted that carers of training in this space to needs. The Mundahring Baldja receives a referral and a specialised content (kno to be provided to Sally a coaching in the home.
ed more formal circle up meetings and bo closely replicated which already exist are focused on case ore informal structure, bintly supporting children s better space for Ig.	 Lack of knowledge and understanding of parental trauma risks staff's demonization of them, 'hard to lose labels' and lack of empathy for birth family – no trust, reduced engagement and communication not collaboration. Early connection with family members helps to maintain empathy and likelihood of reunification. 	 "Listening to children, hearing children & acting on what they say are three very different activities There have always been people who have listened, sometimes been people who have heard, & perhaps less often those who have acted wisely on what children have had to say." This control is enabled by Carers who are able to involve children and young people in decision-making and devolve where decisions are made Funding to purchase bedding, clothes, sporting equipment required to action this initiative. 	 Providing meaningful opportunities to hear children and young people's voices - and listening and acting on their wishes - helps them heal, grow, and develop agency over their own lives. 	 Collection of family stories, yarns and photos for Tonji's knowledge journeys. Mapping family and kinship groups is important for widening the network of safe family, particularly for Aboriginal Children and Young People. 	 Current shift structures are a barrier for new staff entering the care space, but are often valued by older team members. Ensure all staff have risks, behaviour and medication info updated for shift changeovers. Regularly update the connection journey to ensure prioritisation of daily phone contact with parents is maintained. 	 Life Space Interview practices are well established in other jurisdictions and have shown success. Require ongoing support to maintain the practices. 	 Training can't be limited workshops. Ongoing of with other learning style.g. in-home coaching During prototyping, peridentified as the most support for staff. In some jurisdictions, are 'clustered' to enab between homes and w relief and respite.
largely under the control . How might we influence as to begin a radically ed care journey? arly identify the difference Team focused on the c of children and the he relationships between or the child. he development of these cularly where good sour. How can carers be	 There are risks in the connection of care homes and families. In this example, families knowing where the home is can be risky if relationships turn sour. How might sensible risks be taken in order to achieve strong outcomes? How might we mitigate risk without closing important opportunities for improving the wellbeing of children? How might carers be protected in the course of being connected to families who are struggling? 	 How might we provide resources to allow Carers to spend one-on-one time with children to establish strong relationships? Consider utlising clusters or volunteering opportunities. How might we resource the minor changes to bedrooms and spaces to enable this? 	 This practice is one that has previously been implemented in Parkerville Family Group Home provision. How might we ensure important practices like this retain currency? What causes them to fall away? What support might workers need to maintain them? How might we support staff to hear feedback and respond effectively? 	 How might we manage carer turnover in the context of maintaining strong relationships between carers and family? How might we include the learning that children and young people might need for independence, without turning care placements into 'education facilities'? How might we manage the privacy and consent of participating families? 	 How might we explore the needs of those staff who value current shift structures? How might we develop systems for strong handover and relationships between co-carers and family? 	This practice is one that has previously been implemented in Parkerville Family Group Home provision.How might we ensure important practices like this retain currency?What causes them to fall away?What support might workers need to maintain them?	
portunity to support ly in the process of he next 8 weeks. Create veen family members.	 Opportunities for a family member or significant person to the child (Safe option during prototyping) to attend the placement during the transition meetings/visits. 	• This initiative is compatible with existing BAU and with resourcing could be implemented or prototyped in existing service provision.	• This initiative is compatible with existing BAU and with resourcing could be implemented in existing service provision.	• Utlise best practice existing tools in this space to develop visual 'My Plan' format. Adapt to include Connection Planning and restoration practices.	• Explore financial and human resource implications of changes to staff contracts to allow for 7 days on, 7 days off shifts and test with existing staff.	• This initiative is compatible with existing BAU and with resourcing could be implemented in existing provision.	See 'Mentoring' action

FOR RESPONDING

Opportunities for Connection and Restoration

PRACTICAL STEPS TO WORK TOWARDS FAMILY CONNECTION AND EVENTUALLY RESTORATION

Parkerville believes that we cannot care for Children if we do not also care for Families and Communities. Children connecting with family is the default setting for our Out-of-Home Care services – the type of connection changes but it is very rare that it is not possible. Connecting families with carers is part of the journey towards the restoration of strong family relationships. Balancing opportunities for connection with risk mitigation is complex and requires creative, optimistic responses.

The Australian Centre for Social Innovation. (2017). <u>Co-parenthood Foundational Evidence.</u> Australian Institute of Family Studies. (2016). Children's attachment needs in the context of out-of-home care. Australian Institute of Family Studies. (2007). Building relationships between parents and carers in early childhood.

- oaches ensure the maintenance of strong es of crisis decrease the potential for failed
- s on Crisis Management Plans and LSIs. nembers are better able to provide supports ecreasing adverse events.
- who are psychologically safe will be able to sychologically safe.

- Number of connection plans and 'connection breaks' (where Children lose regular connection
- with family members particularly during crisis) Rate of reunifications
- New measure of maintenance of connections for Children and Young People assessing quality and quantity of family connections and community connections
- Establish a Most Significant Change evaluation
- of Restoration practices under this

Key Measures

new model

Impact for Children and Young People

- Improved family connection promotes wellbeing, identity and resilience for Children.
- Family restoration shown to improve outcomes for children in a range of areas including education, heatlh, housing stability and employment.
- Building relationship between Family and Parkerville enables aligned responses to children.
- Children and Families gain control and are not left powerless and voiceless in the system.

Opportunities for ongoing development in response to the needs of children and young people

Part of Tonji's struggling is explained by his recent ADHD diagnosis. Tonji's Circle have noted that carers require customised training in this space to better support his

The Mundahring Baldja Co-ordinator receives a referral and arranges for specialised content (knowledge and skills) to be provided to Sally and the team via coaching in the home.

- Training can't be limited to one-off workshops. Ongoing coaching is necessary with other learning styles to be supported, e.g. in-home coaching.
- During prototyping, peer support was identified as the most valuable form of support for staff.
- In some jurisdictions, family group homes are 'clustered' to enable peer support between homes and widen the pool for relief and respite.

See 'Mentoring' actions.

Connection Plan

Creating a plan for connection by default Considering time, space and method

After staying for 3 weeks, Tonji's Circle gets together to develop a strategy about how to connect Tonji with his family network. Jodi, the connection lead, facilitates the conversation. They work to develop a strategy to connect with Safe Family, his Gran and Uncle. They don't forget to make a different plan for him to connect with his Mum who is still struggling.

 Creative Connection strategies can be developed by focusing on increasing th connection in 3 domains: . Person (should connection be with

- parents, or other family, or community?), 2. Method (online connection through to
- family holidays), and 24/7).

• "When we partner with families and children/young people, we know it has a significant positive impact on children and young people and their outcomes Discovery participant

 Family connection decisions are currently the remit of the Department of family connection activities? How might we ensure that Connection

activities are child-led? What should be their role before? simple? in decision-making around Connection Plans?

structures and see its impact on the ability

for Parkerville to influence Departmental

decisions.

ceper Connect

Utilising creativity to develop opportunities for deeper

meaningful connection

_____ Providing deeper opportunities for connection always takes some creativity, and it's Jodi's job to explore what is

possible and set up personalised opportunities. Narbathong Cottage is intentionally set up to allow family members to spend time with kids in a natural home environment. Tonji's Gran and Uncle book in for the weekend and they come and stay with Tonji. They know they have access to Parkerville's oncall services.

In planning for transition, connection with extended family must be a priority as young people will need these supports after leaving care. Liaison with agencies supporting family reunification is also required.

- Building opportunities for Deeper forms of connection is a key challenge in OHC, with creativity needed to mitigate risk and around organisational barriers.
- Care Leavers (limited numbers) present at prototyping did not see the presence of families in care homes positively.

 Whilst shallower connection opportunities
 How might we creatively resource these
 How might we balance the boundary
 How might we work with the Department (see Connection by default) are relatively connection opportunities? For example between the role of family connection Communities. How might we gauge the low risk, these deeper options require careful providing funding to overcome barriers to with the role of family support that other Department's desire to have Parkerville in risk mitigation. How might we carefully connection? organisations play? negotiate these risks, rather than classing
• How might we align digital transformation them as 'too hard' if they have not been tried strategies to make these opportunities

produce set of pre-emptive risk mitigation

Consider cost implications of providing

opportunities for Deeper Connection.

plans for these.

the one shown above, or carers providing connections with family members and

support in family homes). Work creatively to put together best practice guide for team

members.

Safe opportunities

in riskier situations, facilitated

by technology

For Tonji and his mum, the Circle decides

to try to have mum connect with Tonji via

teleconference. About twice a week Tonji

uses the house iPad to talk to his mum.

Parkerville works with FINWA to help her

make sure the conversations are positive

conversations, which builds trust.

The Covid-19 period, and subsequent

to the use of mobile technologies to

cancellations of face-to-face visits, led

connect children with their families. This

presence in care homes not only improved

connection but led to breaking down the

barriers between carers and families and

a decreased fear from families about what

and provides small amounts of phone credit

 Introduce Connection Plan tool developed
 See prototyping opportunities under Family
 This initiative is compatible with existing
 How might we balance the boundary during this work to existing Care Team Link Worker. BAU and with resourcing could be between the role of family connection

 Develop a list of potential, hypothetical implemented in existing service provision. Deeper Connection opportunities (such as Ask staff about their experience of online organisations play?

 Utilise mid-level opportunity to support two families already in the process of reunification over the next 8 weeks. Create Circle Spaces between family members.

 Families (and communities) must b connected throughout the care journey; with the end goal of reunification. We mu see this as our core business if we want

increase this to weekend stavs.

- make a positive, lasting impact. Participants in workshops identified that sudden reunification was problematic. and often led to the failure of reunification
- Link Worker should not have a core role in is needed.

to collaboratively transition towards

reunification?

case management of family members.

that doesn't come from the Department

The root causes of Child Protection

concerns are touched by multiple agencies

in FDV, Homelessness, Drug and Alcohol

and Mental Health (amongst many others).

Parkerville is well placed to develop stron

relationships if it sees its wider systems

role, and partners with other agencies for

the benefit of parents.

Corporation.

Dow restoration Active involvement in supporting Extending opportunities over families whilst maintaining time toward reunification Parkerville's core business _____

Over time, Tonji's mum moves into a ne The connection that Tonji's mum has with apartment, and away from people who Parkerville staff eventually leads her to reac were keeping her in struggle. With the out through Gran. She wants some advice Circle, and Department of Communities staff, Parkerville agrees to try and use where she feels her relationships are really Narbathong Cottage one afternoon. Ton to make it happen. Mum sees Sally in the broken. Jodi talks to her over the phone and his mum cook together and watch background of the calls and they have short and offers to connect her with great family a movie. The team will see if they car support programs at Wungening Aboriginal