

# *Linking Schools and Early Years*

*working towards...*

***‘Children arriving at school ready to engage’***

**Funded by:**

The R.E. Ross Trust and  
Department of Education and Early Childhood Development



The Children's

Excellence in  
clinical care,  
research and  
education



“Questions are more transformative than answers...Questions create the space for something new to emerge. Answers...while satisfying, shut down the discussion”

(Block, 2008, pp 103)

---

# Overview

- What is Linking Schools and Early Years?
  - How can implementation science principles and practices be applied to a place-based community partnership approach?
  - Where to from here – fidelity and/or flexibility?
-

*All children arrive at school ready  
to engage*

---



# Project goals

1. Children and families make a smooth transition between early years services and schools.
  2. Early years services and schools actively connect with families.
  3. Schools are responsive to the individual learning needs of all children.
-

# The Project

- Currently in its sixth and final year 2007-2012
  - Operating in three sites, across Victoria:
    - Corio/Norlane in the City of Greater Geelong
    - Footscray in the City of Maribyrnong
    - Hastings in Mornington Peninsula Shire
  - Independent evaluation
-

A place-based  
community partnership  
approach

---



# Project activities

Community  
Connections research

Peer  
swaps

Family-  
Friendly  
Review

Transition  
information  
exchange

Speech and  
language research

Partnership evaluation

Family  
partnership PD

Transition calendar

Transition information

Parent &  
community  
consultations

Family activities and  
services on school grounds

Consistent  
education  
programs

# LSEY & Implementation Science

---

**What you do is important**

**but**

**How you do it can make the  
difference**

**What you do is important  
(project activities)**

**but**

**How you do it can make the  
difference  
(community partnership approach)**

Stages and core components  
of  
implementation science

---

Exploration

Installation

Initial implementation

Full implementation

Innovation

Sustainability

Extensive planning

Local & external expertise

'On-the-job/task' learning  
A developing culture  
change

Trialling new ways

Sustainability

# Questions and implications

??

---

# Implementation drivers

---



Staff selection

Training

Coaching/consulting

Staff evaluation

Informed decisions

Admin/Leadership support

System intervention

Existing 'staff'

A shared understanding

Facilitator support

Partnership evaluation

Informed decisions

Management/Organisation  
leadership and support

# Questions and implications

??

---

# The implementation team

---

Know the intervention  
and practice

Skilful users of  
implementation  
methods

Engaged in  
continuous quality  
improvement

Project facilitator

Community partnership

Educator networks

Links worker

# Questions and implications

??

---

**Where to from here?**

---

Find out more about LSEY learnings and stories:

- Visit the LSEY website ([www.rch.org/lsey](http://www.rch.org/lsey))
  - Subscribe to the LSEY newsletter & Research snapshots
  - Participate in LSEY workshops
  - Stay tuned for other LSEY practice resources and publications
-

**Jen Lorains**

**Centre for Community Child Health**

Murdoch Childrens Research Institute  
Royal Children's Hospital, Melbourne

**Phone: (03) 9936 6744**

**Email: [jennifer.lorains@mcri.edu.au](mailto:jennifer.lorains@mcri.edu.au)**

**Website: [www.rch.org/lsey](http://www.rch.org/lsey)**