

# EVIDENCE FOR ACTION IN THE EARLY YEARS SYSTEM

## Assessing System Leverage Points



### Part 6 of 6: **CLUSTER 4** Shifting society's perspectives

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**Suggested citation:** Fiona McKenzie, Eve Millar, Sarah Rogers, Sophie O'Sullivan, Renee Martin, Myrna Machuca-Sierra, Zoe Enticott, Ellise Barkley, Heidi Peterson, Tim Moore, Rebecca Fry, Lauren Heery, 2023. Evidence for Action in the Early Years System: Assessing System Leverage Points: Cluster 4 – Shifting society's perspectives. Prepared by Orange Compass, Centre for Community Child Health, Clear Horizon and Social Enterprise Finance Australia for the Early Years Catalyst, July 2023.



## Acknowledging our funders

We would like to acknowledge and thank the BHP Foundation and Allan & Gill Gray Philanthropies for their visionary support of the Early Years Catalyst in our setup and initial phase of work. It is their support which allows us to gather and to share these insights with the field.

The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of Allan & Gill Gray Philanthropies.



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# ACKNOWLEDGEMENTS

Thank you to everyone who took part in this research, including the 210 people who completed our online survey. Your insights have helped bring to life the complexity of working in early childhood development, the necessity of transformational change and the urgency of the task. We hope we have done justice to your wisdom with our report and recommendations.

We are so grateful for the generosity and willingness of our advisors to fit this work into their busy schedules. We particularly acknowledge the Expert Advisory Panel who provided input into the design of our prototype process and then made the journey to Melbourne to be part of an intense two-day workshop.

## Expert Advisory Panel

- Brenda Amman
- Kirsty Arnott
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We would also like to sincerely thank the team who worked so diligently to make this possible

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*Orange Compass - July 2023*

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# COMMONLY USED TERMS

The reader will find these terms used throughout the Evidence for Action documents.

<b>ACTORS and KEY ACTORS</b>	<p>A 'system' actor is a person/ entity /organisation that interacts with the system and through their interaction is part of the system.</p> <p>This can be a child, a parent, a community member, a politician, an organisation or an entity like a service agency, federal/ state or local government, a peak body.</p> <p>Key actors in this report refers to those who are acting to create or drive systemic change – which are found in each case study.</p>
<b>EARLY YEARS SYSTEM</b>	<p>We are referring to a 'system' in its broadest sense - one that involves the interaction of many parts and different actors. In a structural sense, there is no clearly defined early years system in Australia, but rather many systems that influence early childhood development outcomes.</p> <p>See the Early Years Catalyst's ECD Systems Landscape Atlas for more details about the systems that influence ECD outcomes.</p>
<b>SYSTEMS MAPPING</b>	<p>In late 2021, the Early Years Catalyst undertook <a href="#">a systems mapping process</a> to identify the forces influencing early childhood development outcomes in Australia today and possible leverage points for change.</p>
<b>LEVERAGE POINTS</b>	<p>A leverage point is a place in the system where, by intervening or applying pressure, we can influence change across the whole system.</p>
<b>SYSTEMS CHANGE</b>	<p>Refers to shifting components or parts of a system and the way these components interact. Systems change may occur at varying levels of the system:</p> <ul style="list-style-type: none"> <li>• <b>Micro:</b> small scale change at the level of a single organisation or interactions between individuals</li> <li>• <b>Meso:</b> medium scale change - often community level or local level change</li> <li>• <b>Macro:</b> large scale / whole of system scale social and policy change.</li> </ul>



# INTRODUCTION

This is **Part 6** of the six-part series that make up the Early Years Catalyst's *Evidence for Action* report.

In early 2023, the Early Years Catalyst commissioned the development of an evidence-informed inventory for action, to further explore and build knowledge about the range of leverage points identified through the Early Years Catalyst's systems mapping process with a particular focus on insights for implementation.

In commissioning this project, the Early Years Catalyst sought to understand two key things:

- the relative potential of each leverage point to transform the early years system and improve early childhood development (ECD) outcomes
- the evidence for action – what does the evidence say about **what it will take to create transformative change in Australia's early years system?**

The results of the assessment and evidence gathering process have been compiled into the full *Evidence for Action* report, a substantive resource for the field that provides rich insights into the top 18 leverage points including:

- the available evidence
- potential impacts on **ECD outcomes**
- approaches to implementation, including **pre-conditions**
- case study examples of **implementation**, including lessons learnt and information regarding **costs and timelines**.

For ease of navigation the *Evidence for Action* report has been divided into six parts:

**Part 1: Key Findings:** Summary of Findings and Insights

**Part 2: Leverage Point Assessment: The Approach**

**Part 3: Cluster 1 - Communities and families in the driver's seat (Leverage Points 1-6)**

**Part 4: Cluster 2 - Re-imagining the service system (Leverage Points 7-10)**

**Part 5: Cluster 3 - Shared accountability for children's outcomes (Leverage Points 11-14)**

**Part 6: Cluster 4 - Shifting society's perspectives (Leverage Points 15-18)**

- **We recommended** that you read **Part 1: Key Findings** before reading Parts 3-6 (the cluster documents).
- To learn more about the assessment methodology and the approach to gathering evidence go to **Part 2: The Approach**.

## What you will find in this document

This document is focused on sharing the evidence gathered about the leverage points in the **Shifting society's perspectives** cluster, one of the four clusters of leverage points that have been grouped together by their linkage to key elements of the desired future state early years system, identified during the Early Years Catalyst's systems mapping process.

Each cluster document includes:

- A cluster summary that considers the group of leverage points 'as a whole', including the convergent evidence, the interconnections and linkages between them and their potential for transformational impact.

- Individual leverage point summaries that explore the convergent evidence for action for each leverage point and considerations for implementation
- Case studies related to each leverage point that illustrate one way that the leverage point has been implemented.

## Gathering convergent evidence for action

In keeping with the Early Years Catalyst's commitment to participatory processes and belief that a diversity of perspectives and wisdom delivers the best outcomes, *Evidence for Action* has drawn on diverse sources to for 'convergent evidence'.

Perspectives and insights have been drawn from frontline practice knowledge and expertise; family perspectives; First Nations culture, wisdom and ways of knowing and formal, published literature, from at home and around the world. These diverse perspectives are included in the evidence for each leverage point (see **Part 2: The Approach** for more detail).

Our approach to the formal literature scan and selection of case studies also reflects a diversity of perspectives. As each leverage point could be interpreted in many different ways and there are many potential examples, we emphasise that what is included here is but one interpretation and example, as a starting point for further exploration and consideration. The case studies are drawn from a broad range of contexts and scales, from within Australia and internationally, across early years and non-early years sectors, developed using various evidence sources.

We would also emphasise that the case studies selected for inclusion in the *Evidence for Action* report, have published evaluations of their impact. This decision was made to ensure a degree of consistency in evidence across all the leverage points. However, we acknowledge that this choice excluded many case studies that may also have made great illustrations of how to implement a particular leverage point (see our reflections about the evidence in **Part 1: Key Findings**).

As many of the leverage points are interconnected, the reader may notice repetition in literature and citations between the case studies. This was intentional and unavoidable, so that each leverage point and accompanying case study can be read as a stand-alone document.

Some of the case studies, while used to demonstrate one particular leverage point, also illustrate implementation of other leverage points. We encourage you to explore the linked leverage points and case studies for the fullest picture of the potential impact of the leverage point.

## What do these leverage points mean for you?

If you are reading this document, you likely have a strong interest in improving early childhood development outcomes for children and their families. All of these leverage points speak to changes in the early years system that would ultimately improve long term outcomes for children and families.

Wherever you sit in the system, whether you are front line worker, practitioner, service manager, policy maker or politician, you can influence systems change.

These case studies are one example where specific actors have or are driving change, at a specific level in the system. This is not the only way to do it. For many of these leverage points, change can be driven in different ways, by different actors (including you) through taking different approaches to implementation, at different levels of the system.

# Cluster 4 and the Early Years Catalyst's Mental Models Deep Dive Project

## Mental Models Deep Dive Project

At the same time as our leverage points assessment process was being completed, the Early Years Catalyst commissioned Telethon Kids Institute to undertake a deep dive into mental models underpinning the early years systems and outcomes in Australia. This was to build on the early years systems mapping process, which identified the potential for deep, lasting, and transformational systems change through shifting mental models. Seeking deeper insights, the *Mental Models Deep Dive* sought to answer the following overarching questions:

1. **What does the Early Years Catalyst and wider field need to understand about the mental models that are holding current conditions in place and the mental models that are required to support the desired future state of Australia's early years system?**
2. **What are the strategies to shift the mental models holding current conditions in place and which of these will be most effective?**
3. **What is the recommended approach to shifting the mental models shaping early childhood development outcomes in Australia today?**

The 'deep dive' process was a deep exploration into how the Australian public thinks about different factors that shape ECD systems and outcomes, to unpack the underlying ideas, beliefs, and stories that hold current ECD conditions in place in Australia, to inform a strategy to shift mental models.

The deep dive has four key focus areas (aligned with the future desired state system mapping):

- Focus area 1: Child development and parenting
- Focus area 2: Proactive, efficient governments and policymaking
- Focus area 3: Breaking the cycles of inequity and disadvantage
- Focus area 4: Integrated, connected, and proactive early childhood development systems.

The *Mental Models Deep Dive* report is available on the Early Years Catalyst website.

## Evidence for Action: Cluster 4 - Shifting Society's Perspectives

There are strong linkages between the focus of the Mental Models Deep Dive and the leverage points in this cluster. While the two pieces of work have explored different elements of the complex challenges of shifting societal perspectives or mental models, insights from both can inform strategies for action.

With this cluster (Cluster 4) of leverage points aimed at *Shifting society's perspectives*, the team sought to identify the evidence for action about what it takes (how) to shift societal perspectives and beliefs at a whole of society and macro level. Through the evidence-gathering process, we found a compelling distinction between strategies for large-scale behavioural change versus large-scale shifts in beliefs or perspectives. Given the nature of these leverage points, we focused on finding the evidence, case studies, and insights for implementation about shifting beliefs and perspectives.

We encourage you to read both this cluster document and the *Mental Models Deep Dive* report, as the two bring different and valuable elements and insights about one of the most transformational areas for systemic change.



# SUMMARY: CLUSTER 4 – SHIFTING SOCIETY'S PERSPECTIVES

This cluster of leverage points is focused on the potential for transformational change in the early years system by shifting society's beliefs and perspectives. Referred to here as 'perspectives' for the sake of simplicity, this refers to the mental models that underpin system intent, design, and function. Perspectives operate as deep and underpinning forces that influence every aspect of the early years system.

This cluster speaks to how to go about shifting society's perspectives to enable the future desired state system (as identified through the systems mapping). Shifting society's perspective is particularly critical for enabling:

The lifelong wellbeing of all children in Australia

- by addressing the underlying causes of disadvantage

Strengthening families, parents and carers

- by strengthening and valuing families (in all their different forms)

Strengthening local communities

- through a system strengthened by cultural differences

Government holds responsibility for the whole

- through policy making that looks at the whole person and embraces complexity.

# THE LEVERAGE POINTS & CASE STUDIES

## **15. Create a shift in Australia's socio-cultural identity to become a society that prioritises the wellbeing of all children**

As a society, we are focused on how healthy and happy everyone in Australia is, rather than focusing on how much everything costs, including everyone accepting that we all (parents or not) have a part to play in making sure every child has what they need to thrive.

Case Study 15: [The Campaign for Action on Family Violence, New Zealand \(2007-2011\)](#)

## **16. Change our framing/conceptualisation of and approach to 'care' in Australia**

The often invisible and undervalued work of caring is better understood, valued, and rewarded across all care roles and sectors - both unpaid and paid.

Case Study 16: [Dove – Campaign for Real Beauty](#)

## **17. Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing and care**

More people experience and value First Nations ways of knowing, learning, doing, and being - including in policy and decision-making across government, services and community.

Case Study 17: [Children's Ground, Northern Territory](#)

## **18. Create a shift in societal perspectives of disadvantage and difference; free of racism and judgement against disadvantaged children and communities**

As a society we do not judge/treat children and families who are experiencing disadvantage as 'less than' and everybody is treated as equal and worthy.

Case Study 18: [Give Nothing to Racism Campaign \(NZ\)](#)

# THE TRANSFORMATIONAL POTENTIAL OF THIS CLUSTER

As deeply embedded and underpinning forces that shape our early years system, creating shifts in society's perspectives has the potential for truly transformational change in the early years system. The rankings of these leverage points reflect their transformational potential - with three of the four leverage points scoring in the top 10.

These leverage points target the deepest systems forces, and they would both enable and be enhanced by the implementation of leverage points from the other clusters that target other interconnected levels of the system. For example, shifting to become a nation that prides itself on prioritising and sharing responsibility for the wellbeing of all children would be a catalyst for many changes across the different systems that influence early years outcomes. And it would still require the implementation of the more tangible and practical leverage points from Clusters 2 and 3 to deliver the full potential for impact.

Shifting societal perspectives and mindsets is the most challenging of systems change efforts, requiring consistent commitment over the long term. However, the convergent evidence is encouraging and demonstrates that, despite the complexity of the challenge, this kind of systems change can happen.

# THE CONVERGENT EVIDENCE

## The rankings

In the assessment process, all leverage points were ranked for their potential to transform the early years system from 1-18 (highest to lowest transformative potential).

In the overarching scoring, the leverage points in this cluster were ranked as follows:

Leverage Point	Ranking
LP15: Create a shift in Australia's socio-cultural identity to become a society that prioritises the wellbeing of all children	16
LP16: Change our framing/conceptualisation of and approach to 'care' in Australia	5
LP17: Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing, and care	10
LP18: Create a shift in societal perspectives of disadvantage and difference; free of racism and judgment against disadvantaged children and communities	6

These leverage points were all considered to have medium to high potential for impact, over medium to long timeframes.

## The expert advisory panel

Interestingly, the Expert Advisory Panel rated all four of the leverage points in this cluster in their *top 10*, reflecting their experience working with families whose daily lives are impacted by negative, discriminatory, and punitive societal perspectives, and their awareness of how deeply those perspectives are embedded in our systems.

The Panel considered the 'transformational potential' of these leverage points to be 'medium' and gave higher ratings to the leverage points with direct potential impact on early years outcomes, like *LP13 - Ensure all children and their families have their basic material needs met*, *LP14 Government to guarantee equitable access to services for all children – regardless of where they live in Australia* and *LP9 - Ensure service systems are staffed by high-quality workforces*.

While acknowledging that creating shifts in societal mindsets (which are the deep framing of the whole early years system) has transformative potential, the Panel brought a pragmatic perspective to their assessments, noting that implementation of these leverage points alone, would not transform the early years system and they would need to be implemented in concert with others for full impact.

## Field and family perspectives

Like the Expert Advisory Panel, all the leverage points in this cluster were in the **top 10** in the Field and Family survey, seen as having 'moderately high' transformative potential. These ratings are consistent with the findings of the earlier systems mapping project, which identified the need for a shift in societal perspectives to achieve an early years system that enables every child to thrive.

Field and Family rated the leverage points as follows:

- *LP 18 - Creating a shift in societal perspectives of disadvantage and and difference, free of racism and judgement* rated **6th**

- LP15 - *Creating a shift in Australia's socio-cultural identity to become a society that prioritises the wellbeing of all children* was rated **8th**
- LP16 - *Changing our framing and conceptualisation of care* was rated **9th**
- LP17 - *Creating a shift in our collective mindsets to recognise First Nations ways of knowing, learning being and doing, and about care* was rated **10th** – consistent with the other ratings for this leverage point.

The complexity, timeframe, and likelihood of success around the implementation of these leverage points may have influenced the ratings, as they are all complex and would take significant time, and we don't have Australian reference points or local examples of successful efforts to intentionally shift societal perspectives.

## First Nations perspectives

Throughout our conversations with First Nations peoples, we were gifted with so many examples of First Nations ways of knowing, learning, being and doing, and about care, coming through their stories about family, community, and their lives.

We shared our wondering about *what it might be like* if we could come up with a system that has Aboriginal ways of knowing, doing, and being embedded at all levels of practice, as they are so holistic and inclusive of, the child, the family, and the community as a collective, and the value of country and place and time.

*"That's got to be beneficial for all and it's never been done. So, we've always had this Western framework that we've had to kind of squeeze into. And there's never been an approach that's just completely de-colonised it and gone for an Aboriginal system, and then seeing how the Western framework might fit into that and what the benefits might be so, so completely flipping it over."*

*"Why can't we tailor funding approaches from a First Nations perspective? It's not hard. And what that is, it's contextually based. So, if you can offer something that is contextually based – it understands that in this region, we've got this demographic with so many children that are struggling with developmental stuff, in terms of housing, access to other health professionals, and all that sort of thing - and then you can tailor the funding for those regions."*

Our conversations with the team at Children's Ground helped us to understand more:

*"It just shows Children's Ground is a model designed by First Nations people. This is a First Nations approach. It's not focusing on an individual. It's always focusing on the collective and it's always that shared responsibility. And everyone is looking out for each other. That's the way with health, but it's also the way with learning, governance, parenting."*

*"We talk about First Nations people having access to their own knowledge systems - and practices as systems in their own right. Not just taking a bit of this and putting it into mainstream education, health, or governance. So that's how we run it Children's Ground in early childhood. We have the cultural learning in language, but we'll also have the Western learning running alongside. Similarly, in health, we're still continuing to build the cultural health that we're doing but we work closely with a local traditional healing Health Wellbeing Centre that is all about traditional healers, on country, bush medicines, those kind of things. And with governance, we have our formal governance as an organisation, and then we have governance at a regional and community level. The organisational governance is more than 50% First Nations, but the regional and local governance is all First Nations and local First Nations."*

And we heard about how important it is for First Nations communities to have self-determination, community-led decision making, and cultural safety:

*"Governments need to engage in various communities where they must learn what it is like to live in a different world. We need to collaborate together to feel and see progress so that we can experience positive growth and change for our future generations."*

*"Our community and people need truth-telling opportunities where we can engage in a culturally safe and welcoming spaces with others who come openly, honestly, wholeheartedly and are ready to deeply listen and walk alongside us so that we can move forward as one."*

*"We know what works for our jarjums. We need more opportunities to articulate it. We know what they need and can articulate it, but we don't get the opportunity."*

## The formal evidence

Trying to find formal evidence and case studies to illustrate implementation for this cluster was quite different from the other clusters, particularly looking for Australian evidence and examples. Here in Australia, we have seen society-wide shifts in behaviour and accepted norms over time (e.g. road safety, drink driving, seat belts, speeding), but not major shifts in societal perspectives that can be attributed to concerted action or intentional implementation. This lack of evidence influenced the final scoring and saw Leverage Point 15 drop out of the top 10.

Outside of the Australian context, we found more evidence from a range of sources, disciplines, and perspectives about different ways to shift mindsets and perspectives at a macro (society-wide) level, and diverse case studies including an international marketing campaign, government-sponsored national campaigns, and unique, localised initiatives. The formal evidence offers valuable insights for implementation and disproves the perception that it is almost impossible to intentionally shift perspectives or mindsets at a large scale.

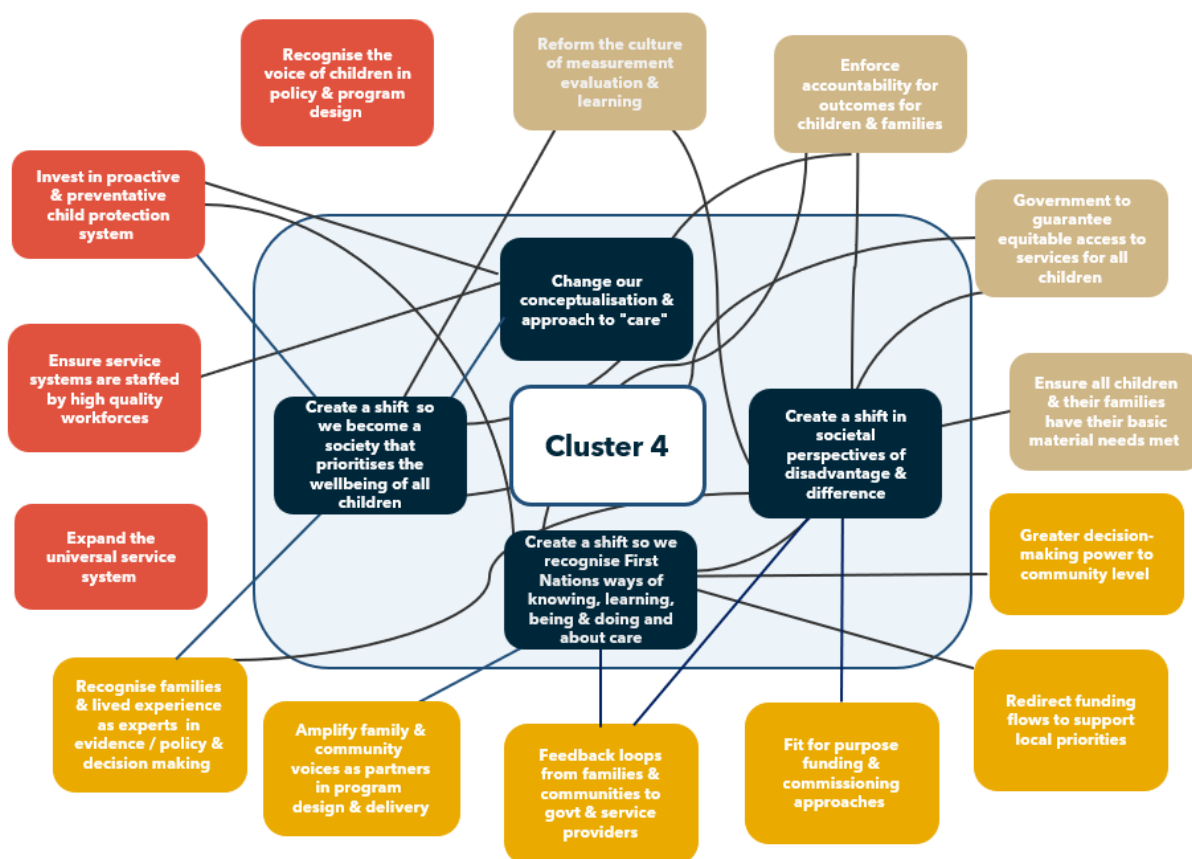
For LP17 - *Creating a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being, and doing* we focused on Australian evidence around recognising and embracing First Nations practices, particularly for the benefit of First Nations communities, with a focus on place-based approaches. The case study shines a light on the work of Children's Ground in the Northern Territory, with their community-led commitment to ensuring that the next generation of children grow up with both First Nations learning, wisdom, and practice alongside Western/mainstream education.

## The case studies

- LP 15 - The Campaign for Action on Family Violence, New Zealand (2007-2011)
- LP16 - Dove - Real Beauty Campaign
- LP17 - Children's Children, Northern Territory
- LP18 - Give Nothing to Racism Campaign (NZ).



# LINKAGES WITH OTHER LEVERAGE POINTS



**Image 1 – Cluster 4 linkages to other leverage points**

As mentioned above, the leverage points in this cluster are focused on shifting the deepest forces and mental models that underpin our systems, they are either directly connected or would enhance the impact of all the other leverage points. This group of leverage points are foundational for the potential impact of some of the other leverage points, a powerful enabler for others and/or mutually reinforcing.

For example: LP18 - *Create a shift in societal perspectives of disadvantage and difference* would be:

- foundational for LP8- *Invest in a proactive and preventative child protection system* and LP14- *Ensure all children and families have their material needs met*
- an enabler for LP11- *Reform the culture of measurement and evaluation* and LP12 - *Enforce accountability for outcomes for children and families*
- mutually reinforcing for LP16 - *Change our framing/conceptualisation of care* and LP6- *Recognise families and those with lived experience as experts*.

LP 15 - *Create a shift in Australia's sociocultural identity to become a society that prioritises the wellbeing of all children* would influence a shift in leverage in points Cluster 3 to prioritise initiatives such as ensuring basic material needs are met and equitable access to service is guaranteed. It would also be an enabler for other leverage points that involve macro-level reform.

LP16 - *Change our conceptualisation/framing of 'care'* would be foundational for the potential impact of the leverage points in Cluster 2 – Re-imagining the service system, particularly LP9 - *Ensure service systems are staffed by high-quality workforces*.

*LP17- Creating a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being, and doing; and about care* could be foundational for *LP11- Reform the culture of measurement and evaluation* and *LP16 - Change our framing/conceptualisation of care* and a powerful enabler for *LP8- Invest in a proactive and preventative child protection system* and all the leverage points in Cluster 1 - Communities and families in the driver's seat.

# LEVERAGE POINT 15 – Create a shift in Australia’s socio-cultural identity to become a society that prioritises the wellbeing of all children

## SNAPSHOT OF FINDINGS

### Leverage point description

***Create a shift in Australia’s socio-cultural identity to become a society that prioritises the wellbeing of all children*** -This is about creating a shared belief that the wellbeing of every child is a priority and concern for all Australians, not just parents and carers.

### Why could this leverage point be transformational for the early years?

This leverage point has the potential to create systemic change at the deepest level (system intent) over the long term. This leverage point could result in shifts in social norms and a strengthened base of support for key issues affecting children and families (Stachowiak, 2013).

If wellbeing is a shared responsibility and is built upon a greater shared sense of community and stronger relationships (e.g. services connecting and collaborating with community), the belief is this will in turn lead to more positive developmental and educational outcomes for children.

For example, this could result in:

- ensuring families are well-supported and better equipped to nurture their child’s development, wellbeing and learning
- promoting belonging and a sense of identity
- supporting the active participation of children in the world and continuity of learning
- connecting children and families to supportive relationships and resource networks
- enabling inclusive services connected to the culture and context of children’s families (Livingstone, 2018).

### Where we focused our evidence gathering

We focused on finding evidence about different approaches to shifting society-wide perspectives and deep beliefs, rather than evidence about population-level changes in behaviour. In particular, we sought to find the evidence for action, examples, and lessons learnt from implementation and real-world case studies. As with the other leverage points in Cluster 4, there were limited examples from the Australian context and the early years sector.

### Key findings

There was a strong consensus that the potential impact of this leverage point was **high**. However, the potential impact sits in contrast with the likelihood of success in the Australian context and the very slow timeframe for this type of deep systemic change.

Shifting social norms to influence socio-cultural identity is a powerful leverage point with proven ways for implementation. However, there are significant enabling conditions to be established and barriers to be overcome. Attempts to shift socio-cultural identity must also consider the wider context of the system and whether there is appetite for the shift.

It is unclear in the Australian context if there is true 'desirability' for this shift in the understanding, framing, and actions around child wellbeing. This would require further research and testing.

## Linkages to the other leverage points

As noted above, if the deep systemic change envisaged by this leverage point was achieved, it would be a powerful enabler for many of the other leverage points, which could be seen as consequential system changes, that embed this shift into all other elements of the system.

From an implementation perspective, this leverage point should be considered in conjunction with other leverage points that are about shifting mindsets and social norms such as:

- LP14 - Ensure all children and their families have their basic material needs met
- LP16 - Change our framing/conceptualisation of and approach to 'care' in Australia
- LP17 - Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing and about care
- LP18 - Create a shift in societal perspectives of disadvantage and difference, free of racism and judgement against disadvantaged children and communities.

# FINDINGS FROM THE CONVERGENT EVIDENCE

## The rankings

This leverage point was ranked as high for potential impact by all groups involved.

CRITERIA	RATING/RANKING
Overall Ranking (1-18)	16
Level of <b>potential impact</b> if leverage point implemented	High
<b>Likelihood</b> of successful implementation in the Australian context	Low
<b>Level of system</b> intervention/change	Macro level (Society, culture or regime level change)
<b>Likely timeframe</b> for change	20-40 years

## Expert advisory panel perspectives

The Expert Advisory Panel rated this leverage point in **6th** place, significantly higher than its final ranking of 16th place. This rating reflected their belief in the high transformative potential of a shift in society's perspectives about children's wellbeing and emphasised how strongly societal views influence policy and program development.

However, the Panel was realistic about the slow timeframes for achieving this type of deep systemic change and the challenges of stakeholder appetite and the level of disruption to the existing system. There was real tension between the Panel's desire for this to be possible and their doubt about the likelihood of there being enough support or ongoing momentum to be successfully implemented.

## Field and family survey rankings

This leverage point was ranked **8th** in the field and family survey, with 75% of respondents viewing it as having high potential for impact and 23% rating it as having medium potential for impact, with only 3% rating it as low potential impact. As with the Expert Advisory Panel, these results are likely to reflect an awareness of the influence of collective priorities on decision making and funding.

## First Nations perspectives

Our First Nations contributors further highlighted how much we could all learn from the collective nature of First Nations culture and ways of knowing, doing, and being. We heard many examples of First Nations communities being the 'village' it takes to raise a child and the collective responsibility for children's wellbeing.

*"It's almost like that saying, it takes a village to raise a child. I find that even in my family if I have a child who's sick, it'll be my auntie or my grandmother or my cousin saying take them to the clinic. It's like you're a sort of accountable to everybody."*

*"It's not focusing on an individual, it's always focusing on the collective, and it's always that shared responsibility and everyone looking out for each other."*

First Nations place-based approaches like Children's Ground in the Northern Territory, reflect a shared commitment to collective responsibility for children's wellbeing, with family members and community involved in the children's learning, with a strong focus on giving children the best opportunities for learning and development that are connected to culture and also helps them to safely navigate the 'walking in two worlds':

*"This education is preparing kids to live in the two worlds, keeping culture and language strong, as well as building mainstream knowledge. Underpinning the cultural philosophy is Language first, English second, on country with family members being the educators."*

## Findings from the formal evidence scan

The formal evidence shows us that it is possible to shift society's perspectives, but establishing enabling conditions and overcoming barriers to implementation, are vital for success. Of particular interest, is an example from the early years sector in Australia that demonstrates the impact of acting without addressing the barriers to implementation.

### Evidence from within the early years

In 2017, the Telethon Kids Institute and the FrameWorks Institute began a three-year project to study Australian cultural models of early childhood and test frames for their ability to move these mindsets. Their goal was to support the early childhood sector's efforts to increase the salience (relative importance) of early childhood as a social issue and change policy and practice to better support young children and their families.

- The findings provided a new strategy that the early childhood sector could use to increase the salience of early development as a social issue, improve understanding of key dynamics of this issue, and build support for solutions (Kendall-Taylor et al., 2023).
- The challenge was that this strategy was not taken up by others in the sector for a range of reasons. This can be partly attributed to factors external to the project such as lack of wider cooperation, buy-in, or shared ownership amongst other early childhood system actors.

There is growing momentum in Australia for increasing positive outcomes for early childhood development, including taking a more holistic approach. For example, in November 2022, the Australian Government announced that it would develop a new Commonwealth Early Years Strategy. The Strategy is to create a new integrated, holistic, whole-of-government approach to ensure children aged five and below have the best start at life in their critical early years of development.

- It is not yet clear (but hoped) that this strategy will take a broader view of ECD priorities (e.g. to include health, disability, and housing) and effectively involve all levels of government.
- Given any initiative or campaign must resonate with those most affected and it is unclear in the Australian context if there is true 'desirability' for this shift in the understanding, framing, and then actions around child wellbeing.

### Evidence from other sectors

There are many global and national (in Australia and overseas) precedents of efforts to change social norms. Examples include shifting social norms about health issues such as mental health, disability, HIV/AIDS, smoking, bullying, or drink driving (National Academies of Sciences, 2017).



An Australian study reviewing initiatives to **change community attitudes to improve the inclusion** of people with disabilities found two ways to change attitudes:

- using strategies that directly target attitude change
- using strategies to change behaviour, with attitude change as a secondary purpose and outcome (Idle et al., 2022).

**The Truth Campaign** (counter marketing) to prevent youth smoking in the US delivered a 22% decline in youth smoking in the campaign's first 2 years and over the first 4 years prevented 450,000 from smoking (National Academies of Sciences, 2017).

- The Truth campaign is considered the most successful youth tobacco prevention program ever mounted on a national scale in the United States. It launched in 2000, created with funds resulting from the master settlement of the lawsuit between 46 states and the four large tobacco companies.
- Developed from extensive formative research, the Truth campaign fights against the \$9 billion spent each year to market tobacco products in the U.S.
- Rather than use scare tactics, the campaign's starting point was trusting young people to make up their minds, to do the right thing if they are presented with facts.
- The Truth campaign was deliberately created to function as a brand more than just a campaign and sought to actively connect with teens on their passion points—on music, art, action sports, and gaming—and in their own language.

The first year of the **Campaign for Action on Family Violence in New Zealand** delivered significant outcomes (*see the accompanying Case Study 15*).

# INSIGHTS FOR IMPLEMENTATION

Attempts to shift socio-cultural identity are usually built on the idea that individuals will act in ways that are consistent with the social group that they identify with. Therefore, it is primarily about changing individual attitudes and influencing social norms on a large scale. This approach is based on the belief that shifting awareness and mindset is the first step in this change.

Implementation approaches are often oriented towards efforts to increase awareness, create agreement on problem definition, or increase the salience of an issue. This can include work on messaging and frameworks (Messaging and Frameworks or Prospect theory) and a broader communications campaign to put the issue on the radar of the general public (Stachowiak, 2013).

## **As a specific intervention, an effective campaign can deliver:**

- Increased (unrelated to campaign) media coverage of the issue (quantity or extent of coverage, prioritisation)
- Increased echoing and visibility of the campaign message
- Increased salience of issues among the public and politicians
- Changes in attitude
- Increased agreement re: issue or solution
- Increased prioritisation of issues or solution.

## Key enabling conditions

### **For an effective campaign:**

- a lead organisation that takes on the role of ‘convener’ or ‘capacity builder’ rather than just as a ‘driver’
- trusted messengers and champions to model or communicate the issue
- a strong media-related capacity (Stachowiak, 2013)
- messaging must also be sustained over a long period to enable movement along the trajectory from awareness to behaviour change (National Academies of Sciences, 2017).

### **And:**

- active presence of people with lived experience of the challenge
- leadership

### **Targeting multiple levels and multiple types of policy and interventions:**

- long-term approaches with adequate resources
- measuring and monitoring change (Idle et al. 2022).

### **Success may depend on:**

- The extent of coverage a given issue receives by mass news media and other channels
- The degree to which the idea resonates with a distinct group of individuals who are directly affected by the issue
- Building a base of support to take action on the shifting public agenda
- Advocacy toward decision makers who will act upon issues that have risen on the public agenda (Stachowiak, 2013).

## Key barriers to implementation

- Creating cohesion amongst the organisations that are aligned with or members of the effort.
- Developing a common agenda that reflects agreement amongst members about the issue and solution (Stachowiak, 2013).
- Collective efforts that go beyond good framing or messaging to shared action.

These have proven difficult in the past in the early years system. For example, in 2017, the Telethon Kids Institute and the FrameWorks Institute began a three-year project to study Australian cultural models of early childhood and test ways to move these mindsets. The findings provided a new strategy that the early childhood sector could use to increase the salience of early development as a social issue, improve understanding and build support for solutions (Kendall-Taylor et al., 2023). However, the strategy was not taken up by others in the sector for a range of reasons, including factors external to the project such as lack of wider cooperation, buy-in or shared ownership amongst other early childhood system actors.

## Key risks and unintended consequences

- Given that this leverage point has the potential to influence system intent, it is likely to influence other ***deeply held beliefs and systemic forces***. It therefore has the potential to trigger significant (but non-linear) unintended consequences. Any initiative would need to anticipate, track and rapidly respond to these unintended effects.
- For example, promoting the idea that the wellbeing of every child should be a priority and concern for all Australians, not just parents and carers - may result in unintended consequences, as it ***challenges*** a deeply held ***mental model*** identified through the EYC's systems mapping process that ***the family is private***.
- Using ***lived experiences*** and voices of people affected ***can be powerful*** in a campaign, However, without genuine co-design to empower participants in the process, or specific calls to action that reflect community priorities, this involvement can become tokenistic (Idle et al., 2022).

# Case Study 15 – The Campaign for Action on Family Violence, New Zealand (2007-2011)

## Why did we choose this case study?

This case study is an example of a movement to create a different societal and political understanding of a critical issue in New Zealand society. Because of the increased publicity and growing intolerance of violence, especially against children, it is now being regarded as more of a community issue, rather than a 'behind closed doors', family issue to be dealt with privately (Centre for Social Research and Evaluation, 2010).

## The initiative

The 'It's not OK' campaign was a nationwide campaign in New Zealand from 2007-2011 seeking to shift attitudes and behaviour - and ultimately social norms - towards any kind of family violence. Initiated by the Taskforce for Action on Violence Within Families, the campaign was led by the Ministry of Social Development and the Families Commission, in association with communities (NSMC, 2011).

The goal of the campaign was to expand people's understanding of what constitutes family violence and give them the language to talk about it (Centre for Social Research and Evaluation, 2010).

Features of the campaign included:

- mass media campaign
- community action fund
- media advocacy (NSMC, 2011).

A core principle for the campaign team was that the campaign needed to be presented in a way that could lead to positive change for people living with violence – not just blaming and exclusion (NSMC, 2011). The ads concluded with a positive message: '*Family Violence – It's not OK...but it is OK to ask for help*'.

## Scale

A nationwide, whole of population campaign, across New Zealand.

## Costs – investment and resourcing

- \$14 million over 4 years
- Significant in-kind support from partners and communities across New Zealand.

## Key actors

<b>1. The Taskforce for Action on Violence within Families</b> (a multi-agency taskforce of 17 government and non-government organisations)			
What was their <b>level of Agency to act</b> on this leverage point?	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	<b>High <input checked="" type="checkbox"/></b>
What was their <b>level of Authority to drive adoption</b> of this leverage point?	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	<b>High <input checked="" type="checkbox"/></b>
What was their <b>level of Capability</b> to implement this leverage point?	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	<b>High <input checked="" type="checkbox"/></b>

## Evidence of outcomes/impact

The campaign resulted in shifts in awareness, conversations and attitudes. An evaluation of outcomes from the first 12 months of the campaign, found:

- Up to 25% of respondents reported they had done something about trying to stop some aspect of family violence they were concerned about, and around 50% of those identified Campaign advertising as an influential factor in their decision to take action (Centre for Social Research and Evaluation, 2010).
- 68 percent of respondents recalled at least one of the TV advertisements and agreed that the advertisements helped them to understand that they should not tolerate violence within families.
- Partner statistics showed more people were seeking help for family violence, perpetrators were seeking help through the campaign's telephone helpline and website, and also improved media reporting of family violence – the message that family violence is 'not OK' was infiltrating news media and popular culture (NSMC, 2011).
- The campaign had a strong impact with Māori and Pacific peoples. The highest total recall of the campaign was by Māori females and males (99 percent and 98 percent respectively). Reported action was also significantly higher for Pacific peoples – 55 percent of Pacific males and 58 percent of Pacific females reported taking some action (NSMC, 2011).
- Members of the public and service users reported being strongly influenced by realising the impact that violence has on children and understood the need for change to prevent violence from recurring in the next generation. However, service providers noted a shortage in services equipped to address the issues of children growing up in, and young people emerging from, violent situations (Centre for Social Research and Evaluation, 2010).

## Insights from implementation

### Key implementation features of the approach:

The campaign used a **social marketing framework** that included:

- a carefully planned, audience-driven approach to changing behaviour
- environments that support desired behaviour, rather than just targeting individuals
- grounding in research
- continually evaluated (NSMC, 2011).

### Features of the campaign included:

- Mass media campaign - based on the theme 'It's Not OK', to support and galvanise community action. The first advertisements featured local celebrities and ordinary New Zealanders, men and women.
- Community Action Fund - recognised the value of communities knowing what works for them and how to tap into their own assets and strengths to create change. The fund built sustainability by embedding the campaign into the community. Accounting for one-third of the entire campaign budget, funding was provided to over 140 community change projects throughout New Zealand.
- Media advocacy - Before the campaign, coverage of family violence was negative, contained myths and offered no details of how to find help or support. The campaign provided workshops with journalists and journalism schools on family violence, media training with spokespeople and community groups and toolkits for journalists on how best to increase balanced coverage of family violence.

## Key learnings from implementation

- The development of **trusting relationships and partnerships** that expanded the influence of the campaign proved pivotal. The project team worked alongside national and locally based government and non-government organisations, territorial authorities, sporting bodies, youth, businesses and other individuals and organisations (UN Women, 2016).
- **Stakeholder engagement** was critical to the success of this campaign. Campaign designers used a model of 'listening leadership', in which all stakeholders have a voice and are able to contribute to the campaign dialogue, without losing focus on the campaign's ultimate audiences (NSMC, 2011).
- Ethnically diverse communities spoke of the need for **services that could respond to different cultures**, because reducing family violence effectively required an understanding of how such violence was perceived, triggered and addressed within each culture.

## Enablers for success

The Taskforce for Action on Violence Within Families was behind the campaign. This was a high-powered, **multi-agency taskforce** made up of 17 government and non-government organisations (NGOs) involved in family violence issues (NSMC, 2011).

The Taskforce created a range of enabling conditions, including:

- collaboration across agencies, NGOs and others
- authorising environment
- capability
- multi-pronged approach
- sustained resourcing over four years
- shared agenda and agreed approach to the challenge
- funding for community-led responses
- policy coherence across government domains.

## Barriers to success

- Service providers reported the Campaign was most successful in reducing family violence where there was a prompt and effective response to those seeking help for family violence issues, however, this had resourcing implications (Centre for Social Research and Evaluation, 2010).
- Interview participants wanted to see more emphasis on offering alternatives to violent behaviour. The Campaign message of 'It's not OK' has reached people, but it leaves the question, 'What is okay?'
- While it was seen to have had a great effect, there was a clear sense that further work was required – family violence is an area that needs a long-term approach and support.
- There was confusion between the Ministry of Social Development's Campaign Response Fund (to support organisations experiencing a significant increase in referrals due to the Campaign and other funding mechanisms (Centre for Social Research and Evaluation, 2010).

## Risks and unintended consequences

### Risks of alienating the target audience:

- The risk was that the campaign would alienate perpetrators instead of encouraging them to seek help. They therefore sought to understand the needs, wants, values and perceptions of male perpetrators, their partners and influencers.



- This informed an understanding of how to best cause positive behaviour change in male perpetrators.
- The campaign took into account men's interpretations of their violence and motivations to change – but it could have been seen as too light or apologetic in some contexts.

#### Increased demand for services:

- Service providers in all communities noted the Campaign had increased the demand for services in a way that had not been anticipated and for which providers were not prepared or resourced. Providers reported they would have appreciated further preparation for the impact the Campaign would have on them (Centre for Social Research and Evaluation, 2010).
- They also felt a campaign that encouraged people to take action and seek help was somewhat weakened if the help people needed was not available and readily accessible. The cost of services also came as a surprise to some people who were motivated to seek help (Centre for Social Research and Evaluation, 2010).

## Sources of formal evidence

### Level of evidence

The available evidence	
Has the program been formally evaluated? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Overall Level of Evidence Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input checked="" type="checkbox"/>	
What evidence was available to compile this case study?	
<u>Informal Data</u> <input type="checkbox"/> Interview for the purpose of this project <input type="checkbox"/> Pre-existing interviews <input type="checkbox"/> Anecdotes <input checked="" type="checkbox"/> Case studies and quotes from existing literature <input type="checkbox"/> Workshop Participant Insights <input type="checkbox"/> Websites	<u>Formal Data</u> <input checked="" type="checkbox"/> Grey Literature <input checked="" type="checkbox"/> Academic papers <input checked="" type="checkbox"/> Evaluation Reports <input type="checkbox"/> Other: both Formal and Informal

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# LEVERAGE POINT 16 – Change our framing and conceptualisation of and approach to ‘care’ in Australia

## SNAPSHOT OF FINDINGS

### Leverage point description

**Change our framing and conceptualisation of and approach to ‘care’ in Australia** - so that the often invisible and undervalued work of care is better understood, valued, and rewarded across all roles and sectors- both unpaid and paid.

The reader will note that we use both ‘conceptualisation’ and ‘framing’ interchangeably below. In this context, either term can be taken to mean the ways that we (as a society) think about, understand and view care and the work of providing care.

### Why could this Leverage Point be transformational for the early years?

Shifting the ways we recognise and reward the formal and informal work of caring for children done by parents, families, and communities and those working in service systems; has the potential to transform the way the early years system supports children and families.

Greater recognition of the value, skills and significance of ‘care work’ is likely to improve the resourcing, pay, conditions and allocation of time to build relationships, for those working with children and families. These improvements would have flow-on effects across service systems, including as enablers for:

- Shifting perceptions of care roles, to make them more attractive to a wider range of people, improving the attraction and retention of a highly skilled workforce
- More widespread adoption of person-centred, trauma-informed and relational approaches, and improvements in resource allocation
- A greater focus on wellbeing and improving outcomes for children and families.

Greater recognition of the contribution of unpaid care to the wellbeing of children, families and communities, could influence positive changes in the way that we work with, support and strengthen families and communities, with the flow on benefits for children's developmental outcomes.

### Where we focused our evidence gathering

As this leverage point is about changing our conceptualisation of ‘care and the work of providing care’, our evidence scan looked at the two key elements of this leverage point: the conceptualisation of care; and what it takes to shift societal perspectives about a universal issue (like care).

Both elements offer rich opportunities for exploration, but as the purpose of this report is to share the evidence for action and insights for implementation, we have focused on the second element, the research and examples of shifting society-level framings of a universal issue.

## Key findings

There was strong consensus across the convergent evidence that the potential impact of this leverage point is **high**, ranking at **number 5** overall. This leverage point could be a powerful enabler for numerous other leverage points, as well as having potential for transformative impact on its own.

As noted in the Cluster summary, research and examples were found from overseas countries where movements for change (in sectors other than early years) have catalysed transformational change in society wide perspectives about a specific issue, leading to sustained systemic change. Examples include Climate Action and LGBTQ+ rights and gay marriage in the UK, and successful campaigns to shift perspectives around race inequality and health inequality in the US (Laybourn-Langton L et al 2021).

## Linkages to the other leverage points

How we conceptualise 'care' also underpins our thinking about wellbeing, support, families, communities and children. Changing our framing to recognise and value the work of care, would **enable** and **amplify** the impact of other leverage points, particularly those related to a **Re-imagined service system (Cluster 2)** and **Shifting society's perspectives (Cluster 4)**:

- LP7 - Strengthen the universal service system
- LP8 - Invest in a proactive and and preventative child protection (child thriving) system
- LP9 - Ensure service systems are staffed by high-quality workforces
- LP13 - Government to guarantee equitable access to services for all children, regardless of where they live in Australia
- LP15 - Create a shift in Australia's socio-cultural identity to become a society that prioritises the wellbeing of all children
- LP17 - Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing and about care.

# FINDINGS FROM THE CONVERGENT EVIDENCE

## The rankings

This leverage point was ranked as high for potential impact by all groups involved.

CRITERIA	RATING/RANKING
Overall Ranking (1-18)	5
Level of <b>potential impact</b> if leverage point implemented	Medium
<b>Likelihood</b> of successful implementation in the Australian context	High
<b>Level of system</b> intervention/change	Macro and meso level <i>(Community and society, culture or regime level change)</i>
<b>Likely timeframe</b> for change	10-20 years

## Expert advisory panel perspectives

The Panel identified the broad significance of society's conceptualisations of care and how this influences all aspects of the early years system, including the deeply gendered nature of current framings of care and care work.

The Panel's discussions primarily focused on the potential impact a different conceptualisation of care could have on approaches and quality of 'care' delivered by the early years system. Examples of potential flow-on impacts included things like changes to current Medicare billing structures (7-minute sessions) that don't allow for time to build trust or relationships.

The Panel rated this leverage point at equal **14/15/16**, assessing it as having medium potential impact (50% rated it medium, 33% rated it high). Considerations of the feasibility and viability of implementation impacted the assessment, noting that while there is momentum and appetite in some parts of the early years system for this leverage point, there is resistance in other parts. The Panel also identified that implementation brings a high risk of unintended consequences.

## Field and family survey rankings

This leverage point was ranked at **number 9** in the field and family survey, reflecting awareness of the fundamental role 'care' plays in the wellbeing of children. This ranking is consistent with the field and family ranking of leverage points focused on transforming the deep underpinnings of the early years systems in their top 10.

## First Nations perspectives

In our conversations with our First Nations contributors, we heard about First Nations' approaches to care and examples of how different conceptualisations of care can contribute to child and family outcomes.

*"It's almost like that saying, it takes a village to raise a child. I find that even in my family if I have a child who's sick, it'll be my auntie or my grandmother or my cousin saying take them to the clinic. It's like you're a sort of accountable to everybody."*

*"It's not focusing on an individual, it's always focusing on the collective, and it's always that shared responsibility and everyone looking out for each other."*

First Nations place-based approaches (like Children's Ground in the Northern Territory), reflect a shared commitment to collective responsibility for children's wellbeing, with family members and community involved in the children's learning, with a strong focus on giving children the best opportunities for learning and development that is connected to culture and also helps them to safely navigate the 'walking in two worlds'.

*"This education is preparing kids to live in the two worlds, keeping culture and language strong, as well as building mainstream knowledge. Underpinning the cultural philosophy is Language first, English second, on country with family members being the educators."*

And the potential benefits if we really recognised First Nations wisdom in funding and decision-making approaches.

*"Why can't we tailor funding approaches from a First Nations perspective? It's not hard. And what that is, it's contextually based. So, if you can offer something that is contextually based – it understands that in this region, we've got this demographic with so many children that are struggling with developmental stuff, in terms of housing, access to other health professionals, and all that sort of thing - and then you can tailor the funding for those regions."*

## Findings from the formal evidence scan

Over the past 75 years, we have seen a quantum shift in our societal views about gender equality, the role of women and many other related issues. These shifts in societal perspectives have been a catalysing element of systemic transformation, from which many of us have directly benefited. (Manne A 2008).

In recent years, numerous public Inquiries, Summits, Reviews and Royal Commissions have considered the role and contribution of care in our society. All have spoken to:

- the necessity of care
- the contribution of care to our society and economy
- the underpayment of carers
- the enormous savings to the budget of unpaid care (estimated at 50% of GDP)
- the disproportionate burden of care being carried by women across all 'care' professions.

Despite these findings, here in Australia we are yet to see tangible changes in the financial recognition or value placed on care (Tran K et al 2023).

However, there is international evidence and examples of achieving transformative change to societal views, through movements for change (Laybourn-Langton L et al 2021). These movements have drawn from a range of different disciplines including psychology, behavioural science and social science, and the art and science of communications, to influence the hearts and minds of society (Christiano A & Neimand A 2018).



## Evidence from within the early years

### Conceptualisation of care:

Since the early stages of the COVID-19 pandemic, we have seen a significant increase in public conversation and media coverage about the importance of the work of caring for young children, paid and unpaid (Frameworks Institute 2021) (Ruppanner L et al 2020) (Daly M 2021).

Our framing of care is one of the contributing factors to the 'caring professions' (including those in early years) being consistently undervalued, under recognised and underpaid, with insecure employment and conditions.

As a highly gendered workforce (95%+) working with young children is still viewed as 'women's work', that women are naturally better suited to (Senate Select Committee on Work and Care 2022 & 2023).

Advocacy efforts over many years have focused on 'raising awareness' and addressing the 'information deficit' about the value, skill and contribution of care work to society. These efforts have not catalysed substantive changes to the existing system, which is consistent with the evidence (discussed below) that suggests that 'raising awareness' is not enough to deliver the desired results.

It is noted that the current government is considering many of these issues in the broader contexts of Jobs and Skills, Work and Care, focusing on care provision as a means to increasing female workforce participation (Senate Select Committee on Work and Care 2022 & 2023).

## Evidence from other sectors

The **Australia Cares initiative** was recently launched by the Sydney Policy Lab, building on the momentum for change generated by the COVID-19 pandemic. A campaign with the goal: *to help Australia become a more caring nation. ... investigating practical questions about how to improve our care system and experimenting with new modes of policy design* (Sydney Policy Lab 2023).

The **Clap for Carers** campaign aimed to raise the profile and recognise the vast contribution of health workers, who were caring for communities all over the UK, during the height of the COVID-19 pandemic. During lockdowns, the public were encouraged to be part of a collective 'thank you' at a specific day and time each week, by stepping outside and clapping for carers. The campaign achieved its aims, but also attracted criticism, detracting from the overall positive perceptions of the campaign. An unintentional consequence of the well-meaning campaign, the criticism came from unpaid and unrecognised carers (who were not included in the campaign), and health workers themselves, wanted less symbolic recognition and more action to improve pay and conditions (Addeley E 2020).

### Movements for change:

Runnymede's Institute for Public Policy Research - **Making change: What works?** seeks to understand what has enabled substantive change in public attitudes and responses to big social issues including: LGBTQ+ rights, Race equality, Climate action and Health inequality.

The case studies are instructive, unpacking and analysing the steps taken in real world examples, and the synthesis and analysis of what it takes to create and deliver a successful campaign for change is particularly valuable for this context (Laybourn-Langton L, Quilter-Pinner H & Treloar N 2021).

More valuable insights and thinking from the Frameworks Institute, the University of Florida's College of Journalism and researchers in the US, A Christiano and A Neimand and Donella Meadows, offer practical and evidence-based approaches to shifting societal perspectives.

A selection of these insights for implementation are unpacked below.

If the leverage points in this cluster are of particular interest, we recommend you take a deeper dive into the resources noted above, (the references are at the end of this chapter).

# INSIGHTS FOR IMPLEMENTATION

As we have seen in Australia, raising awareness is not enough to shift society's perspectives. The evidence suggests that it takes:

A **movement** (which is a broad yet coordinated campaign), **executed by** loosely organised networks of individuals and organisations who seek **to change**:

- **the goals of society** relating to their cause
- **the mindsets of those with power**
- **the public at large**
- creating **momentum and pressure** within the system (to catalyse deep systemic change), by closing **the gaps across three key deficits**
  - the '**information deficit**' - assuming that people need more information/evidence
  - the '**salience deficit**' - the issue needs to feel important to people
  - the '**power deficit**' - people who seek change don't have the required power or influence
- delivered through a successful **public interest communications campaign**, which has four essential elements:
  - target your audience as narrowly as possible
  - create compelling messages with clear calls to action
  - develop a theory of change
  - use the right messenger (Laybourn-Langton L et al 2021 Frameworks Institute 2020, Meadows 1999, Christiano A & Neimand A 2017& 2018).

## Key enabling conditions

Without these enabling conditions, movements for change will struggle for traction or achieving lasting change.

**Campaigning infrastructure** to close the information, salience and power deficits. Infrastructure to tell compelling stories that speak to people's values and identities to shift the debate and seek to capture existing sources of power (political parties, media) or build alternatives, like new coalitions or institutions.

**A broad ecosystem of a diverse range of groups and activities (rebels and reformers) pushing for change from different angles:**

- different groups can exert pressure in different ways and can work separately, but in a coordinated way for maximum effect
- the eco-system and its groups have sufficient resources (\$\$), skills and expertise to undertake activities effectively
- the movement is well connected, and able to specialise and coordinate action - creating more than the sum of the parts.

**Cultivators** - organisations who take up the work of convening and bridging gaps, facilitating and building relationships between and across networks, coordinating, caring for the collective and capturing and sharing learnings (like an intermediary).

### Clarity of strategy and message:

- **Strategy:** be ready to harness the opportunities presented by external events which may have increased the salience of the issue for a wider audience. Without the capability and readiness to respond transformational opportunities will pass by.
- **Messaging:** simplify complex issues, make the invisible visible, increase the power of excluded groups and make change more congruent with the status quo (Laybourn-Langton L et al 2021, Christiano A & Neimand A 2017& 2018).

## Key barriers to implementation

Four key variables will create significant barriers to successful implementation:

- **The complexity of the issue** - the more complex the issue, the harder it is to influence change. However, complex issues can be simplified or chunked down, so that they can be clearly articulated and understood
- **The visibility or immediacy of the issue** - can people see or feel the problem, either directly or indirectly?
- **The scale and power of the affected population** – the larger the group impacted, the more likely there is to be motivation for change – however, where an issue only impacts a small population who are not especially powerful – less likely to have an impact through a movement
- **The amount of entrenched resistance to the change** – where the issue and proposed change is aligned with existing power structures, social norms or beliefs, there is more likelihood of gathering support. The degree of entrenched opposition or resistance to change by powerful system actors will also impact the potential for influencing change in their views and gathering further support (Frameworks Institute 2020) (Laybourn-Langton L et al 2021).

## Key risks and unintended consequences

- If a campaign is attempted but poorly executed, it can damage the cause and make it impossible to try again for many years.
- Achieving desired changes could result in unintended consequences like:
  - Create new hierarchies or marginalisation of a different group (e.g. a smaller group of care workers marginalised rather than the whole)
  - Increased competition for jobs, and women pushed out of senior roles, if pay, conditions and status of care workers improves
  - Further competition for high quality staff and workforce shortages (i.e. *'robbing Peter to pay Paul'*).
  - Risk of further impacts on affordability for those who need care, if those organisations operating in the current system are not able to adapt to changes (i.e. ECEC providers 'can't afford' to increase wages).

# Case Study 16 - Dove – Real Beauty Campaign

## Why did we choose this case study?

This case study was chosen as an example of a long-term and successful marketing campaign, that broke new ground by prompting millions of people to engage in conversations about a universal concept ('real beauty'), resulting in shifts in the conceptualisation and representations of beauty, worldwide. This case study also demonstrates many of the insights for implementation for this leverage point that are discussed above.

## The initiative

The Dove 'Real Beauty' marketing campaign was launched almost 20 years ago, igniting a global conversation about how we define female beauty, and changing the way we talk about and frame beauty (Podoshen J.S & Wheaton S 2015).

The *Campaign for Real Beauty* was launched in 2004, following the findings of a major global study (commissioned by Dove) *The Real Truth About Beauty: A Global Report Findings of the Global Study on Women, Beauty and Well-being*. The study found that only 12% of women were satisfied with their physical appearance, only 2% perceived themselves as beautiful and that media representations of beauty were inauthentic and unattainable (MBA Knowledge Base).

Dove was aiming to launch a new line of products and to brand itself as a beauty brand that cares about 'wellbeing' and positive body image. Dove engaged Ogilvy and Mather to develop an interactive marketing campaign, using real women as models. The campaign includes numerous phases and innovative advertisements.

One of the most remarkable elements of the campaign was a social experiment, captured in a compelling short film – Dove Real Beauty Sketches in 2013. The film features an FBI-trained sketch artist drawing a woman's portrait to her own description, and then draws another sketch based on a stranger's description of the same woman. The two sketches illustrate the differences between the way women viewed themselves and how others described them. None of the participants, including the sketch artist were aware it was a social experiment (Google Inc 2012, D&AD 2014).

The film was translated into 25 languages and had 162 million views globally, prompting discussions about perceptions, definitions and representations of beauty in countries all over the world.

## Scale

- Worldwide
- Advertisements were translated into 25 languages and broadcast in 40+ countries (including Australia)
- Accessed via the internet, attracting over 163 million views

## Costs – investment and resourcing

The initial investment was \$13.5 million, delivering a return on investment of 3:1 in the first 2 years (D&AD 2014) (Google Inc 2012) (MBA Knowledge Base).

## Key actors

1. Unilever – Dove Beauty			
What was their <b>level of Agency to act</b> on this leverage point?	Low <input type="checkbox"/>	<b>Medium</b> <input checked="" type="checkbox"/>	High <input type="checkbox"/>
What was their <b>level of Authority to drive adoption</b> of this leverage point?	<b>Low</b> <input checked="" type="checkbox"/>	Medium <input checked="" type="checkbox"/>	High <input type="checkbox"/>
What was their <b>level of Capability</b> to act on this leverage point?	Low <input type="checkbox"/>	<b>Medium</b> <input checked="" type="checkbox"/>	High <input type="checkbox"/>

## Evidence of outcomes/impact

As a marketing campaign, the initial *Real Beauty Campaign* was remarkably successful, translating into a 29% increase in sales in the 2 years following the release. The campaign received promotion from many other forms of media and ensured that the Dove brand became known worldwide, with positive associations around diversity and beauty.

The *Dove Real Beauty Sketches* film was translated into 25 languages and attracted 163 million views globally, and 4.6 billion PR and blogger impressions. The campaign prompted discussions about perceptions, definitions and representations of beauty in countries all over the world, showing the reach and success of the campaign (Google Inc 2012, D&AD 2014) (MBA Knowledge Base).

## Insights from implementation

### Key implementation features of the approach:

- Marketing Campaign
- Co-design (in response to study findings and throughout the campaign using the feedback from consumers).

## Key learnings from implementation

- Using solid research evidence as the basis for the campaign but translating it so that people could identify with it, created 'salience'.
- The tone of the campaign was creative and 'kind', making their point around perceptions of beauty, without lecturing or scolding.
- The campaign built on the universality of the issue to gather momentum.
- Treated consumers and the public as participants in a conversation.
- Had real people tell their own stories within a creative framing.
- The company were ready to ride the waves of momentum in the space as they emerged (MBA Knowledge Base) (Frameworks Institute 2020), (Laybourn-Langton et al 2021).

## Enablers for success

- This was an issue of universal interest and had salience for a very wide range of people.
- The campaign took a novel and engaging approach, presenting the issue as a deceptively simple premise, that was easily accessible to a wide audience.
- The campaign was informed by evidence, the research reinforced that the social environment was changing, impacts of media representations of beauty were of concern and there was momentum for change.
- The company created an authorising environment for creativity and innovation, with the freedom to test and try.

- The campaign was a comparatively small investment and low risk.

## Barriers to success

- Untested and novel approach – there was a risk that it would fail.
- Used ‘real people’, challenging the ‘beauty’ industry norm.
- Criticism about perceptions of hypocrisy - given they were also part of a ‘toxic’ beauty industry (MBA Knowledge Base) (Podoshen J.S & Wheaton S 2015).
- A beauty brand was an unusual driver of a campaign to increase diversity in representations of female beauty and to facilitate worldwide conversations about beauty.
- While Dove had agency and authority to run marketing campaigns for their products (supported by access to significant expertise in marketing and advertising), neither Dove nor Ogilvy & Mather had expertise in creating social movements or catalysing social change. However, their agency and authority developed as the campaign progressed.

## Risks and unintended consequences

- The breadth of engagement and momentum was not originally envisaged – they didn't set out to be world leaders in conversations about real beauty.
- Dove's authority and agency was questioned by criticism (from outside the beauty industry) for the perceived hypocrisy of the Dove brand talking about ‘real beauty’, while selling beauty products and belonging to parent company Unilever, which owns other brands selling weight loss and beauty products (Podoshen J.S & Wheaton S 2015).
- This was relatively low risk, as the financial investment in the initial campaign was within industry standards and if the campaign hadn't been successful, then the brand would have tried a different tactic.

## Sources of formal evidence

### Level of evidence

The available evidence	
Has the program been formally evaluated? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall Level of Evidence      Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High <input type="checkbox"/>	
What evidence was available to compile this case study?	
<u>Informal Data</u> <input type="checkbox"/> Interview for the purpose of this project <input type="checkbox"/> Pre-existing interviews <input type="checkbox"/> Anecdotes <input checked="" type="checkbox"/> Case studies and quotes from existing literature <input type="checkbox"/> Workshop Participant Insights <input checked="" type="checkbox"/> Websites	<u>Formal Data</u> <input checked="" type="checkbox"/> Grey Literature <input type="checkbox"/> Academic papers <input type="checkbox"/> Evaluation Reports <input type="checkbox"/> Other: both Formal and Informal

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# LEVERAGE POINT 17 – Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing, and about care

## SNAPSHOT OF FINDINGS

### Leverage point description

**Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing and about care** - So that more people experience and value First Nations ways of knowing, learning, being and doing, and about care - including in policy making and decision making across government, services and community.

### Why could this leverage point be transformational for the early years?

Embedding First Nations ways of knowing, learning, doing and being throughout the early years system has the potential to transform the entire system. If this leverage point was effectively implemented, it would catalyse significant changes in how we approach design, governance, practices, power and the role of actors across the early years system. Effective implementation would have an impact on almost all of the other leverage points, across all four clusters, with change across all levels of the system.

There is strong alignment between First Nations ways and many of the key elements of the future desired state early years system identified through the early years system mapping process. First Nations ways are holistic, collective, and inclusive of the child, family and community, and honour connection with Country and place, offering many lessons, that would support improvements across the entire early years system, and benefiting all children, families and communities.

For an early years system that truly supports First Nations children and families to thrive, it is essential to embed First Nations ways of knowing, learning, being and doing about care into policy and service design and service delivery.

### Where we focused our evidence gathering

As the other leverage points in this cluster explore the evidence for action around large-scale mindset shifts, we focused on finding the evidence for action around the embedding of First Nations practices into mainstream systems. We were keen to find evidence that would offer insights for implementation in the Australian context.

Internationally, we found examples like changes in pedagogical practices in Canada. However, in the Australian context, the evidence and insights were in smaller scale, place-based examples where First Nations communities have developed and implemented First Nations led approaches. As a result, the insights for implementation are drawn from evidence around place-based approaches and First Nations led approaches.

## Key findings

This leverage point was ranked at **number 10**, reflecting existing recognition that there is much to be learnt from First Nations ways of knowing, learning, being and doing, and about care. However, the likelihood of successful implementation in the Australian context was perceived to be low, particularly given the challenges in shifting collective mindsets and the resistance by many vested interests to this breadth and depth of transformative change.

In Australia, we have seen signs of a paradigm shift from governments at all levels, to partnering with and empowering communities. Place-based, locally led approaches are increasingly being funded by government and philanthropic supporters, with growing recognition of the value and power of co-designed solutions and locally led responses. The Australian government's Australian Public Service Reform Agenda aims (among other things) to *reshape the relationship of the APS to communities and others* (Platform C 2022).

As noted above, we found evidence and promising examples of meso-level (community level) implementation of this leverage point, in First Nations led, place-based approaches like Maranguka, Nawardakken Academy and Children's Ground.

## Linkages to the other leverage points

As noted above, this leverage point has such broad transformational potential that it would influence all other leverage points in all four clusters.

This leverage point would be **enabled by** (and reinforce) implementation of **all** the leverage points in **Cluster 1 - Communities and families in the driver's seat**:

- LP1 - Grant greater decision-making power to the local community level
- LP2 - Fit-for-purpose funding and commissioning approaches
- LP3 - Redirect funding flows to support local priorities and responses
- LP4 - Feedback loops from families and communities to government and service providers
- LP5 - Amplify family and community voices as partners in program design and delivery
- LP6 - Recognise families and those with lived experience as 'experts' for the purposes of evidence, policy and decision making.

This leverage point could be a catalyst for a complete **Re-imagining (of) the service system (Cluster 2)** and would likely change the leverage points associated with a reimagined service system.

Implementation of this leverage point would be an **enabler for** the implementation of **all** the leverage points in **Cluster 2 - Shared accountability for children's outcomes**:

- LP11 - Reform the culture of measurement and evaluation
- LP12 - Enforce accountability for outcomes for children and families
- LP13 - Government to guarantee equitable access to services for all children – regardless of where they live in Australia
- LP14 - Ensure all children and their families have their basic material needs met.

A shift in our collective mindsets to Recognise and value First Nations ways of knowing, learning, being and doing, and about care, would be **enabled by** and **reinforce** efforts to **Shift society's perspectives (Cluster 4)**:

- LP15 - Create a shift in society's socio-cultural identity to become a society that prioritises the wellbeing of all children

- LP16 - Change our framing/conceptualisation of and approach to 'care' in Australia
- LP18 - Create a shift in societal perspectives of disadvantage and difference; free of racism and judgement against disadvantaged children and communities.

# FINDINGS FROM THE CONVERGENT EVIDENCE

## The rankings

CRITERIA	RATING/RANKING
Overall Ranking (1-18)	10
Level of <b>potential impact</b> if leverage point implemented	Medium
<b>Likelihood</b> of successful implementation in the Australian context	Low
<b>Level of system</b> intervention/change	Macro level (Society, culture or regime level change)
<b>Likely timeframe</b> for change	10-20 years

## Expert advisory panel perspectives

Our First Nations advisers were unable to attend on the days of the Expert Advisory Panel workshop, so we decided not to conduct the full panel assessment process, without First Nations people in the room. All Panel members completed an individual ranking of the leverage points, and this leverage point was rated equal 9,10,11 (with two other leverage points). This ranking reflects the Panel's individual perspectives that this leverage point has significant potential for transformational impacts on the early years system.

## Field and family survey rankings

This leverage point was ranked **10th** in the Field and Family survey, with 65% of respondents viewing it as having high potential for impact and 31% rating it as having medium potential for impact, with only 4% rating it as low potential impact. This rating was consistent across all the assessment points, suggesting that there already exists some recognition that there is much to be learnt from First Nations wisdom.

## First Nations perspectives

As noted earlier, throughout our conversations with First Nations peoples, we were gifted with so many examples of First Nations ways of knowing, learning, being and doing about care, coming through their stories about family, community and their lives.

We shared our wondering with them about what it might be like if we could come up with a system that has Aboriginal ways of knowing, doing and being embedded at all levels of practice, as they are so holistic, and inclusive of, the child, the family, and the community as a collective, and the value of country and place and time.

*"That's got to be beneficial for all and it's never been done. So, we've always had this Western framework that we've had to kind of squeeze into. And there's never been an approach that's just completely decolonised it and gone for an Aboriginal system, and then seeing how the Western framework might fit into that and what the benefits might be so, so completely flipping it over."*

Our conversations with the team at Children's Ground helped us to understand more: (see the accompanying Case Study for more information about the Children's Ground Approach).

*"It just shows Children's Ground is a model designed by First Nations people. This is a First Nations approach. It's not focusing on an individual. It's always focusing on the collective and it's always that shared responsibility. And everyone is looking out for each other. That's the way with health, but it's also the way with learning, governance, parenting."*

*"We talk about First Nations people having access to their own knowledge systems - and practices as systems in their own right. Not just taking a bit of this and putting it into mainstream education, health or governance. So that's how we run it Children's Ground in early childhood. We have the cultural learning in language, but we'll also have the Western learning running alongside. Similarly, in health, we're still continuing to build the cultural health that we're doing but we work closely with a local traditional healing Health Wellbeing Centre that is all about traditional healers, on country, bush medicines, those kind of things. And with governance, we have our formal governance as an organisation, and then we have governance at a regional and community level. The organisational governance is more than 50% First Nations, but the regional and local governance is all First Nations and local First Nations."*

## Findings from the formal evidence scan

There are a number of place-based approaches in Australia that are showing promising results. These programs have been locally led and implemented in ways that emphasise First Nations knowledge, preferencing First Nations knowledge and ways of working.

### Evidence from within the early years

- **Growing up children in two worlds** - This five-year longitudinal study by Charles Darwin University's Northern Institute in partnership with YALU Aboriginal Corporation involved local Aboriginal families and researchers in the design, implementation, interpretation, and dissemination of the findings using a locally developed and culturally responsive research approach. The project outcomes have been captured on an evolving public website to contribute to the recognition of Yolngu cultural knowledge and practices about child development and child-rearing.
- **Embedding Aboriginal and Torres Strait Islander Perspectives in schools:** A guide for school learning communities.
- **Aboriginal kinship relations** reflect a complex and dynamic system that is not captured by existing non-Indigenous definitions of family. Emerging evidence supports some of the strengths of traditional Aboriginal culture in family functioning and raising children, yet conventional academic wisdom can be incompatible with traditional Aboriginal knowledge systems.
- **Children's Ground** is an Aboriginal-led systems change approach to education, health, and employment services for families in the Northern Territory, Australia. Key outcomes include increased engagement of children and their families in early learning, better physical and emotional health for children, as well as strengthened engagement between children and their families. *See the accompanying Case Study.*
- **Non First Nations organisations** such as the Red Cross (Baby Hub), FAST, and the Department of Education NT (FaFT) are delivering services in Northeast Arnhem Land are incorporating Yolngu

knowledge and approaches in their local programs that have an early childhood focus (personal observation).

## Evidence from other sectors

Initiatives that apply First Nations ways of knowing, learning, being and doing are leading to positive outcomes for First Nations children, families and communities:

- **Nawarddeen Academy** offers a unique model of bi-cultural and community-driven education in remote Indigenous communities across West Arnhem Land. The curriculum was co-designed and is co-led by the First Nations community and centres around the Kuwarddewardde Malkno (Stone Country Seasonal Calendar). As a result, attendance is almost double that of the neighbouring government schools and positive learning outcomes are also being achieved. Within the first five months at the Academy all students had moved up at least two reading levels which according to teachers from neighbouring schools is taking them 12 to 18 months to achieve.
- ***Birthing in our Community (BiOC)***, a partnership project between CDU's Molly Wardaguga Research Centre and three Brisbane-based organisations: Institute for Urban Indigenous Health, Aboriginal and Torres Strait Islander Community Health Service Brisbane Limited and Mater Health Service. Together these services redesigned maternal and infant health services to an enhanced midwifery group practice-based model specifically tailored to the needs and preferences of Aboriginal and Torres Strait Islander families. Reported outcomes include an increase in Indigenous workers with some training to be midwives and a profound reduction in preterm birth for women accessing the *Birthing in Our Community* service.
- ***The Aboriginal Enhancement Schools Network (AESN)*** in British Columbia, Canada was formed in 2009 to set up and build an inquiry community focused on creating schools and pedagogical practices that are socially just and inclusive of Aboriginal ways of knowing and being. Whilst more research is needed to determine the AESN's impact, a study found that AESN has led to a significant transformation of many teachers' thinking (McGregor, 2014).

## Government Initiatives

Evidence highlights that both State and Federal Government are increasingly engaging First Nations organisations and approaches to inform the design, delivery, and evaluation of government-funded services, programs, and initiatives. including:

- **The Australian Government** has committed \$22.5 million from the federal budget to build Australia's first dedicated Indigenous birth centre on the NSW South Coast which will allow Indigenous women to give birth on their ancestral country with First Nations midwives in a dedicated facility.
- **The Australian Securities and Investment Commission (ASIC)** now has an Indigenous Financial Services Framework to help drive change to support First Nations peoples to achieve and experience positive financial outcomes (ASIC, 2023).
- **Territory Families, the Department for Child Protection in the NT** have partnered with six Aboriginal organisations across the Territory to apply an Aboriginal kinship approach to foster care. As a result, more Aboriginal children are being placed with family which is helping them to maintain their connection to family, community and culture.

# INSIGHTS FOR IMPLEMENTATION

The evidence for action for this leverage point is focused on embedding First Nations ways of knowing, doing, being and learning, through place-based approaches.

A place-based delivery approach is ‘a collaborative, long-term approach to build thriving communities delivered in a defined geographic location. This approach is ideally characterised by partnering and shared design, shared stewardship, and shared accountability for outcomes and impacts’.

The following characteristics are common to place-based approaches:

- **responding to complex, interrelated or challenging issues**, including social issues impacting those experiencing, or at risk of, disadvantage, or natural disasters
- **a strength-based delivery approach** that focuses on prevention not just intervention
- **identifying and working on community priorities**, valuing local knowledge, and building on and from social and cultural relationships
- **a commitment to strategic learning, and using data and evidence to collectively adapt in real time**
- **ongoing building of capacity and capability** amongst all stakeholders involved in the work
- **focus on collective and collaborative action**, active engagement, and partnership with communities so that all stakeholders see themselves as active participants
- **an underpinning value of creating greater equity** (Dart, 2018).

## Key enabling conditions

- Literature highlights the importance of **place-based work being locally led and delivered**. In Australia, the importance of First Nations people being at the forefront of service design and delivery has been recommended through decades of inquiries and is increasingly emerging in research.
- **A focus on the strengths and capabilities of local people and local knowledge** is another key success factor in multiple place-based approaches. In Children’s Ground, the Western focus on deficits and problems such as ill health shifted to a focus on wellbeing (Lorains & Vadeloo, 2019).
- **Long-term funding and support is required**. Place-based approaches seeking to change systems usually require significant time to establish local leaders and supporters, build the right foundations of change and implement in ways that will change systems (Victorian DPC, 2020).
- **Monitoring, evaluation and learning**. Shared measurement is an important consideration for those implementing a place-based approach, particularly a collective impact model of PBA. Shared measurement refers to the ‘use of a common set of measures to monitor performance, track progress towards outcomes, and learn what is and is not working in the group’s collective approach’ (Kania, 2012).

## Key barriers to implementation

Collaboration for Impact (2022) identifies the following systemic barriers for place-based and community-led change in Australia:

- a lack of shared understanding of language such as place-based and community-led
- the need to capture and demonstrate the impact of this work, in ways that honour their voice and stories

- without Backbone Teams, and the local governance infrastructure and ways of working that they provide, positive impacts wouldn't happen
- lack of long-term funding and/or local support for the initiative were key learning in the Kakadu Children's Ground.

## Key risks and unintended consequences

- Withdrawing funding while the initiative is in its early phases could have negative impacts locally or hinder progress being made.
- Insufficient resourcing in organisations and/or government departments to run place-based initiatives would contribute to their failure or have limited impact.
- Place-based initiatives requiring longer/more resources to work than the policy cycles allow for/have funding commitments.



# Case Study 17 – Children’s Ground

## Why did we choose this case study?

This case study was selected as an Australian exemplar of the successful implementation of this leverage point, which demonstrates its transformational potential. The Children's Ground Approach truly and authentically recognises First Nations ways of knowing, learning, being and doing and caring.

## The initiative

Children’s Ground is an Aboriginal-led systems change approach to education, health, and employment services for families in the Northern Territory in Australia. Through place-based implementation, Children’s Ground is implementing a 25-year strategy that focuses on prevention, early intervention, and the empowerment of Aboriginal children and families rather than crisis and deficit.

The Children’s Ground Approach is informed by 65,000 years of cultural knowledge and practices, as well as Western international and national evidence and leading practice. The Approach has been designed by Aboriginal communities who are also leading, delivering and evaluating the initiative, alongside western-trained staff.

Children’s Ground recognises and privileges First Nations Governance, solutions and systems of knowledge, with Cultural knowledge and Western knowledge valued equally in practice and strategy.

Children's Ground has a **dual governance system** ensuring that corporate organisational governance is balanced with local Cultural governance. Aboriginal Elders are members of organisational Governance bodies and work to ensure that First Nations ways of knowing and being are embedded across all aspects of strategy design and implementation. Elders are particularly instrumental in setting the vision and establishing standards for cultural integrity (Children’s Ground, 2021a).

### Children’s Ground’s Vision:

- First Nations people across Australia have self-determination and enjoy social, cultural, political and economic justice.
- Our next generation of children know and celebrate their culture and identity, have freedom of choice and expression and can live with opportunity, peace, harmony and wellbeing.
- Australians recognise our shared history and celebrate First Nations culture and strength (Children’s Ground, 2023).

Children's Ground’s evaluation framework is presented through both a Western and Arrernte lens.

In 2011, Arrernte leaders articulated the Children's Ground Approach and outcomes in this painting.



We use this painting to evaluate how we are going with Children's Ground. We are collecting numbers about kids and families engaging in learning, health and work. We are also collecting stories from our families and staff. We look at both the numbers and stories to see if we are making changes for kids that we all want to see.

On the ground in communities, the Children's Ground Approach delivers the following services:

- ***Learning and Wellbeing***  
Early childhood learning, innovative schooling, after-school and holiday programs and extra-curricular learning and wellbeing.
- ***Family Health and Wellbeing***  
Health promotion, social and emotional wellbeing, child and maternal health, nutrition, environmental health.
- ***Economic Development and Wellbeing***  
Employment, training, mentoring, financial literacy, enterprise development.
- ***Community Development and Wellbeing***  
Local governance, safety, community development, social and cultural capital, celebration.
- ***Creative and Cultural Development and Wellbeing***  
Creative and cultural knowledge and practice.

## Scale

Through place-based implementation in multiple locations, more than 3,000 children, young people and adults have engaged with Children's Ground in communities in Central Australia, West Arnhem and Darwin, between 2014 to 2022.

The Children's Ground Approach is designed for scaling and is being implemented in 10 communities across Northern and Central Australia.

## Costs - investment and resourcing

In Kakadu West Arnhem, the full Children's Ground Approach was shown to cost approximately **\$11,000 per person** to deliver **per year** (Children's Ground 2021b).

## Key actors

1. First Nations Elders and Leaders in Central Australia with Children's Ground			
What was their <b>level of Agency to act</b> on this leverage point?	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input checked="" type="checkbox"/>
What was their <b>level of Authority to drive adoption</b> of this leverage point?	Low <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	High <input type="checkbox"/>
What was their <b>level of Capability</b> to implement this leverage point?	Low <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	High <input checked="" type="checkbox"/>

## Evidence of outcomes/impact

The evidence for implementing their approach informed by First Nations ways of learning, being and doing is promising. To track and evaluate impact, Children's Ground has developed a comprehensive research and evaluation framework and approach that brings Aboriginal and non-Aboriginal views on and ways of doing measurement, evaluation, and learning together.

### Engagement numbers:

- 930 children 0-8 years have engaged with early learning and wellbeing, alongside their families
- 512 young people 9-17 years
- 1,087 adult family members 18+ years
- 3,160 people have engaged with family health and wellbeing
- 2,237 people have engaged with cultural teaching, learning, health and preservation
- 554 First Nations people have been employed with Children's Ground.

A three-year evaluation of Ampe-kenhe Ahelhe (Children's Ground Central Australia) found:

- 82% of children (0-5 years) across four communities were engaged in early years learning (223 children), an increase of 68%
- all children who engaged in early years learning engaged alongside their families
- a majority of children progressed in their cultural and Western learning
- 89% of families reported that children's physical and emotional health was better or much better
- 100% of families reported that families are 'walking alongside their children' more or a lot more
- people who previously lived with chronic unemployment are working
- 84% of First Nations staff were not working when they started at Children's Ground and 34% had never worked
- 63% of families and staff reported feeling safe, comfortable, or free at Children's Ground.

## Insights from implementation

### Key implementation features of the approach:

Children's Ground is a **place-based**, holistic and Aboriginal-led approach that seeks to address key social, economic and cultural determinants for lifelong opportunity and wellbeing - focusing on prevention, excellence and empowerment.

Children's Ground adopts a long-term, systems-change approach to reforming:

'How' services are delivered and governed (Practice Principles)

‘What’ services are delivered (integrated and culturally responsive service platform with five key service areas)

System structures that are ‘enabling conditions’ for change.

Ten key principles guide how the services and systems are designed and delivered:

1. Child, family and community-led
2. Start early
3. Stay for the long-term
4. Critical mass (75% of children within a community)
5. Deliver the whole, not the bits
6. Assume and celebrate ability
7. Innovating: combining old and new
8. Expect and deliver the best
9. In and with community (place-based)
10. Cultural safety.

## Key learnings from implementation

- Only starting the Children's Ground Approach in communities after an extensive period of **genuine and robust community engagement and planning** (referred to as the Walk, Talk & Act phase) – culminating in a formal invitation from Traditional Owners and community leaders.
- To achieve the principle ‘**stay for the long-term**’ Children’s Ground has learned to:
  - reduce dependence on a single funder
  - strengthen the authority of representative local community governance structures (not just those with funding capability)
  - create a separation between funders and influence on operational delivery (Children’s Ground 2021b).
- The **combination of What** (integrated service platform) **and How** (key practice principles) the approach was **implemented**, significantly influenced and contributed to achieving short-term change.
- **Reform** in each systemic (service) area was **inextricably linked** to and influenced by the others. This interconnectedness created the conditions for change for children, families and the community.
- **Reform in one area** of service delivery or systems alone **would not** have created **change** or whole-of-system reform (Children’s Ground 2021b and Lorains & Vadiveloo 2019).
- When **funding for full delivery** of the Children's Ground Approach is **not available**, the ‘**growth model**’ is implemented. This requires the gradual development of the suite of integrated services over time based on the resources available and with the intention to reach full scale delivery that can be sustained for 25 years.

## Enablers for success

### Whole of initiative:

- A **dual governance system** ensures that corporate organisational governance is balanced with local cultural governance (community governance is Elder-led and supported by a Western governance Board which has Elder representation).

- A **high quality and responsive workforce** that combines cultural expertise with Western content experts in each area (local employment and workforce).
- **Innovative funding partners** who, as part of a collective investment model, are committed to funding long-term outcomes rather than short-term outputs alone.
- **Longitudinal evaluation** from the outset that is overseen by a national Research Advisory Group and is co-designed and led by First Nations people on the ground.
- Child and family engagement in early learning was enabled by **wrap around support** that reduced access barriers (Children's Ground 2021b).

#### Insights from Kakadu:

- Bininj-led service design which embedded first language and culture.
- An intergenerational, whole of family approach (consistent with cultural practices of collectiveness and inclusiveness).
- Resourcing and prioritising relationship development that provided comfortable, safe environments for trusted engagement in service and supports.
- Bininj employment, which created cultural safety (Lorains & Vadiveloo 2019).

## Barriers to success

**Funding constraints reduced delivery** to parts of the Approach, which resulted in:

- limiting access to and engagement of children and families
- only being able to deliver learning one day a week for each community
- limited vehicles (and seats) to transport all those who wanted to engage in learning
- the absence of accessible intergenerational centres in each community and
- no dedicated funding for Community Development which impacts the whole of community engagement (Children's Ground 2021b, 38).

Challenges for implementation in **Kakadu** included:

- re-prioritisation away from Children's Ground by funders
- the availability of housing for staff
- recruitment of high-quality staff
- the need to constantly balance the number of Bininj (First Nations) and Balanda (non-First Nations) staff to ensure Bininj leadership and governance were not overpowered and compromised.

## Risks and unintended consequences

- Desire and demand for employment by local First Nations people were beyond the limited resources of the 'growth model' in Central Australia.
- **Access to sustained funding** limiting the potential for broader impact:
  - Desire for establishing the Children's Ground approach into new communities continues to be limited by access to funding
  - Uncertain timeframes for growth – beginning with limited financial resources and growth needing to be managed and proportional to income
  - Operational integrity and quality are impacted by a lack of full operational resources
  - Gaps in delivery are critical to sustainability and 'whole of systems' reform which underpins the whole of community long term change (Children's Ground 2021b).

## Sources of formal evidence

### Level of evidence

The available evidence	
Has the program been formally evaluated? <b>Yes</b> <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Overall Level of Evidence      Low <input type="checkbox"/> Medium <input type="checkbox"/> <b>High</b> <input checked="" type="checkbox"/>	
What evidence was available to compile this case study?	
<u>Informal Data</u>  <input checked="" type="checkbox"/> <b>Interview for the purpose of this project</b>  <input type="checkbox"/> Pre-existing interviews  <input type="checkbox"/> Anecdotes  <input checked="" type="checkbox"/> <b>Case studies and quotes from existing literature</b>  <input type="checkbox"/> Workshop Participant Insights  <input type="checkbox"/> Websites	<u>Formal Data</u>  <input checked="" type="checkbox"/> <b>Grey Literature</b>  <input type="checkbox"/> Academic papers  <input checked="" type="checkbox"/> <b>Evaluation Reports</b>  <input type="checkbox"/> Other: both Formal and Informal

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# LEVERAGE POINT 18 – Create a shift in societal perspectives of disadvantage and difference, free of racism and judgement against disadvantaged children and communities

## SNAPSHOT OF FINDINGS

### Leverage point description

**Create a shift in societal perspectives of disadvantage and difference, free of racism and judgement against disadvantaged children and communities**, so that as a society we do not judge or treat children and families who are experiencing disadvantage as ‘less than’, and everybody is treated as equal and worthy.

### Why could this leverage point be transformational for the early years?

By shifting our societal perspectives of disadvantage and difference, we could reduce inequality and the impacts of poverty, marginalisation, disadvantage, race, disability, and ‘otherness’ on children's developmental outcomes. There is ample evidence that experiencing disadvantage (and difference) in early childhood can have negative and long-term implications for a child's life trajectory, starting in early childhood and compounding throughout the life journey.

Shifting societal perspectives could deliver transformational change across all levels of the early system. At a micro level in the experiences of individual children and families, at a meso level, shifting approaches and responses at a community or program level, and at a macro level through shifts in the framing of system design, like shifting the focus of the welfare system to ensure all children and their families have their basic material needs met (LP 13).

### Where we focused our evidence gathering

As this leverage point offers many potential avenues for exploration, for the purposes of this report, we focused our evidence gathering on how to shift societal perspectives about one aspect - race. We identified evidence for action, insights for implementation and case studies in the formal evidence about nationwide efforts to shift societal perspectives about race.

This evidence for action and insights for implementation could also be applied to efforts to shift societal perspectives about disadvantage, poverty, disability and other kinds of ‘difference’.

### Key findings

There was strong consensus across convergent evidence sources that the potential impact of this leverage point was high, with an overall ranking at **number 6**. This ranking is consistent with the insights from the early years systems mapping process, that highlighted the negative impacts of societal perspectives about disadvantage and difference on the lives of children and families.

The transformational potential of this leverage point is reinforced by consideration of the barriers to systemic change presented by the current levels of complacency, normalising and tolerance of systemic racism, prejudice, discrimination, and economic and social inequality, in Australia today. The



convergent evidence indicated that this leverage point has a low likelihood of successful implementation in the Australian context, which combined with long timeframes for implementation and impact, reduced its overall ranking.

## Linkages to the other leverage points

This leverage point is a potential **catalyst for** (and a powerful **enabler of**) many other leverage points, as it would shift the underpinning design of our early years system, paving the way for different ways of engaging with and supporting children and families.

- LP1: Grant greater decision-making power to the local community level
- LP5: Amplify family and community voices as partners in program design and delivery
- LP7: Recognise families and those with lived experience as 'experts' for the purposes of evidence, policy
- LP13: Government to guarantee equitable access to services for all children – regardless of where they live in Australia
- LP15: Create a shift in Australia's socio-cultural identity to become a society that prioritises the wellbeing of all children
- LP16: Change our framing/conceptualisation of and approach to 'care' in Australia
- LP1:7 Create a shift in our collective mindsets to recognise First Nations ways of knowing, learning, being and doing and about care

# FINDINGS FROM THE CONVERGENT EVIDENCE

## The rankings

This leverage point was ranked as high for potential impact by all groups involved.

CITERIA	RATING/RANKING
Overall Ranking (1-18)	6
Level of <b>potential impact</b> if Leverage Point implemented	High
<b>Likelihood</b> of successful implementation in the Australian context	Low
<b>Level of system</b> intervention/change	Macro level
<b>Likely timeframe</b> for change	Long term 20-40 years

## Expert advisory panel perspectives

This leverage point was ranked at equal **9/10/11** by the Expert Advisory Panel. They assessed the potential transformational impacts as high, but this was tempered by the view that there would only be a medium level of appetite from broader stakeholders and that within the system, the enabling conditions for such large scale change are not well established.

From their experience, the Panel highlighted the barriers to change as a result of high levels of judgement about families experiencing disadvantage, low tolerance for 'difference', combined with complacency about the fact that most children and families are doing pretty well. They also raised concerns about the lack of public awareness or response to evidence about child poverty, disadvantage and harm.

## Field and family survey rankings

This leverage point was ranked **number 4** in the field and family survey, with over 80% of our 220 respondents viewing it as having a high potential for impact. This ranking is consistent with the field and family survey rankings of the leverage points focused on achieving the deepest systemic shifts.

## First Nations perspectives

Through our discussions with our First Nations advisors the potential impact of this type of society level shift was made clear, through the many small and large examples about the impacts of racism and judgement about disadvantage and difference.

We heard of the impacts of racism and judgement on individuals (micro level) right through to reflections on structural and embedded systemic racism (macro level). Macro level examples included dismissal of First Nations knowledge and expertise, the lack of alignment between Western approaches and First Nations ways of knowing, doing and being, and the deep resistance to First Nations self-determination.

*'We know what works best for our community & people, there should be no agendas, no preconceived ideas, judgement or assumptions brought into these spaces.'*

*'Your mob are very content based, our mob takes time, we need flexible timelines, it's a lot more grey - not just black and white. We need to meet in the grey.'*

*'Governments need to engage in various communities where they must learn what it is like to live in a different world. We need to collaborate together to feel & see progress so that we can experience positive growth & change for our future generations.'*

## Findings from the formal evidence scan

From the formal evidence we found that the most common approaches to shifting a society's perspectives (and corresponding behaviour) around racism are multi-level, multi-strategy initiatives, that are government sponsored and led, like a National Anti-Racism Plan.

A national plan is often supported by the country's signing of international commitments such as the 1966 UN Convention for the Elimination of Racial Discrimination. The plan will identify the actors and players who will participate, their roles and functions and their contributions to shaping the actions that will advise anti-racist inter-personal and intra-personal interventions. It will provide a timeline for key milestones and meaningful legislative changes and will identify the desired future.

At a whole of society level (macro level), international examples were found from the USA, Canada and New Zealand, and at a meso level, we found Australian examples from different sectors, particularly within the Health sector.

### Evidence from within the early years

- Young children and their families benefit from having programs or services that benefit them being discussed in multi-level, multi-agency anti-racism strategies and coalitions, because by doing this, it places their needs in the public agenda, brings attention to these programs/services, with the potential to improve resources, support or accountability to existing efforts.
- Countries have moved to address the effects of racism on early childhood through a long-term, multi-level, multi-agency approach based on evidence-based strategies at the sector level.
- Health and education are crucial entry points because children and young people are particularly vulnerable to racism's harms and intergroup attitudes, beliefs and behaviours are established in childhood.
- There is a range of evidence of interventions focused on improving cultural competence and cultural safety in access and service provision for prenatal, maternal care and childcare (health) and child welfare/child protection.
- Depending on the timeline and the appetite of stakeholders, education and public awareness interventions targeting young children also appear to be beneficial to help children make sense of their early preconceptions of race, racism, and discrimination.

### Evidence from other sectors

- Planning and implementation of anti-racism approaches in health and education benefit from existing networks, alliances and coalitions with government and non-governmental actors to work in different spheres of influence and communities.
- These different actors may work together to foster grassroots movements and launch mass media and awareness campaigns.

- Health and education have developed systematic approaches built on robust evidence on the life cycle impacts of racism on different groups.

Interventions from the health, education and sports sectors tend to focus on two types of efforts to address racism:

- **Institutional efforts**, directed at increasing knowledge, awareness, or competencies of those working in the health and education sectors
- **Communication efforts**, in terms of anti-racism campaigns attempting to change individual or interpersonal racism and cultural norms

In general, anti-racism initiatives at **structural and institutional** level include:

- initiatives to **improve racial literacy** among staff, as well as families and communities, regarding race and racism and to **build commitment to anti-racism** including in healthcare, education, the media, online and in community settings
- improved **reporting and monitoring** of racism and racialised inequalities including in healthcare, education, the media, online and in community settings
- **organisational audits** with accountability for inaction, explicit policies addressing racism, senior leadership commitment, First Nations and ethnic minority peoples in leadership positions
- ensuring **high quality data collection** across settings
- **legal and policy reform**, including equal opportunity and human rights mechanisms

Anti-racism initiatives aimed at shifting individual or group attitudes generally include:

- Training in **empathy and perspectives**, combined with programs that target structural, systemic and institutional change not only individual level attitudes and beliefs
- Active involvement of trained & skilled facilitators.

# INSIGHTS FOR IMPLEMENTATION

Australian and international evidence around multi-level, multi-strategy approaches suggest the following should be addressed in implementation:

- Racism must be named and addressed explicitly at a systemic, institutional level
- Anti-racism efforts must have Aboriginal and Torres Strait Islander sovereignty and leadership front and centre
- Community cultural groups need to be actively involved as architects and leaders in efforts that impact their communities
- Children and young people must be actively involved in co-designing anti-racism
- Development of anti-racism initiatives needs to be tailored for different ages and stages, informed by current evidence regarding the development of prejudice and intergroup attitudes throughout childhood and adolescence
- Advertising and mass media campaigns should feature real-life people and experiences
- Programs must be robustly evaluated to ensure they do no harm (Priest et al. 2021)

## Key enabling conditions

- **A tipping point or catalyst** - often, a national tragedy or event acting as the tipping point for action.
- **Motivated Government** - either responding to the event or a government that prioritises priorities key elements of a diversity/multicultural agenda
- **A convener** - a lead organisation that takes on the role of “convener” or “capacity builder” rather than just as a “driver”; trusted messengers and champions to model or communicate the issue; and a strong media-related capacity
- **Operational clarity, resources and artefacts**
  - Leadership buy-in, organisational commitment AND dedicated resources, support and funding
  - Defining the guiding values that guide the national plan or strategy
  - Creating a glossary of terms related to racism, multiculturalism and diversity that will be used across programs, interventions and campaigns to ensure consistency across messages and meanings
  - Building a Theory of Change that could guide and support the work,
  - Identify key legislative changes that can redress the damages inflicted by colonialism
  - Mapping legislative and regulatory protections for keeping people systemically protected from racial discrimination across all forms of hate and prejudice

**Emphasising intersectional factors around poverty and disadvantage, due to its pervasive links to prejudice, discrimination, and racism.**

## Key barriers to implementation

- Creating and maintaining a **common agenda and cohesion** amongst the organisations and members of the effort, that reflects agreement about the issue and solution (Stachowiak, 2013).
- **Societal and system-level resistance** to anti-racism initiatives, including denial of the existence of societal bias /racism.
- Availability of **skilled and experienced facilitators** to deliver programs, creating safe spaces and guiding the process.

## Key risks and unintended consequences

- Individual participant's implicit bias can be activated by just the prospects of being required to participate in anti-racism training
- Poorly designed interventions, that do not include expert facilitation and structured discussions can do more harm than good
- Efforts that do not have interventions designed to shift attitudes and beliefs at both the individual and institutional levels are unlikely to be effective

# Case Study 18 – Give Nothing to Racism Campaign – Voice of Racism digital experience (NZ)

## Why did we choose this case study?

This case study was selected as an example of a macro-level (Nation-wide) effort to shift a society's perspectives and behaviour through a public awareness campaign. It provides insights for implementation around macro-level public communications campaigns (in this case as part of a national anti-racism agenda), and an example of innovative approaches to delivering immersive and interactive digital experiences for a national audience.

## The initiative

The *Voice of Racism digital experience* was a specific campaign delivered in Phase Two of the New Zealand Human Rights Commission's *Give Nothing To Racism Campaign*. The campaign was sponsored by the New Zealand Government under their *Program of Action Strategy on Child and Youth Wellbeing Outcomes*.

The *Voice of Racism digital experience* campaign was launched In July 2020 to raise awareness about racism and the harm it causes.

The key features of the campaign included:

**Online audio-visual experience** – a live reactive experience where the voice of racism could be formed and expressed using coloured sound waves.

**An uninterrupted stream** of micro-aggressions taken from true personal experiences from 125 hours of interviews with 200 real people around New Zealand were randomly delivered to each user ensuring a unique experience (NZHRC 2020). The Voice of Racism is performed by filmmaker and anti-racism activist Taika Waititi; closed captions are provided for all micro-aggressions experienced on the website.

**A list of definitions, supports, and resources** – a “Why is this racist?” leads to a list of accessible definitions of various forms of racism with clear examples. Recommended steps on how to change racist attitudes and behaviours are included. An icon of a heart with a handshake within links to helplines and resources, including Māori and Pasifika specific resources. A list of readings on the history of the anti-racism movement in NZ is also provided.

**Link to the #SupportRecordReport resources** in the campaign– Under “Do more,” the Voice of Racism promoted the #SupportRecordReport campaign encouraging people to be active bystanders by first supporting victims of a racist incident, then recording the incident on a mobile phone if possible, and finally to report the incident to the authorities.

**Promotion of education through self-reflection** - although the Voice of Racism was conceived to “challenge”, and inflict “discomfort”, one of its main objectives was to promote education through introspection and self-reflection, to later motivate New Zealanders to take individual actions to contribute to dismantle racism. (NZHRC 2020).

## Scale

Nation-wide throughout New Zealand - which has a population of approximately 5 million people.

## Costs – investment and resourcing

**\$1.3 million over 2 years**

(It is unclear if this includes the continued hosting of the Voice of Racism webpage).

## Key actors

1. The New Zealand Human Rights Commission
What was their <b>level of Agency to act</b> on this Leverage Point? Low <input type="checkbox"/> <b>Medium</b> <input checked="" type="checkbox"/> High <input type="checkbox"/>
What was their <b>level of Authority to drive adoption</b> of this Leverage Point? Low <input type="checkbox"/> <b>Medium</b> <input checked="" type="checkbox"/> High <input type="checkbox"/>
What was their level of <b>Capability to act</b> on this Leverage Point? Low <input type="checkbox"/> Medium <input type="checkbox"/> <b>High</b> <input checked="" type="checkbox"/>

## Evidence of outcomes/impact

The Voice of Racism digital experience had wide reach and engagement with:

- **21 million views** (may include international viewers as NZ had a population of approximately 5 million)
- **Average viewing/listening time: 1:40 minutes**, which is 20 times the advertising industry benchmark of 7 seconds.

The project has not been formally evaluated; however, it appears to have been a successful engagement strategy. The one published, critical review concluded that the **campaign failed to motivate systemic change**, noting that in maintaining an individual action approach, education campaigns reinforce mainstream understandings of race and racism and absolve systems and institutions' responsibility through “diversity” programs. (Birk 2021)

## Insights from implementation

### Key implementation features of the approach:

This was a **public communications campaign to raise awareness** about racism and its impacts.

- Through challenging and discomfiting, the campaign aimed to promote education through introspection and self-reflection, to later motivate New Zealanders to take Individual actions to contribute to dismantling racism (NZHRC2020)
- The campaign included some unique features, delivering a powerful, immersive and interactive digital experience, that was widely accessible online, engaging different communities and age groups. As noted above, the campaign involved interactive and immersive digital engagement opportunities, with supporting resources and materials, with a call to action for individuals.
- The *Voice of Racism* campaign was part of a broader Government strategy, supported by government mandate, sponsorship resourcing and authorising environment.



## Key learnings from implementation

- **The campaign failed to motivate systemic change:** Celebrating diversity does not challenge racist structures; pro-diversity campaigns need to include specific anti-racist interventions and include Pākehā culture among other examples of cultural diversity (Rakine 2014).
- **The one-size-fits-all in learning approach** was potentially not effective: The examples provided in the learning tool anonymised the ethnicity of those interviewed for the project, so the “call to action” connected to the reflection related only to a hypothetical person.
- There is the **potential to enhance an interagency approach:** As the designated agency, the project and all the campaigns by the NZHRC had the potential to enhance inter-agency collaboration by strengthening the links to sector-specific programs, however, this opportunity was not fully realised.
- **More clarity on the project strategy, objectives, and evaluation** are required to understand program impact. There is no information about the intended metrics for this project and measure of success from an official document.

## Enablers for success

- **Government mandate supported the project** – The New Zealand Government Program of Action for Child and Youth Wellbeing included the Commission’s work on racism to precede a national action plan, to be developed in conjunction with the Ministries of Education and Justice (Department of the Prime Minister and Cabinet 2019).
- **Familiarity with the broader Give Nothing to Racism campaign** - this was phase two of the *Give Nothing to Racism campaign* and Phase one had on improving knowledge around racism, successfully delivered two products with Taika Waititi: *Appeal to Racism* (2017) and *Unteach Racism* (2018), in coordination with the Ministry of Education and the Teaching Council of New Zealand.
- **Other enablers:**
  - An authorising environment
  - Policy coherence within the Government’s Program of Action
  - Shared agenda and agreed approach to the challenge
  - Collaboration across Ministries, government agencies, NGOs, and others
  - Capability and resourcing at the NZHRC for four years

## Barriers to success

- **Not enough focus on systemic & institutional racism**
  - Some participants and organisations felt systemic and institutional forms of racism, were noticeably absent in the online experience, and there is little acknowledgement of or connection to how these larger and more ingrained forms of racism contribute to everyday racism (Birk 2021).
  - The educational campaign was intended to target Pākehā (white New Zealander) communities as opposed to aiming for a dramatic shift in how organisations and systems are governed. This is made clear by the lack of solutions suggested to address any kinds of systemic changes and the many images used in the campaign communications.

- **Failure to address colonial history**

- Although there is a clear connection to Māori communities, there is no clear connection to the historical and ongoing colonisation and the ways that dispossession of land continues to fuel racist rhetoric in Aotearoa.

- **Missing resources to support the call to action**

- Informal commentary in social media suggests that people trying to action the #SupportRecordReport element of the project lacked sufficient information about how to respond to the call to action -e.g., the difference between a racial attack versus a racial incident.

## Risks and unintended consequences

### Cultural safety at risk

- The risk of participating in the interactive experience would bring additional distress to groups who are usually on the receiving end of racist abuse and attacks.
- That there will be children from racialised, disadvantaged and minority groups accessing the website. Although there is a disclaimer message discouraging children from participating in the experience, there are no safety mechanisms to prevent children from accessing the site.

### Reduced funding = reduced momentum

- It seems less funding and visibility was given to the second campaign, diffusing any momentum gained with the Voice of Racism. Ultimately, COVID-19 and post-pandemic recovery news took precedence in the public arena, reducing the visibility of the project to the project's permanent online presence.

## Sources of formal evidence

### Level of evidence

The available evidence	
Has the program been formally evaluated? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall Level of Evidence <b>Low</b> <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>	
What evidence was available to compile this case study?	
<u>Informal Data</u> <input type="checkbox"/> Interview for the purpose of this project <input checked="" type="checkbox"/> <b>Pre-existing interviews</b> <input type="checkbox"/> Anecdotes <input type="checkbox"/> Case studies and quotes from existing literature <input type="checkbox"/> Workshop Participant Insights <input checked="" type="checkbox"/> <b>Websites</b>	<u>Formal Data</u> <input checked="" type="checkbox"/> <b>Grey Literature</b> <input type="checkbox"/> Academic papers <input type="checkbox"/> Evaluation Reports <input checked="" type="checkbox"/> <b>Other: both Formal and Informal</b> Web traffic data from the agency developing the website for which only some is publicly available.

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