Brotherhood
of St Laurence
Working for an Australia free of poverty

Home learning with HIPPY
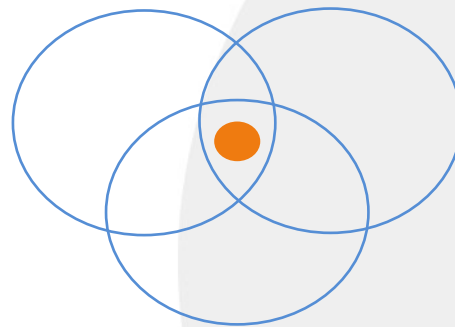
Results and learning from the
HIPPY Longitudinal Study and the HIPPY Tutors Study

Julie Connolly and Shelley Mallett

Presentation to AIFS conference
Melbourne, 16 June 2022

Introduction to the Research and Policy Centre at the BSL

Generating and disseminating theory and evidence

Exploring programmatic fidelity and adaptation in practice

Analysing the implications for systemic change

Brotherhood of St Laurence

Structure of this presentation

Topic	Inclusions
Introduction to the HIPPY program	Including a broad overview of the history and the components of the program
Presentation of the key findings of the HIPPY longitudinal study	Including discussion of the HLS methodology, theoretical foundations, and key findings Questions and Discussion
Presentation of key findings of the HIPPY Tutor Study	As above
Workshop Systems change and the Home Learning Environment	Core questions are on the following slide Key concepts: home learning environment, systems change, enabling organisations, developing capabilities, social justice and relational-cultural system dynamics
Conclusion	Next steps for HIPPY, including the continued roll out of Age 3 curriculum and the HIPPY Indigenous Study

Brotherhood
of St Laurence

Overarching questions

1.

Within complex systems (family systems, delivery systems, policy systems) what is the role of enabling organisations (and programs) to …
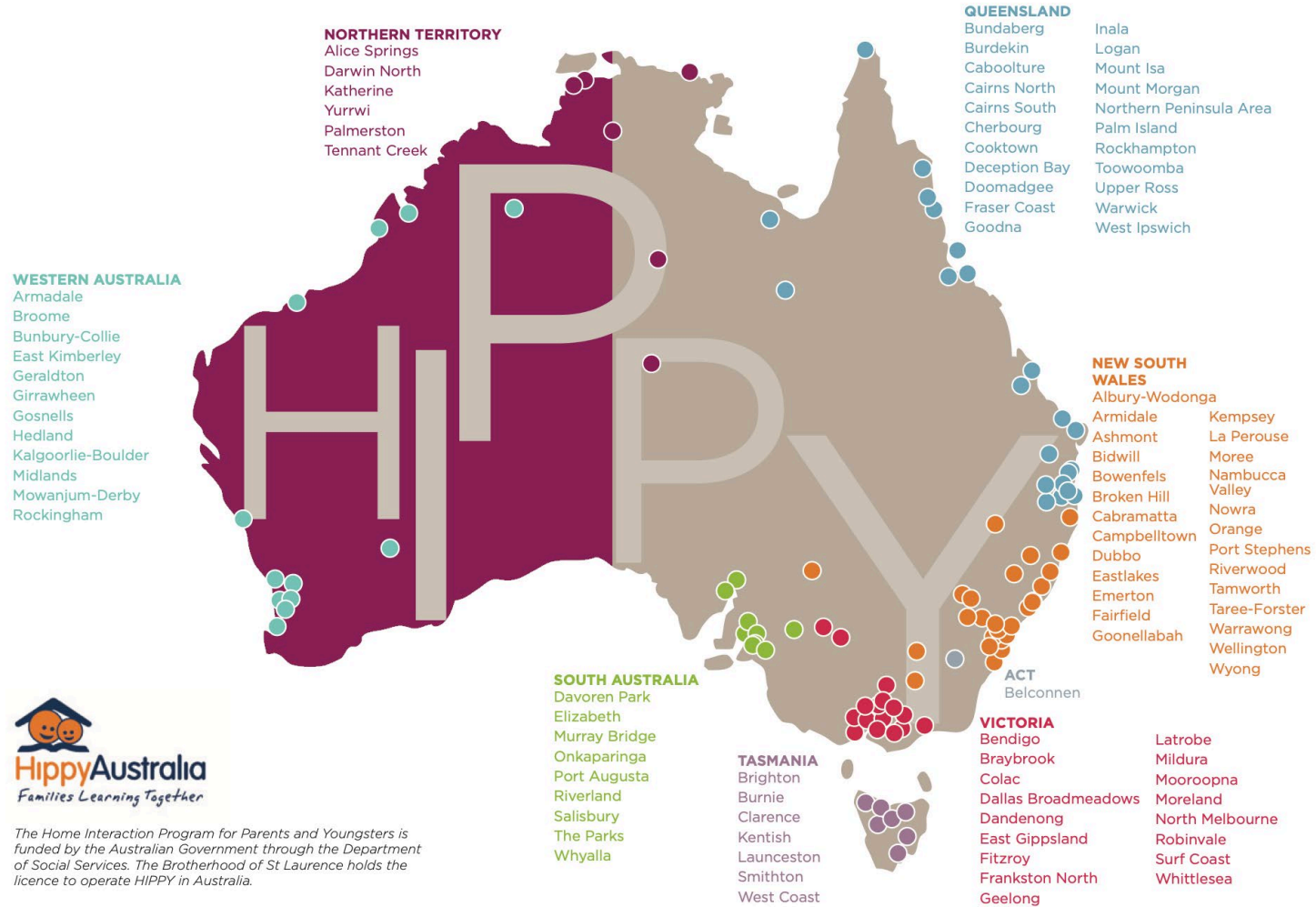
2.

Build the capability of agents, not just recipients or participants, but also delivery, regulatory and commissioning agents …
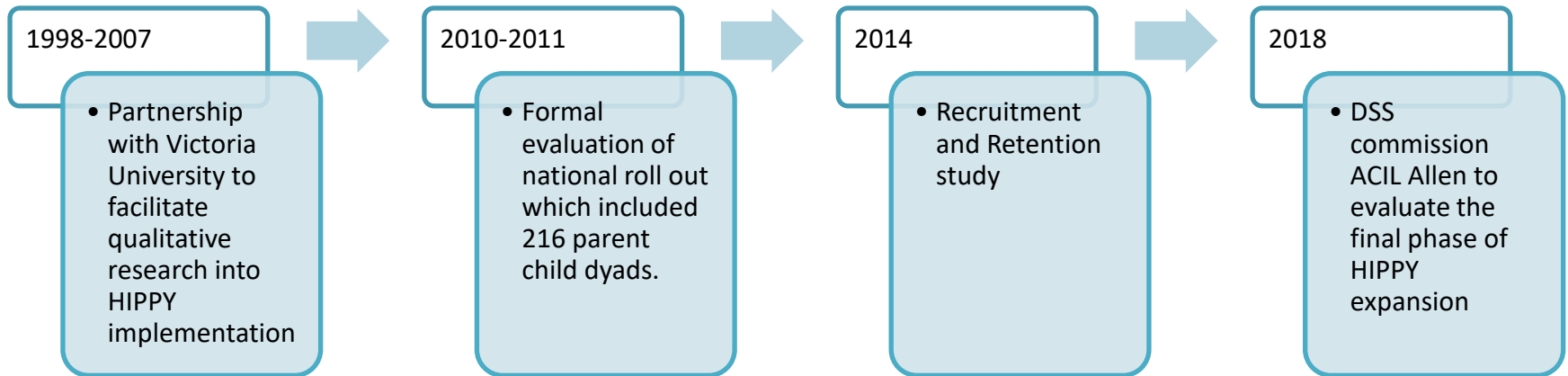
3.

In ways that advance social justice?

4. How important are relational-cultural system dynamics?

Brotherhood of St Laurence

HIPPY in Australia

NORTHERN TERRITORY
Alice Springs
Darwin North
Katherine
Yurrwi
Palmerston
Tennant Creek

QUEENSLAND
Bundaberg	Inala
Burdekin	Logan
Caboolture	Mount Isa
Cairns North	Mount Morgan
Cairns South	Northern Peninsula Area
Cherbourg	Palm Island
Cooktown	Rockhampton
Deception Bay	Toowoomba
Doomadgee	Upper Ross
Fraser Coast	Warwick
Goodna	West Ipswich

WESTERN AUSTRALIA
Armadale
Broome
Bunbury-Collie
East Kimberley
Geraldton
Girrawheen
Gosnells
Hedland
Kalgoorlie-Boulder
Midlands
Mowanjum-Derby
Rockingham

NEW SOUTH WALES
Albury-Wodonga
Armidale	Kempsey
Ashmont	La Perouse
Bidwill	Moree
Bowenfels	Nambucca Valley
Broken Hill	Nowra
Cabramatta	Orange
Campbelltown	Port Stephens
Dubbo	Riverwood
Eastlakes	Tamworth
Emerton	Taree-Forster
Fairfield	Warrawong
Goonellabah	Wellington
	Wyong

ACT
Belconnen

SOUTH AUSTRALIA
Davoren Park
Elizabeth
Murray Bridge
Onkaparinga
Port Augusta
Riverland
Salisbury
The Parks
Whyalla

TASMANIA
Brighton
Burnie
Clarence
Kentish
Launceston
Smithton
West Coast

VICTORIA
|	
Bendigo	Latrobe
Braybrook	Mildura
Colac	Mooroopna
Dallas Broadmeadows	Moreland
Dandenong	North Melbourne
East Gippsland	Robinvale
Fitzroy	Surf Coast
Frankston North	Whittlesea
Geelong	

HippyAustralia
Families Learning Together

The Home Interaction Program for Parents and Youngsters is funded by the Australian Government through the Department of Social Services. The Brotherhood of St Laurence holds the licence to operate HIPPY in Australia.

Brotherhood of St Laurence

HIPPY Research @ the BSL

1998-2007
- Partnership with Victoria University to facilitate qualitative research into HIPPY implementation

2010-2011
- Formal evaluation of national roll out which included 216 parent child dyads.

2014
- Recruitment and Retention study

2018
- DSS commission ACIL Allen to evaluate the final phase of HIPPY expansion

CORE FINDINGS ACROSS STUDIES	Fidelity in implementation	?
	Low cost	☑
	Parental satisfaction	☑
	Culturally appropriate	☑
	Child development	☑

Brotherhood of St Laurence

Disrupting Disadvantage

Bronfenbrenner's nested systems in which child development occurs
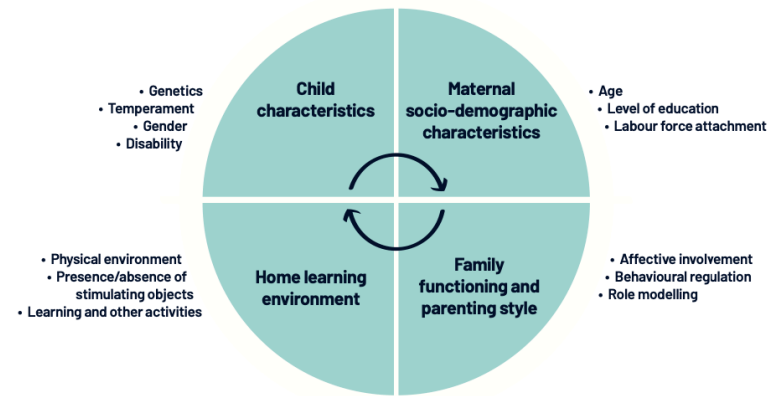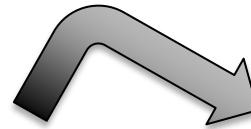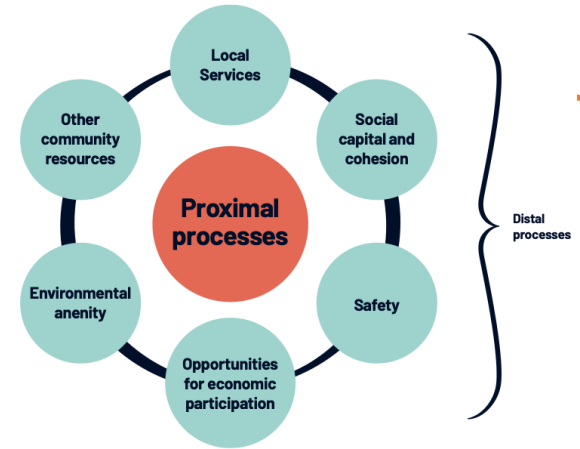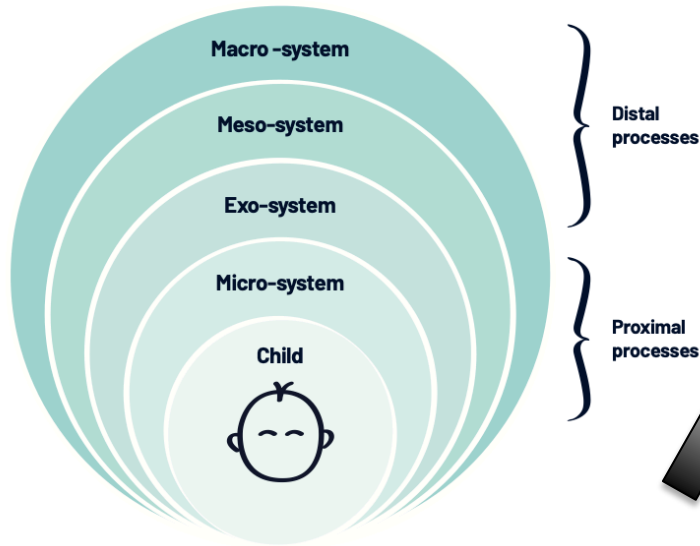
Relational-cultural system dynamics which help explain interactions between variables that structure child development
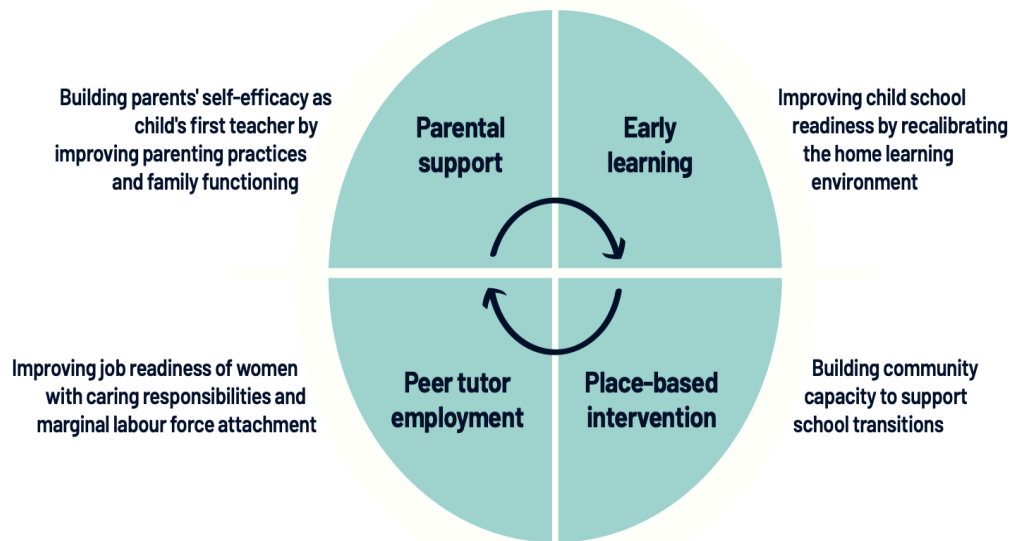
Family Function

Family Resilience

Family Investment

Brotherhood of St Laurence

7

HIPPY as implemented in Australia: working at multiple levels

There are 4 key components of the program which tackle different levels in Bronfenbrenner's system

Building parents' self-efficacy as child's first teacher by improving parenting practices and family functioning

Parental support

Early learning

Improving child school readiness by recalibrating the home learning environment

Improving job readiness of women with caring responsibilities and marginal labour force attachment

Peer tutor employment

Place-based intervention

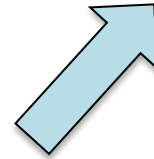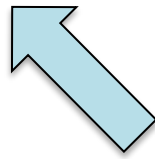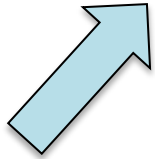Building community capacity to support school transitions

Proximal factors with an impact on parental capability and the home learning environment

More distal factors or neighbourhood effects which also mediate developmental opportunities

Brotherhood
of St Laurence

Core elements of the parental support- early learning components of HIPPY and their hypothetical relationship to the relational-cultural system dynamics that mediate disadvantage

FAMILY FUNCTIONING AND FAMILY STRESS
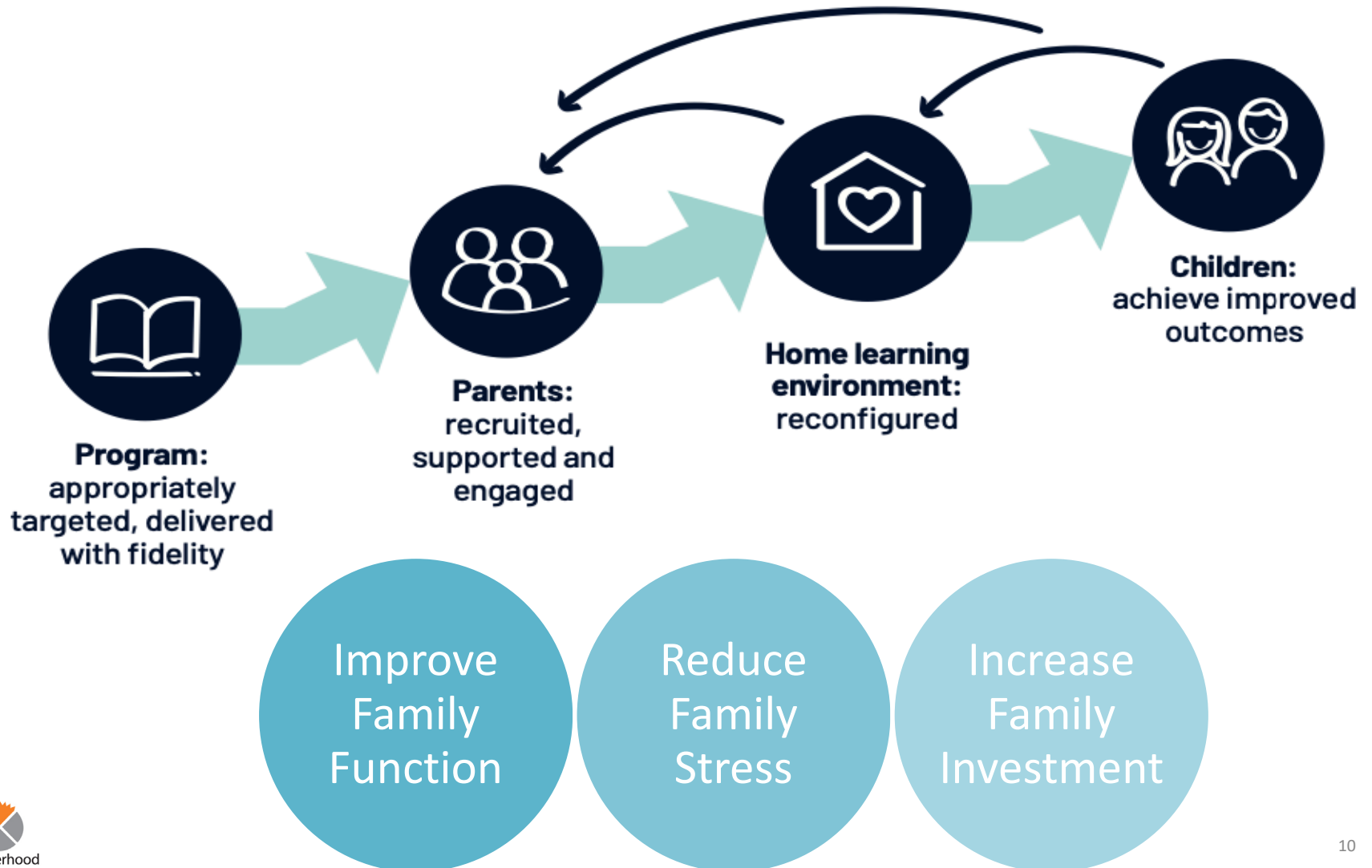
FAMILY INVESTMENT IN HOME LEARNING

Dual Delivery

Building parental capacity

Pedagogical Strategies

Curriculum

Duration

Brotherhood
of St Laurence

Theory of change for the parental support and early learning component of HIPPY

Program: appropriately targeted, delivered with fidelity

Parents: recruited, supported and engaged

Home learning environment: reconfigured

Children: achieve improved outcomes

Improve Family Function

Reduce Family Stress

Increase Family Investment

Brotherhood of St Laurence

Transforming children's trajectories

HIPPY LONGITIDUNAL STUDY

HLS sites

NORTHERN TERRITORY
Alice Springs
Darwin North
Katherine
Yurrwi
Palmerston
Tennant Creek

QUEENSLAND
Bundaberg   Inala
Burdekin   Goodna
Caboolture   Logan
Cairns Central   Mount Isa
Cairns North   Mount Morgan
Cairns South   Northern Peninsula Area
Cherbourg   Palm Island
Cooktown   Toowoomba
Deception Bay   Upper Ross
Doomadgee   Warwick
Fraser Coast   West Ipswich

● HIPPY Research Sites (45)
● Other HIPPY Sites (55)

NEW SOUTH WALES
Albury-Wodonga
Armidale
Ashmont
Bidwill   Kempsey
Bowenfels   La Perouse
Broken Hill   Moree
Cabramatta   Nambucca
Claymore   Nowra
Dubbo   Orange
Eastlakes   Port Stephens
Emerton   Riverwood
Fairfield   Tamworth
Goonellabah   Taree-Forster
                   Warrawong
                   Wellington
                   Wyong

WESTERN AUSTRALIA
Armadale
Broome
Bunbury-Collie
East Kimberley
Geraldton
Girrawheen
Gosnells
Hedland
Kalgoorlie-Boulder
Midlands
Mowanjum-Derby
Rockingham

SOUTH AUSTRALIA
Davoren Park
Elizabeth
Murray Bridge
Onkaparinga
Port Augusta
Riverland
Salisbury
The Parks
Whyalla

ACT
Belconnen

TASMANIA
Brighton
Burnie
Clarence
Kentish
Launceston
Smithton
West Coast

VICTORIA
Bendigo   Latrobe
Braybrook   Mildura
Colac   Mooroopna
Dallas Broadmeadows Moreland
Dandenong   North Melbourne
East Gippsland   Robinvale
Fitzroy   Surf Coast
Frankston North   Whittlesea
Geelong

Brotherhood
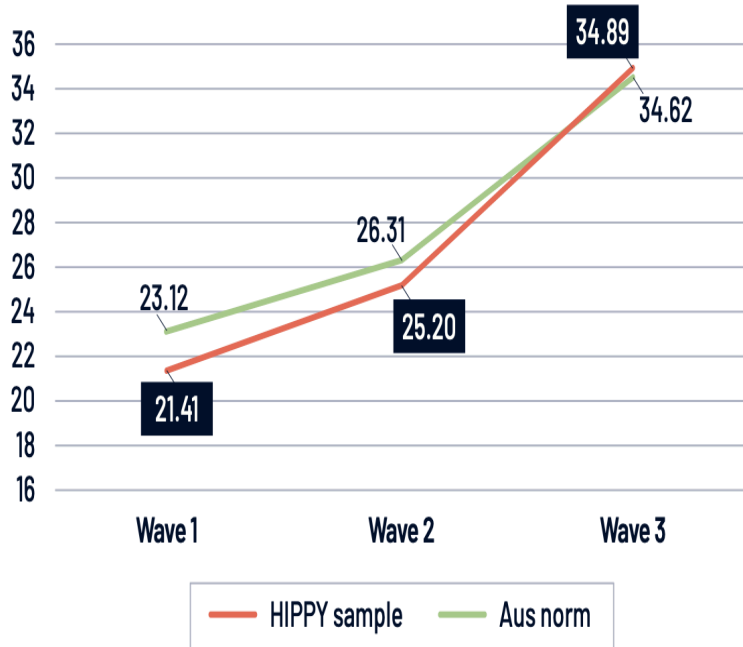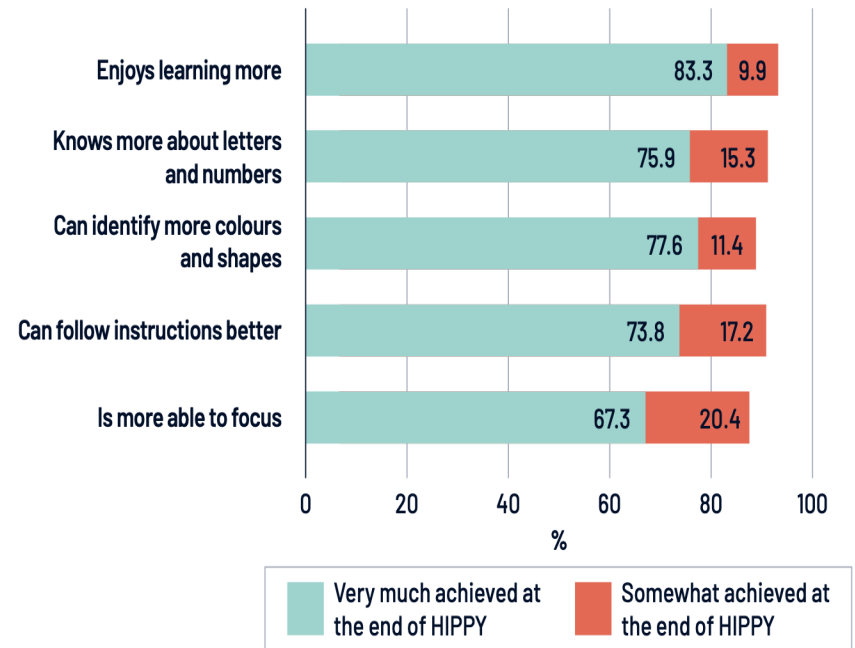of St Laurence

HIPPY works to promote cognitive school readiness!

Improvements in WAI: HLS sample scores compared to Australian norms

	Wave 1	Wave 2	Wave 3
HIPPY sample	21.41	25.20	34.89
Aus norm	23.12	26.31	34.62

Legend: — HIPPY sample — Aus norm

Parents' assessment of participating child's school readiness: cognitive indicators

	Very much achieved at the end of HIPPY	Somewhat achieved at the end of HIPPY
Enjoys learning more	83.3	9.9
Knows more about letters and numbers	75.9	15.3
Can identify more colours and shapes	77.6	11.4
Can follow instructions better	73.8	17.2
Is more able to focus	67.3	20.4

Brotherhood of St Laurence

Parental disadvantage and child cognitive outcomes

Improvement in child's WAI scores (means) by parental demographics
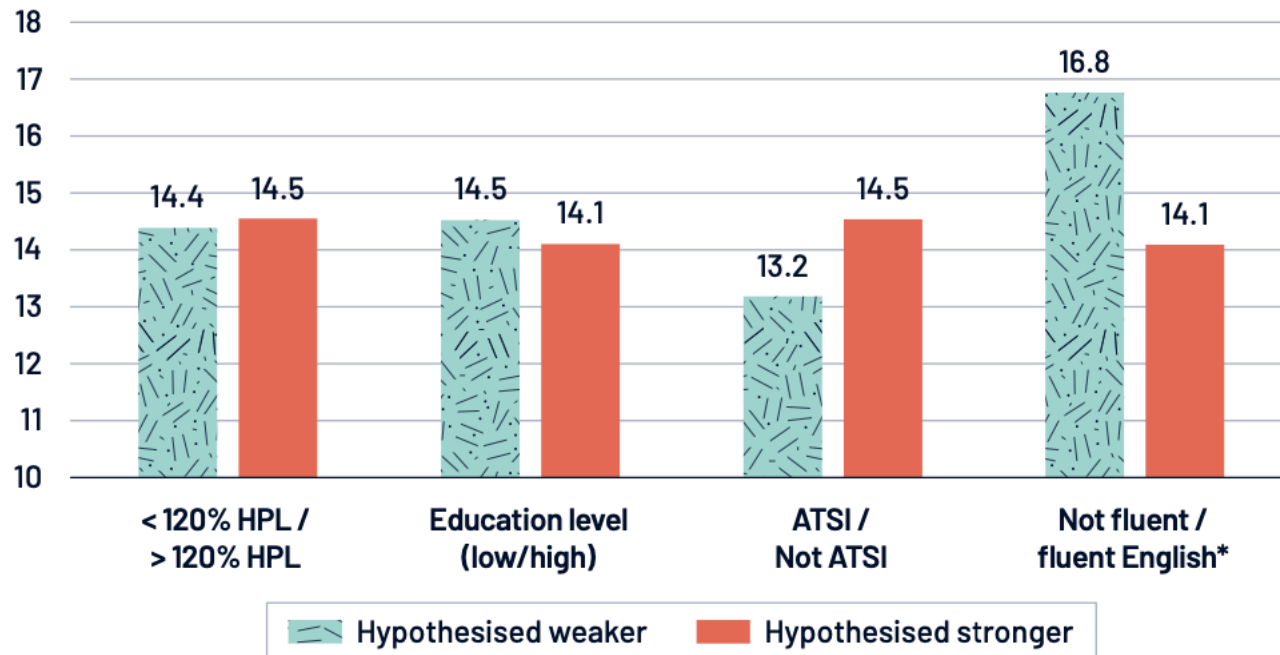
Unpacking the data: factors which effected the WAI scores

Chi-square = 17.962
Degrees of freedom = 4
Probability level = .001
CFI = .974
RMSEA = .078
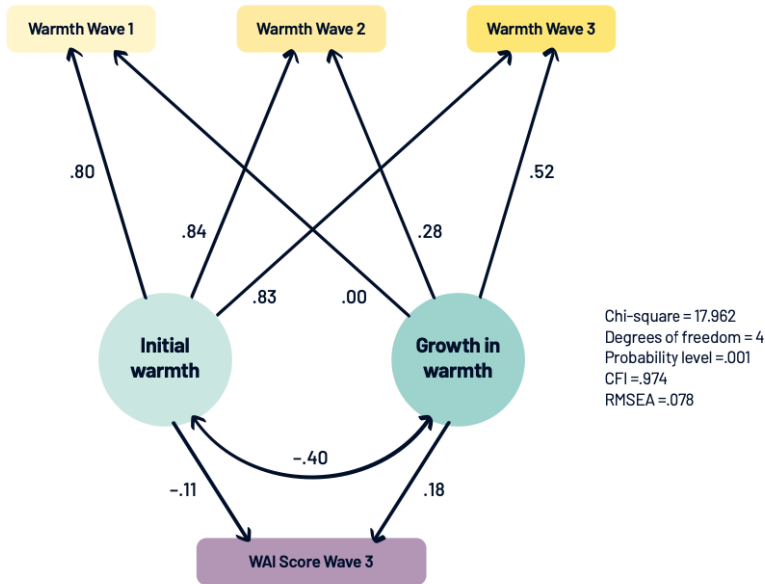
Linear and spline regression of WAI improvement based on negative family functioning, standardised

R-Square   0.048184
Sum of Squares Error   393.9716
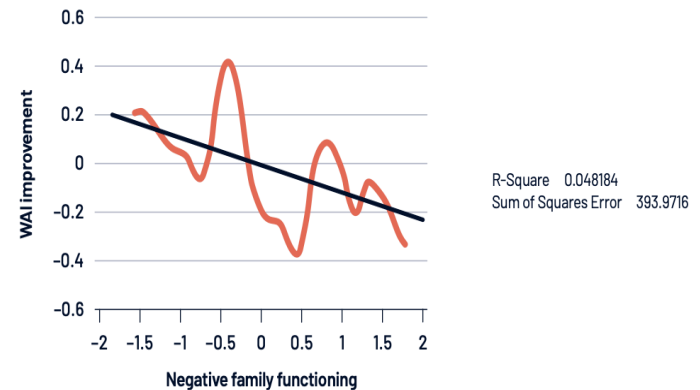
The following factors were significantly were associated with improved WAI scores

- Investment: Children of parents who attended Group Meetings in the first year, and who thus received a full dose

- Function: Increases in parental warmth across the program

- Stress: Children in families with marginally less negative family functioning show greater improvement

# But the impact on socio-emotional readiness is equivocal

SDQ Categories	Total Difficulties Score	Pro-social Behavior	Differences
Normal			
HLS Wave 1	55.5%	77.7%	Increase in number of HIPPY children rated as having anormal level of total difficulties and prosocial behaviours: 10.6% and 3.1%
HLS Wave 3	66.1%	80.8%	
E4Kids	79%	79%	
Borderline			
HLS Wave 1	14%	10.3%	Reduction in percent of children rates as having borderline level of total difficulties: 5.5 %
HLS Wave 3	8.5%	10.3%	
E4Kids	9%	11%	
Abnormal			
HLS Wave 1	30.5%	12%	Reduction in number of HIPPY children rated as having abnormal levels of difficulties: 5.1%
HLS Wave 3	25.4%	8.9%	
E4Kids	10%	6%	

Relationality from the parent's perspective

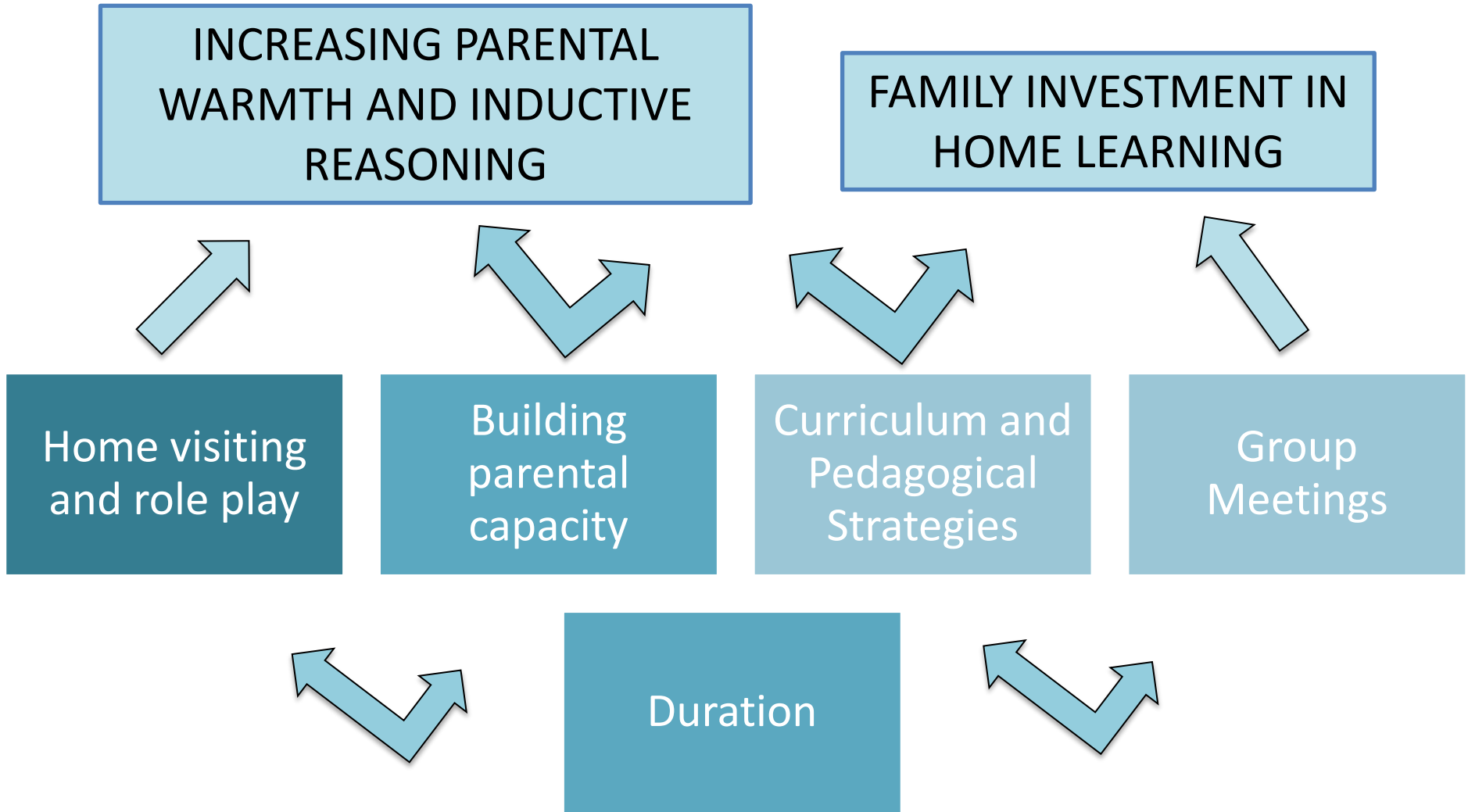Feeling good about myself as a parent
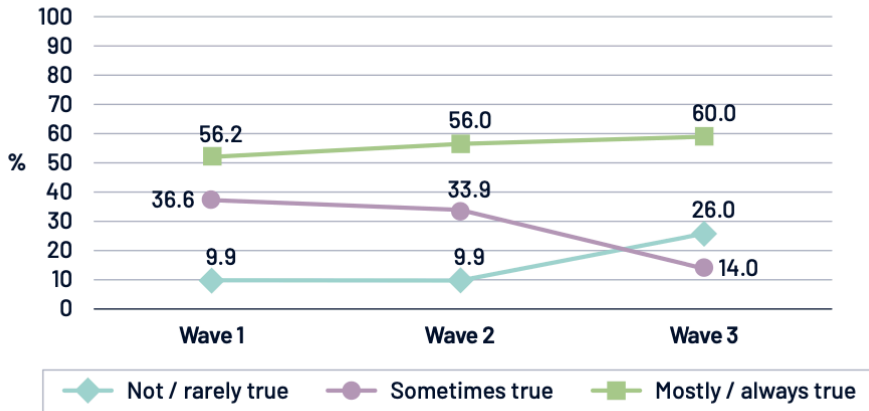
Feeling I am doing the right thing as a parent
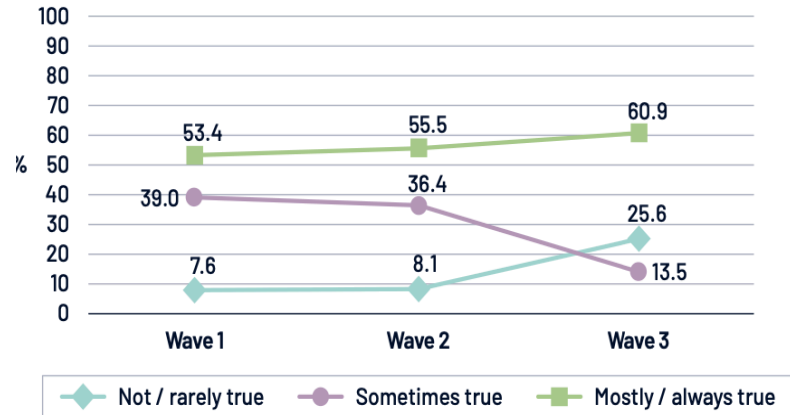
Being the best parent I can be

Core elements of the parental support- early learning components of HIPPY and their **probable** relationship to the relational-cultural system dynamics that mediate disadvantage

INCREASING PARENTAL WARMTH AND INDUCTIVE REASONING

FAMILY INVESTMENT IN HOME LEARNING

Home visiting and role play

Building parental capacity

Curriculum and Pedagogical Strategies

Group Meetings

Duration

Relational-cultural system dynamics mediate the impact of the program

Program

- Duration
- Dual delivery
- Building parental capability
- Curriculum & pedagogy

Mediators

- Family functioning
- Family resilience
- Family investment

Outcomes

- Parental engagement
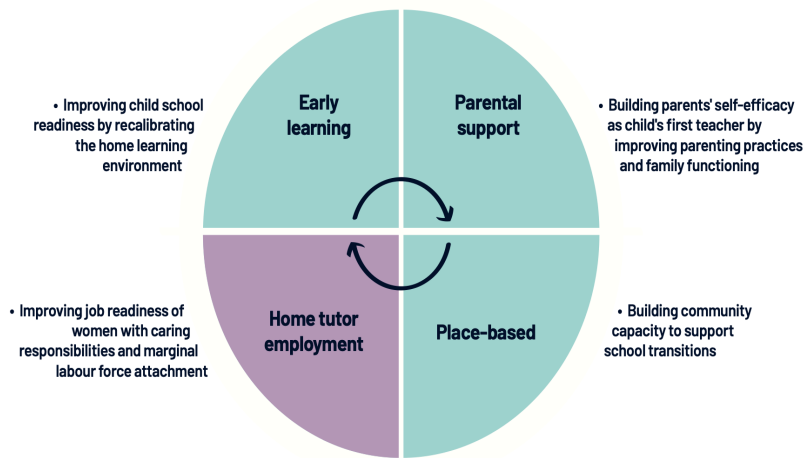- Home learning environment reconfigured
- Child school ready

Brotherhood
of St Laurence

QUESTIONS AND DISCUSSION

Working with Aspirations

HIPPY TUTOR STUDY

Brotherhood
of St Laurence

Creating a transitional labor market

Four program components of the HIPPY Model

- Improving child school readiness by recalibrating the home learning environment

Early learning

Parental support

- Building parents' self-efficacy as child's first teacher by improving parenting practices and family functioning

- Improving job readiness of women with caring responsibilities and marginal labour force attachment

Home tutor employment

Place-based

- Building community capacity to support school transitions

At each site, HIPPY creates a transitional labour market for a portion of participating parents who are recruited as home tutors and who conduct the home visitation portion of the program.

Both the HLS and other previous evaluations have found high levels of satisfaction with home tutors and their role in the program. But none of these has sought to explore what the tutors themselves thought about the role, whether and how it supported greater attachment to the labour market

The HIPPY Tutors Study examined these issues.

Structure of the HIPPY home Tutor Program

ACTIVITIES

Recruitment
- Interview process
- Assessing job readiness

Training
- Specific to HIPPY
- Preparedness for employment

Work
- Home visits and HIPPY delivery
- Developing relationships with families

Development
- Ongoing supervision and mentoring
- Opportunity for formal training

Professional development program: Pathways to Possibilities

OUTCOMES

Obtain work experience

Learn and apply new skills

Structured reflection and professional development

Complete accredited training

HIPPY tutors are recruited following a competitive selection process and complete three days of in-service training before commencing home visits. Across the duration of the program each year (30 weeks in the first year and 15 in the second) tutors who are allocated 12 families will work between 25-30 a fortnight, which includes weekly allocation of training and supervision. Tutors participate in a structured professional development program: P2P and each site is allocated around $8,000 per annum to support tutors undertake additional accredited training

Defining a Transitional Labour Market
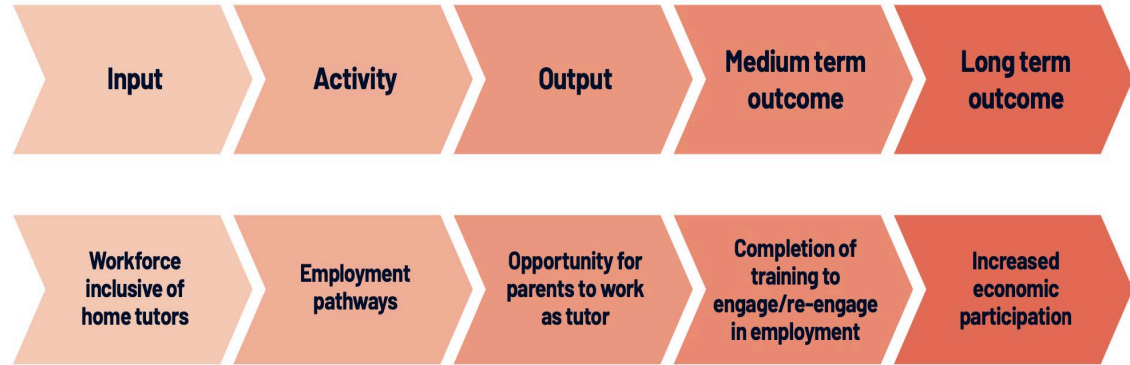
Continuum of employment services

Pre-employment	Activation	Post-employment
Initial assessment and coaching	Level of intensity calibrated to labour market disadvantage	Ongoing mentoring and support
Work and volunteer experience to increase preparedness	Activities to increase job search and labour market competitiveness	Financial incentives to sustain employment

Swedish academic Gunter Schmid was the first to define transitional labour markets, which facilitate continued attachment to the labour market ay key life transitions in which individuals are managing a variety of non-labour market but productive activities, such as studying and caring, with paid employment.

The HIPPY home tutor program includes features of pre-employment programs, as well as the kind of ongoing mentoring and support characteristic of post-employment support. Nonetheless it is more accurately described as a TLM for three reasons:
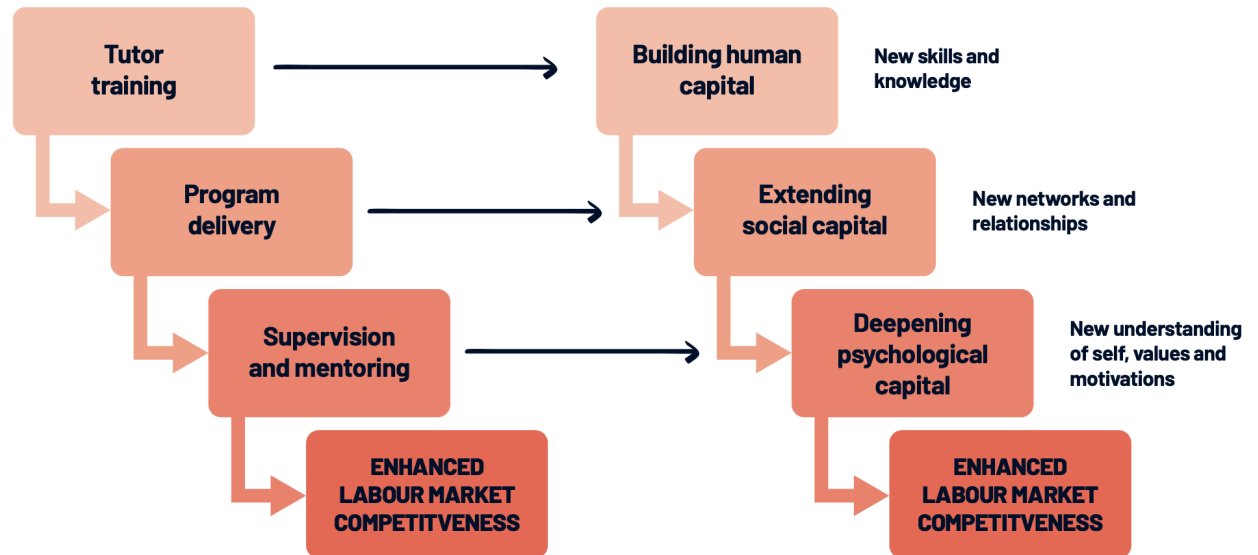1. Tutors are remunerated
2. Employment is flexibly organized to facilitate caring responsibilities
3. The program encourages upgrading skills in anticipation of continued labour market attachment

Program logic based on ACIL Allen evaluation

| Input | Activity | Output | Medium term outcome | Long term outcome |

| Workforce inclusive of home tutors | Employment pathways | Opportunity for parents to work as tutor | Completion of training to engage/re-engage in employment | Increased economic participation |

Theory of change developed by Tutor Study

Tutor training → **Building human capital** — New skills and knowledge

Program delivery → **Extending social capital** — New networks and relationships

Supervision and mentoring → **Deepening psychological capital** — New understanding of self, values and motivations

ENHANCED LABOUR MARKET COMPETITVENESS

ENHANCED LABOUR MARKET COMPETITVENESS

Brotherhood of St Laurence

Methodology: Using Sensemaker and online narrative collection method

Design

Collaborating with key informants to develop a signification framework

Data collection

Two phases of fieldwork: piloting and refinement, followed by narrative capture at scale

Interpretation

Visual pattern analysis followed by participatory workshops preceding in-depth analysis

Dyad re challenges

Count

36
31
27
23
23
19
16
9
8
6
4
0
1

0   25   50   75   100

Very easy to address   Very complicated to address

Triad re skill development

Better relationship

12%

12%   1%

52%

15%   2%   5%

Better communication   Managing conflict better

Tutor Study Sample
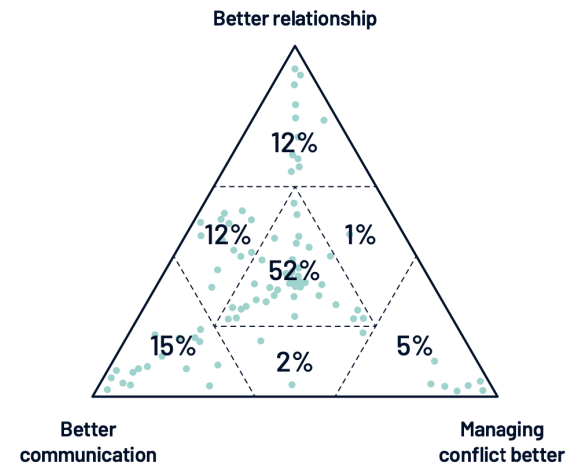
Key characteristics of the sample

- 212 tutors, including 17 past tutors participated, representing 47 percent of employed tutors

- 45% of respondents had their participating child in the 20s, including 22% who had their child before turning 25

- 26% were lone parents, which is 9 points higher than the percentage of solo headed households in Australia

- When recruited by HIPPY, the tutors in the sample were half as likely to be employed as Australian women with children under five years of age

Further difference between HIPPY tutors and broader Australian population

- There are many more Aboriginal and Torres Strait Islander women, who make up 17% of the sample but only 4% of Australian women in the relevant age range.

- Tutors were also less qualified than women in the broader Australian population. Some 45% of Australian women have a tertiary qualification (WGEA 2020), compared with only 23% of the tutors in our sample. Only 14% of the entire cohort of HIPPY tutors employed in 2019 had a tertiary qualification.
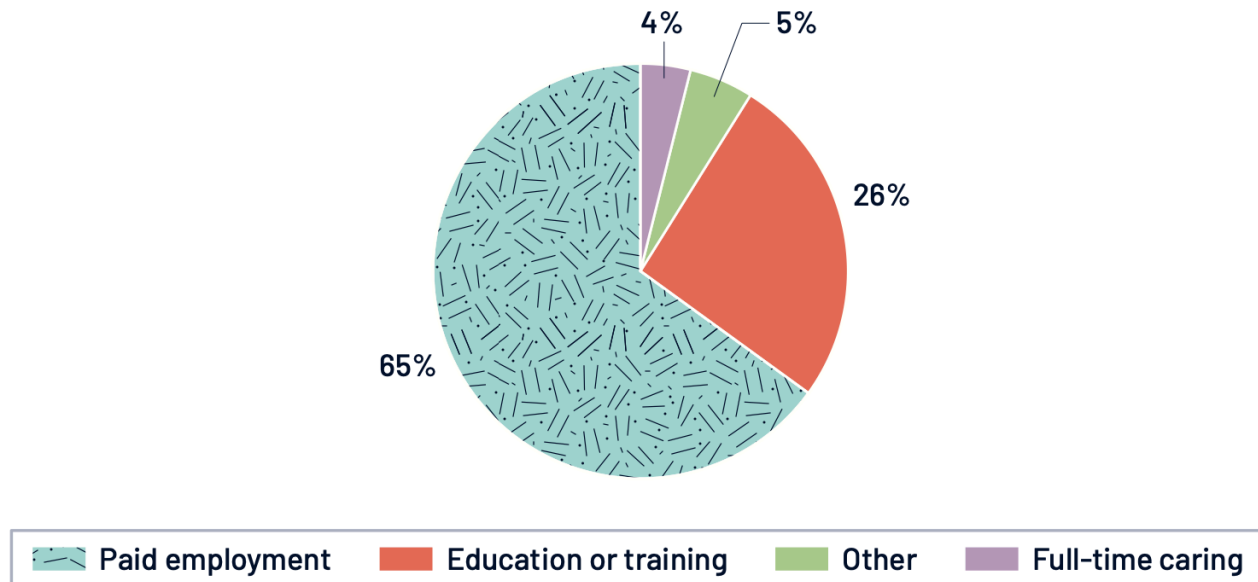
Key findings – skills development

Whether working with HIPPY improved confidence

- 55% Strongly agree
- 37% Agree
- 6% Neutral
- 1% Disagree
- 1% Strongly disagree

Legend: Strongly agree | Agree | Neutral | Disagree | Strongly disagree
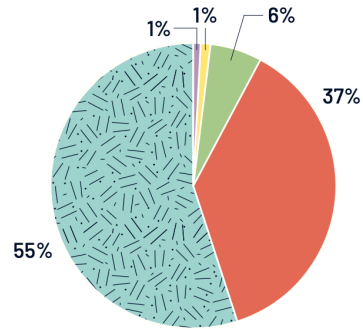
Whether working with HIPPY developed skills useful for future employment

- 57% Strongly agree
- 38% Agree
- 4% Neutral
- 1% Disagree

Legend: Strongly agree | Agree | Neutral | Disagree

Key findings: employment aspirations

Intention after HIPPY

4% | 5% | 26% | 65%

Legend:
- Paid employment
- Education or training
- Other
- Full-time caring
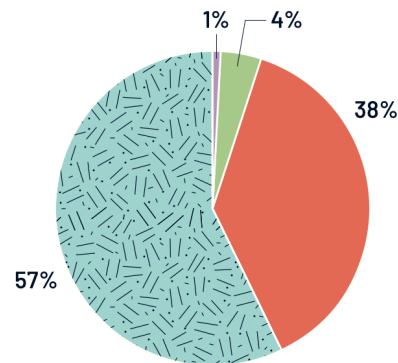
When asked why they had decided to become a HIPPY tutor, only 20% indicated that they wanted a job; 41% wanted new skills, 37% wanted to make a difference to their community and 1% decided to apply to fulfil their income support activity requirements. The fact that 65% indicated that they intended to obtain paid employment at the conclusion of the program, and this seems true regardless of their assessment of the availability of work and childcare, suggests that something had changed. The narrative analysis helps us understand what that might be.

How tutors felt about the experience that they've shared

Legend:
- Strongly positive
- Positive
- Neutral
- Negative
- Strongly negative
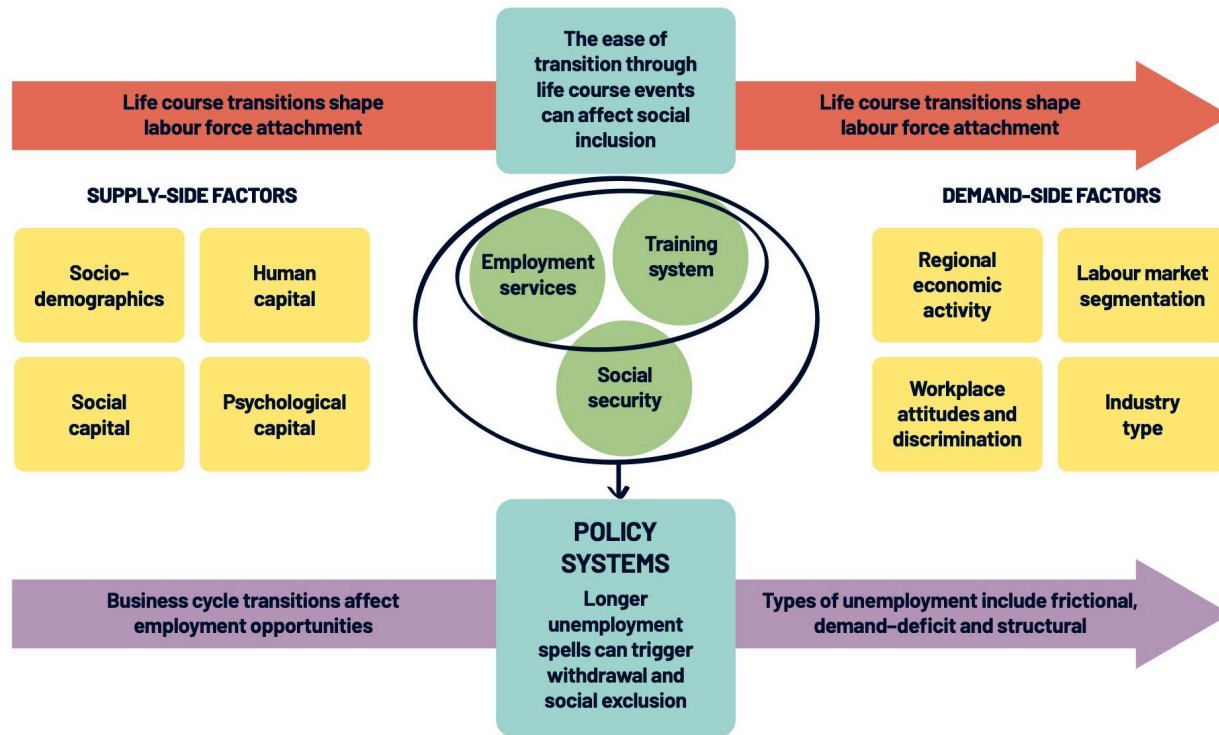
Brotherhood
of St Laurence
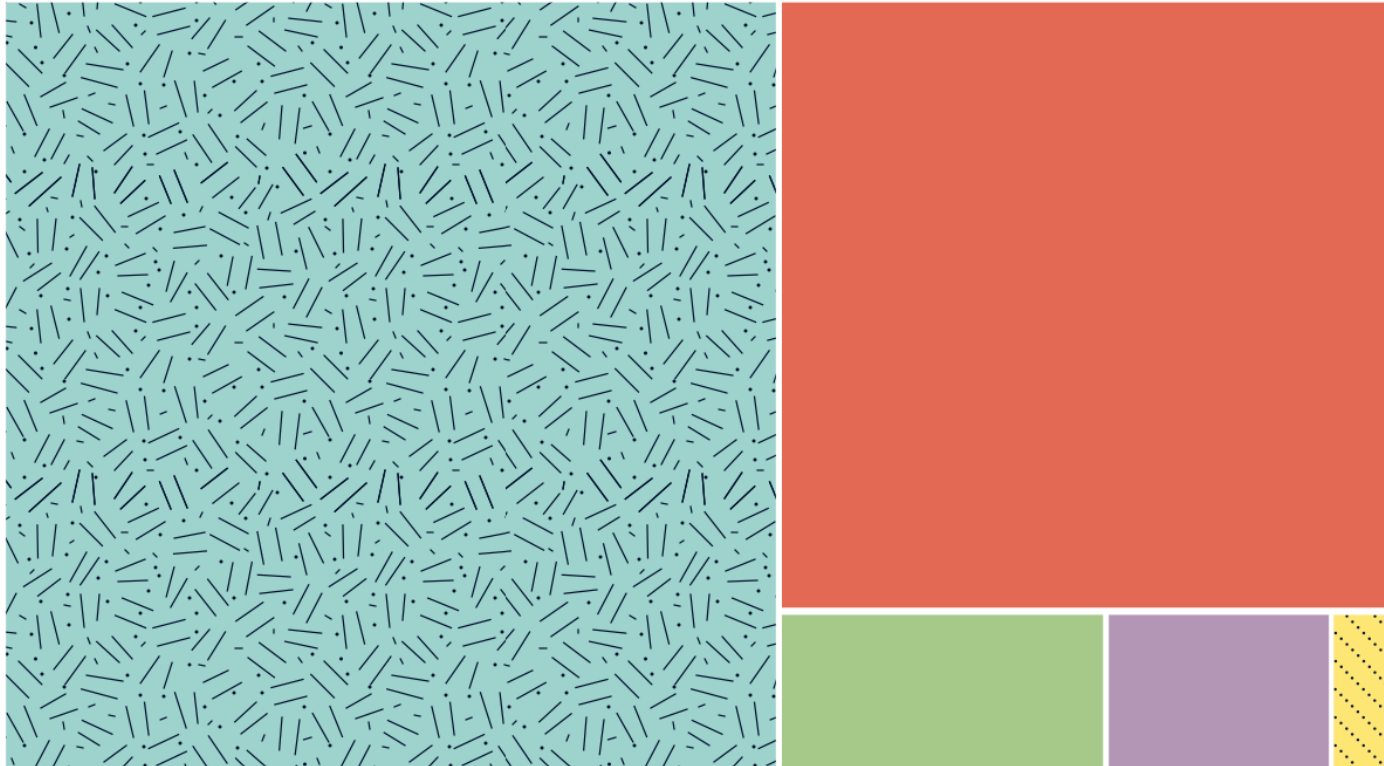
Doing makes a difference: tutors grow in resilience and self efficacy

Witnessing transformation in self and others leads to hope and optimism

Parenting is paramount: the importance of flexibility and values alignment

Brotherhood
of St Laurence

Conclusion 1 – HIPPY's unusual intervention in the labour market

Most publicly funded employment services function alongside forms of welfare conditionality, to "activate" greater labour market participation. By constructing a transitional labour market, the HIPPY home tutor program, also fosters greater connection with the labour market. But it operates by building capabilities and fashioning increased aspirations among tutors

Brotherhood
of St Laurence

Conclusion 2: Relational-cultural system dynamics in operation here too

Relational-cultural system dynamics help explain the way that variables in a system interact in ways that can produce change.

In the HLS we explored family stress, functioning and investment as three such processes through which families can mobilize resources and relationships to change the operation of the family system to support improved outcomes for children.

In the Tutor Study it is apparent that there are also relational dynamics which mediate the impact of the elements of the program. In particular, the relationships forged between tutors and coordinators and the families with which they worked unlocked tutor's aspirations and were experienced by them as transformative.

Mediators

- Personal resilience
- Professional relationships
- Community Connections

Program

- Training
- Delivery
- Mentoring

Outcomes

- Human Capital
- Social Capital
- Psychological Capital

QUESTIONS AND DISCUSSION

Brotherhood
of St Laurence
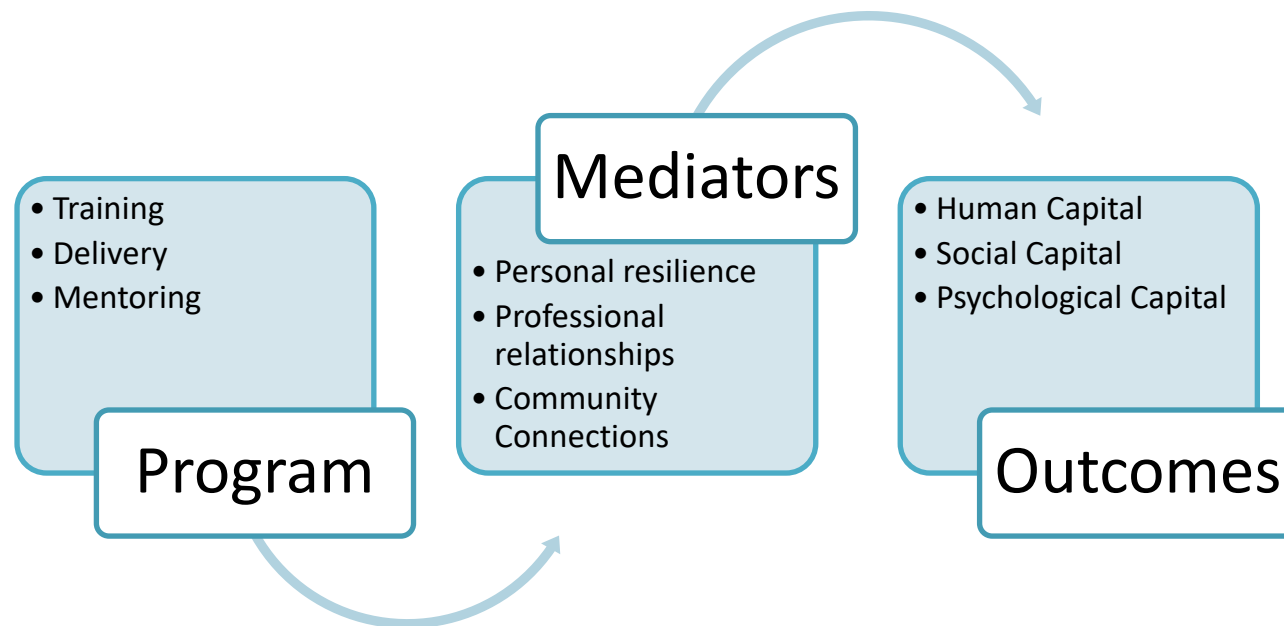
Mobilizing relational-cultural systems dynamics to build capability
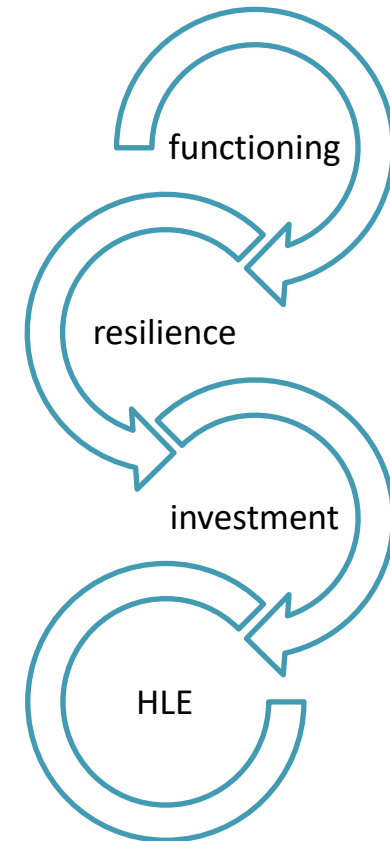
WORKSHOP

Brotherhood
of St Laurence

Mobilizing the lessons of the HLS for policy and systems reform

HIPPY's location in the service provision landscape in Australia
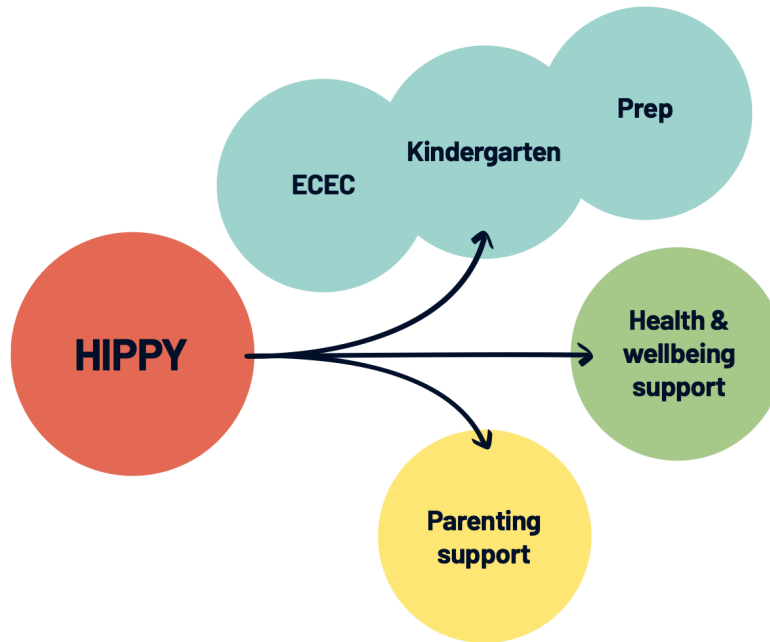
Relational – cultural dynamics shaping the home learning environment

Mobilising the insights of the Tutors Study to improve employment services for women at a structural disadvantage in the labour market