



Theory of Change

mainly music and mainly play Supported Groups

To continually review the value of mainly music and mainly play sessions, we measure our performance on the theory of change considered as the basis for our outcomes. Through this, we have designed participant surveys, agency feedback, and Session Facilitator reflection processes.

By providing specific educational based frameworks for high-risk families, contributing to their healing, and development of attachment, families build resilience into their children. mainly music and mainly play places a high value on families, particularly families with young children, and seeks to contribute to each agency's capacity to support, enrich, and value families.



Desired Vision

Parents, through their increased knowledge of their child's developmental outcomes, will respond to their child with delight and encourage engagement.

Parents gain positive parenting insights through their increased understanding and experience of skills around attachment.

Inputs

What we invest

Pre-planned session curriculum provides developmental interaction and moments of nurture for parent and child. Extensive knowledge,

understanding and use of

attachment principles in

session delivery.

Activities

What we do

Session Facilitator highlights

developmental outcomes in parenting language.
Use of culturally rich content.
Within the framework
provided by Time to Talk,
attachment principle tuition is provided.

Outputs

Goods & services produced

Standardised curriculum enables measurability of child development and parent awareness of that development. Standardised curriculum enables measurability of parent/child interaction.

Reflection, by Session Facilitator, undertaken after each session.

Agency feedback welcomed through regular survey input.

Outcomes - Impact

Intermediate Long-term

What happens because of our activities

Intermediate

Parents show increased insight into their child's developmental exploration and respond appropriately.

Child engages through environmental behaviours and developmental change.

Child meets development milestones, grows in confidence, and gets involved.

Parents increasingly use the positive attachment principles that are modelled.

Increased understanding of and engagement with nurture assists parents to 'be with' their child.

Long term

Children are readied for school through increased literacy, numeracy, and vocabulary along with improved behaviours. In addition, through increased nurturing and attachment with parent.

Children increase in self-control.

Parents increasingly able to delight in and enjoy their own child.



Program context	→ Pr	ogram efficiency –	•	Program effectiveness
Desired Vision	Inputs	Activities	Outputs	Outcomes - Impact Intermediate Long-term
	What we invest	What we do	Goods & services produced	What happens because of our activities
Knowledge of Early Learning Years Framework by Session Facilitators is robust and workable.	Basic training of Early Learning Years Framework outcomes. Basic training of child development stages. Basic training of attachment theory.	Session Facilitators able to identify changes in children's development and behaviour using the frameworks of knowledge that are modelled and encouraged.	Robust use of standardised curriculum.	Intermediate Sessions are fun AND places of learning and development. Sessions are a safe place, filled with memories of delight. Children will seek out new experiences through the environment created by the Session Facilitator. Long term School readiness increases. In collaboration with agencies, special needs are identified ahead of school entry. Agencies then develop plans for early intervention.
Program context	→ Pr	ogram efficiency –	-	Program effectiveness
Desired Vision	Inputs	Activities	Outputs	Outcomes - Impact Intermediate Long-term
	What we invest	What we do	Goods & services produced	What happens because of our activities
Working together, in collaboration with the agency, families will flourish.	A relationship with agency staff. Knowledge and experience of working with a variety of agencies. Experience in increasing collaborative relationship with agencies.	Equipment and materials provide sessions that are enjoyed by families. Methodology is workable. Where possible, Session Facilitator seeks	Sessions add value to the agency's service. The collaboration strengthens both organisations.	Intermediate Parents' attitude more accepting of the goals of the agency. Communication is increased between Session Facilitator and agency staff. Additional learning outcomes are explored with the agency

Terminology

Term	Explanation	
Supported Group	Sessions are delivered by a paid staff member or volunteer, trained and supervised by mainly music Austral	
Session Facilitator	Title of person who delivers the mainly music and mainly play sessions.	
Agency	Organisation providing other services to at-risk families.	
Program	Content of the mainly music and mainly play sessions.	
Standardised curriculum	Planned sessions enabling Session Facilitators to concentrate on delivering the program and responding to the needs of the families attending.	

