Community Hub Leader's Skills Classification Matrix

This table below classifies the skills and behaviours of hub leaders, which have been generated from a critical incident analysis of two core components of the role – parent engagement and navigating the school environment. Elements, descriptions and examples have been placed into categories that are recognised by most organisational-based skill and capability classifications. They provide a picture of the capabilities required to perform the hub leader role effectively.

This information will provide a shared understanding and language, which will be a baseline for deciding which capabilities need further professional development. Learning and development strategies will then be decided, and plans will be put into place.

The hub leader role – brokering through partnership

The hub leader's goal is to establish a variety of *connections* and *networks* within and outside their schools to connect people to achieve the outcomes in their role descriptions. This is achieved by establishing formal and informal *relationships* and *partnerships* that link parents in their school community, their children, school principals and teachers, local government (through their coordinator), each other, professional colleagues and others in the broader community. They must then support the development of these networks to enable strong connections for learning and wellbeing with the school and community

Skill Domain	Elements and Descriptors
Interpersonal *How we engage and communicate with others* - Coffee and Chat Parent Engagement sessions - Welcoming new families - Establishing early years programs and support for parents attending activities	- Relationship building - adept at building trust and rapport: - Active listening and understanding - Ability to observe, ask questions, understand needs, propose ideas/take action and follow up - Empathetic approach that understands feelings and needs, shows compassion, values, encourages and helps families - Understand the importance of conversation - Know the background or story of each individual/family. - Value each person's contribution. - The ability to negotiate and resolve conflicts. - The ability to have robust conversations with families and stakeholders using assertiveness, tact and transparency. - Enquiry without judgement. - Using relationships to engage families e.g. phone contact.

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Personal Attributes	The person is:
Values, attitudes, qualities and behaviours	▪ Persistent and determined ▪ Resilient ▪ Creative and innovative ▪ Culturally aware and sensitive – work from where they are coming from and their language ▪ Value differences – show interest in the person and where they are coming from ▪ Resourceful and flexible – seek help from others ▪ Honest and credible – be truthful ▪ Reliability and trustworthy ▪ Able to show vulnerability ▪ Able to step outside their comfort zone ▪ Courageous and passionate ▪ Enthusiastic and positive – have fun!

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Empowering & Strengthening	
Focus on helping people find their agency, see they have genuine choices in their lives and be able to act on them. ▪ Develop local leadership skills ▪ Volunteer pathway ▪ Parent groups ▪ Volunteer team development ▪ Parent ambassadors ▪ Language champions ▪ Developing competencies for parent ambassadors – documented and visible	▪ Using a people-focused approach which looks at the needs, interests and abilities of families and individuals as the basis for support and action. ▪ Role model a range of parenting and other strategies. ▪ Mentoring to guide individuals to reach potential for their children and themselves. ▪ Inclusive and non-judgemental approach. ▪ Develop the leadership ability of individuals through mentoring, training, information and giving responsibility for initiatives. ▪ Identifying a person's strengths and skills and working to grow them.

Expert Knowledge	

Guiding knowledge base, principles and methodologies
 	
▪ Let's Connect community event
▪ Age appropriate settings for playgroups and early years activities
▪ Developing interview questions for parent surveys
	▪ Strengths based approach which supports individuals as decision makers:
	   o Parents know their communities
	   o Parents are their child's first teachers
	   o Active listening and understanding
	▪ Community development-empowering families to take the initiative.
	▪ Educational language, frameworks and strategies.
	▪ Community engagement – working collaboratively and over time with stakeholders to achieve outcomes.
	▪ Event planning - managing and designing events as a tool for engagement and community celebration.
	▪ Communicating events and programs using a knowledge of mediums that can be easily understood.
	▪ Creating spaces for early childhood development, learning, community and parent engagement.
	▪ The hub is the way we work, not the building.
	▪ Put the child at the centre (and attend to the family's needs).
	▪ Bring a diverse range of theory and practice in a range of fields (education, social work, early years, corporate, health promotion, health sciences, community development and languages).
	▪ Service referrals – knowledge of service network, being fluent in key agencies and personnel.

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Planning and organising	
Developing a coordinated and structured set of actions to achieve a longer term or broader goal	• Organise people and resources ahead of time to achieve a goal.
	• Develop programs, projects, and events in line with outcome and objective frameworks and based on local needs.
• Grant writing and accountability	• Project management – setting priorities, managing time, arranging tasks, and delegating.
• Coordinate MCH visits to playgroup	• Supervision and coordination of volunteers.
• International Women's Day dinner	• Identifying opportunities and options, assessing viability, and translating into action.
• Australia's Biggest Morning Tea	• Negotiating with stakeholders and families.
• Harmony Day celebrations	• Promotion and marketing of programs and events.
• Full suite of programs at each hub encompassing early years, health, family support, breakfast and homework clubs, volunteering, training, and employment	• Knowledge and skill in social media.
	• Identifying and solving problems.
	• Risk management.
	• Establishing evaluation criteria, processes, and outcomes.
• Healthy Children Healthy Families – project management	• Reporting on progress and outcomes according to funding requirements.

Stakeholder engagement	• Developing relationships.
Partnerships with:	• Building connections with external groups and using networks to achieve outcomes.
• Vicseg New Futures - playgroups, English programs	• Partnership development for the delivery of programs and services at hubs.
• Anglicare/BSL - family support	• Understanding that families are significant stakeholders in everything that hubs do.
• Neighbourhood houses - English & training programs	• Involvement in key Hume Networks.
• Dianella - health & wellbeing programs	
• Hume Council - MCH, environment, small talk	
• Hume early years partnership	
Strategising	• Taking the longer view and considering the bigger picture.
Deciding what you want to happen to achieve a goal	• Connect with the school's focus, strategic planning and with what matters to principals and teachers – priorities.
• Liaison with philanthropic, local and state government to develop opportunities and funding	• Create a picture of results.
	• Recognise opportunities and turn ideas into action.
• Roxburgh Rise Focus group and Leadership Project	• Strategic review of hub performance – data and planning.
	• Identify strength-based opportunities.
	• Link program planning to funding opportunities.
	• Knowing the community and developing an evidence base.
	• Match school strategic plans with hub objectives.

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Leading and influencing *Ability to mobilise people and resources to fulfil a purpose and take them along with you. The skilful use of power* ▪ Parent Engagement Conference for school staff ▪ Healthy Start Breakfast Club Initiative	▪ Ability to step up and use our expertise. ▪ Building and using personal contacts and relationships to achieve an outcome. ▪ Managing upwards. ▪ Influence the influencers – provide regular briefings to decision makers, leadership teams and stakeholders. ▪ Offer help in ways that benefit teachers - ask 'how do I make your work easier?'. ▪ Raise awareness, explain, and inform - use stories, content, and reasons. ▪ Ability to push back constructively – the expectation that hub leaders do everything. ▪ Reporting back – data, including parent-led feedback. ▪ Bring data to people – don't assume that stakeholders understand the work of the hub.

Advocacy
 	
Activities which seek to influence decisions by institutions to ensure voices are heard, views are taken into account and wishes are respected
 	
▪ Presentation at Playgroup Victoria Conference
	▪ Advocate for groups and services including:
	   o Unseen populations
	   o More services
	   o Funding within the school and community
	▪ Help parents to advocate for themselves and their children.
	▪ Work with school principals and teachers to help them better understand how the hub can contribute to school outcomes.

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Reflective practice	

The active process of inquiring into one's practice with the intention of learning, improving and changing
 	
 ▪ Hub Working Group meeting- debrief and reflective practice
 ▪ National Community Hub biannual conference
 ▪ Regular reporting
	▪ Strategic review of hub performance – data and planning.
	 ▪ Sharing information with other coordinators and having conversations to:
	     o Reshape what I do
	     o Seek exposure to new ideas
	     o Debrief
	     o Identify opportunities for improvement
	     o Get feedback
	 ▪ Seek opportunities to bring research and evidence to practice e.g. attend conferences to provide different lenses and opinions.