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**MAWSON LAKES:
A CHILD FRIENDLY MASTER
PLANNED COMMUNITY**

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Children Communities Connections Conference
The Mawson Centre, Mawson Lakes
13th November 2008






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Outline Of Presentation

1. Background
 - Delfin Lend Lease
 - Mawson Lakes
 - Research into attributes of 21st C communities
 - Care and Education Services Model
2. Why focus on CFCs
3. CFC attributes of our communities
4. Challenges faced by MPCs
5. CFC Agenda for Action

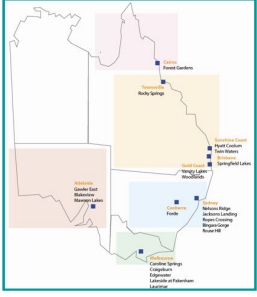
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- Over 20 active projects across Australia
- Project durations: 3 – 30 years
- Business mix
 - 75% residential
 - 25% commercial and community
- Over 100,000 people live in DLL communities across Australia
- DLL has a "bank" of over 70,000 allotments for development
- Capacity to provide housing choices for over 200,000 people for next 30 years



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Mawson Lakes (1997-2010)

- Joint Venture – SA Government (\$1.5b)
- Project Commitment Deed – whole of government response
- 620ha site – 70ha lakes & waterways, 26kms hike & bike trails, 30% open space
- Greenfield Site + UniSA and Tech Park
- 4,000 dwellings
- 23,500 population – 10,000 residents; 6,000 workers; 7,500 students
- Mixed land uses
 - Residential Villages
 - Promenade Town Centre
 - Mawson Central mixed use precinct
 - Lakeside and parkside lifestyle
 - Mawson Interchange



Sustainability Benchmarks – 6 key elements

- Urban Design and Character
- Information Technologies & Telecommunications
- Business & Employment
- Energy & Environment
- Social Development
- Education

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Research – Attributes of 21st C Communities

- Learning community
- Technologically advanced community
- Innovative community
- Healthy community
- Sustainable community
- Positive unique identity
- Connected community



- Enterprising community
- Open community
- Traditions, customs, family rituals
- Flexible / adaptable community
- Live, learn, work, play
- Responsible community

Successful 21st C communities need to be economically, environmentally and socially sustainable

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Model for Care and Educational Services

- Services-driven operating model
 - ✓ not facilities driven
- Developing 'communities as schools' (or 'learning environments')
 - ✓ not 'schools as communities'
- Fine grain care and educational model
 - ✓ not coarse grain
- Partnerships, alliances and new resource models

KEY OBJECTIVES:

Learning for anyone, anytime, anyplace

- Flexible, adaptable and responsive care and learning environments

Child friendly and family friendly communities

- Set of attributes which will enhance the child friendliness of the community

Why have we focussed on Child Friendly Communities?



- Children are an important and significant part of our communities
 - ✓ children up to 12 make up, on average, 15 % of the population in our communities
- Importance of the early years for later education, health and successful life prospects is now widely recognised through international research
 - ✓ new child care, family, health, education & community strategies, structures & funding initiatives span the three sectors of government
- Issues relating to the creation of CFCs have not been fully integrated into the master planning and delivery of our communities
 - ✓ range of activities but these are somewhat disjointed and uncoordinated
- Development of CFCs is not simply a matter of setting up well located child care, pre-school centres and schools in our communities
 - ✓ need to embed appropriate services in the daily life of our communities

Attributes of our Child Friendly Communities



1. Creating communities which are generally stronger and, in particular, responsive to the needs of all families with young children.
2. Creating communities which respond to the specific needs of young children.
3. Creating communities which provide young children and their families with access to the full range of services they need from the beginning of the new community.
4. Creating communities where the physical infrastructure is designed and operated with regard to the needs of young children and their families.
5. Creating communities where the whole community develops ownership of those places, processes and arrangements which will continue to make the community a better place in which to be a child, or to raise a child.

Features of our Child Friendly Communities



- Setting up seamless and integrated early years services
 - ✓ "one-stop" shop of services
- Sharing ownership and commitment for creating a child friendly environment across the community
 - ✓ three tiers of government, community organisations, residents & children
- Building durable and sustainable relationships and partnerships
 - ✓ between service providers
 - ✓ between service providers & the community
 - ✓ between DLL project team & service providers, government agencies, stakeholders, etc
- Establishing appropriate models of management or governance
 - ✓ governance of early years integrated services centres
 - ✓ community governance arrangements
- Creating the urban infrastructure
 - ✓ interactive design, collaborative planning & building of child friendly places

Challenges for Developers of Master Planned Communities



1. Gain a better understanding of a community's social well-being and how it can be sustained
 - DLL Response
 - ARC linkage projects
 - Social planning tool: *Community Vision Matrix*
 - Mandate to report to government on achievement of specific benchmarks/indicators
2. Focus more strongly on the well-being of children and young people
 - DLL Response
 - Successful history: services, activities, events & programs for children/young people
 - Range of child and youth targeted initiatives

- Access to a comprehensive range of child care, pre-school and education services
- Safe community and road and water safety programs
- Learn to swim programs
- Mothers' networks
- Playgroups

- Toy libraries
- Art and dance workshops
- Walking school bus programs
- Water sensitive landscape programs
- Immunisation and health care programs
- Technology games barn

- Family and counselling support programs
- Youth centres
- Kids congress
- Intergeneration enterprise programs
- Recreational, sporting and entertainment activities

Child Friendly Community Agenda for Action



1. Developing more rigorous measures of social sustainability which provide a better understanding of a community's social well-being.
2. Instituting a more concentrated focus on the well-being of children and young people in MPCs, including greater awareness of the impact of place in their lives.
3. Eliminating the silos mentality that is still prevalent across many education, care and children's service providers which continues to work against the development of cooperative and collaborative arrangements.
4. Addressing the regulatory framework and rules of engagement which often inhibit service providers and organisations from developing integrated service delivery approaches, even when there is a will.

Child Friendly Community Agenda for Action



4. Reviewing the regulatory framework for children's services and benefits and their impact on the ability of families to access child care and other support services.
5. Examining the differentiation that exists in industrial awards, staffing and career pathways across the care and education sector which create tensions when attempting to establish integrated services.
6. Moving away from facilities driven solutions to the implementation of service driven approaches that meet the total care, education and support needs of children, young people and families in MPCs.
7. Re-invigorating local collaborative and participatory planning processes involving all levels of government, key local stakeholders and developers of MPCs.