



Quality Care for Babies and Toddlers
New Regulations and Quality Reforms



New Regulations and Quality Reforms

- Victoria's Blueprint for Education and Early Childhood Development
- National Quality Reforms
- Children's Services Legislation
- Early Years Learning Framework
- Victorian Early Years Learning and Development Framework
- Transitions Plans

Blueprint for Education & Early Childhood Development

Vision: Every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities

Mission: Ensure a high-quality and coherent birth-to-adulthood learning and development system to build the capability of every young Victorian



COAG Early Childhood Reform

Improving Quality and Accessibility of Services

Quality	Workforce	Data	Support for Parents	Early Childhood Education
Streamlined Regulation	National Strategy	National Performance Information Framework	Integrated Services	Early learning programs for remote indigenous children
New strong Quality Standards	University places	AEDI	Better information about Quality	Universal access to 15 hours ECE year before schooling
Early Years Learning Framework	HECS Remission		New Child and Family Centres	
Quality Rating System	No TAFE fees		Home interaction Program	
			Increased CCTR	

COAG Quality Reforms

- Streamlined Regulation
- New strong Quality Standards
- Early Years Learning Framework
- Quality Rating System

National Early Years Learning Framework (birth to five years)

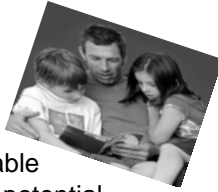
- Describes the **broad parameters, principles and outcomes** required to support and enhance young children's learning from birth to five years of age
- Includes children's **transitions and continuity of learning** - including transition to formal schooling
- Has an emphasis on **play-based learning**, communication and language early literacy and numeracy and emotional and social development



Vision

“All children are valued and respected. They have equitable opportunities to realise their potential, within a society that nurtures children’s learning and development from birth.”

Encompasses Belonging, Being and Becoming.



Learning Outcomes

- Children have a strong sense of identity and wellbeing
- Children are confident and involved learners
- Children are effective communicators
- Children actively participate in relationships and communities



Principles that underpin Early Childhood Pedagogy

- The Rights of the Child
- Secure relationships and positive interactions
- Genuine partnerships with families
- Respect for Diversity
- Commitment to Equity
- Reflective Practice



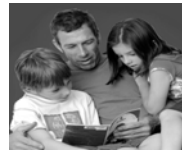
Key Dimensions of Pedagogical Practice

Play based learning and intentional teaching

Physical and social learning environments

Continuity of learning and transitions

Assessment for learning



DEEWR ON Line Forum

<http://www.deewr.gov.au/EarlyChildhood/Pages/EarlyYearsLearningFramework.aspx>

Victorian Early Years Learning and Development Framework

- Describe common goals for children from birth to 8
- Outline how professionals can use this information to improve practice and outcomes for children
- Initiate better information and support for parents
- Support children’s learning and development
- Identify learning outcomes for children drawing on EYLF and linking to VELS
- Be consistent with the Maternal and Child Health Service Activity Framework



Children’s Services Act



- Children’s programs will enhance development
- Be based on children developmental needs and interests
- Provide for the regulation of outside school hours care and family day care

Children's Services Regulations

- Ratios for children under 3 of 1 adult to 4 children
- A diploma qualified early childhood educator with every 12 children
- An early childhood teacher educator within every standard licence service
- Certificate III as a minimum qualification



VEYLDF - the importance of transition

- A positive start to school is linked to positive school trajectories.
- Children's images of themselves as learners are influenced by their transition to school.
- Academic and social difficulties in the early school years tend to continue throughout school life.



What does the research tell us about effective transition?

Supportive and nurturing families – children's families know how they can support their development and learning

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Strong communities with the resources available to families with young children (e.g. safe and friendly environments, quality early childhood services for children, supportive of families).

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Quality services that are readily available, integrated, affordable and have proven programs that influence child development and assist families so they can support their children's learning (e.g. across health, early childhood, family support, crisis support etc)

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Schools that have strong links with early childhood services and know the children that are coming to them so they can provide responsive support to the children arriving at school.

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Children able to take advantage of the learning opportunities provided at school

Implications for Practice

- Common vision for children
- Common language across sectors
- Strengthening and sharing the knowledge base from health, education and care
- A system where providers, practitioners and parents work in partnership to give "every child, every opportunity"

