

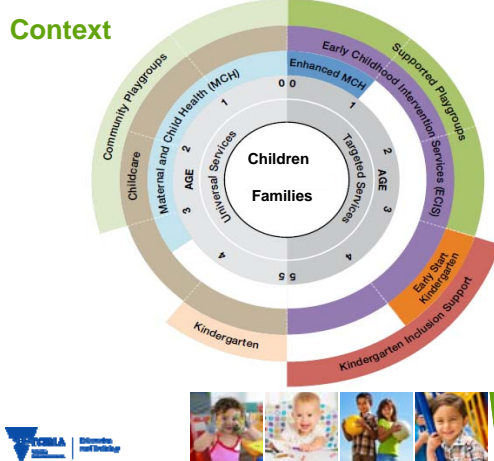



How policy is enabling young children's learning

Karen Weston, Director
Early Learning and Development Reform




Context

Our Strengths

Compared to other states and territories:

- smallest proportion of developmentally vulnerable children in the first year of school (AEDC, 2012)
- smallest proportion of children below the national minimum standard in reading and numeracy at Year 3 (NAPLAN, 2014)
- 100% participation in the newborn MCH home visit (2014)
- 96.4% children attend a funded kindergarten program
- Four out of five ECEC services “meet” or “exceed” the requirements of the NQF.
- Proportion of qualified educators increased 69.3% to 82% from 2010 to 2013



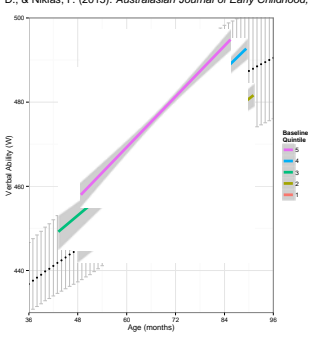

Our Challenges

- One in five children developmentally vulnerable when they start school
- Participation in MCH reduces from the eight month to the 3.5 year visit.
- One in five Aboriginal and Torres Strait Islander children is missing out on kindergarten in the year before school.
- Only 15% of eligible children known to Child Protection and 37% of Aboriginal and Torres Strait Islander children accessed early start kindergarten for three-year-olds in 2014.

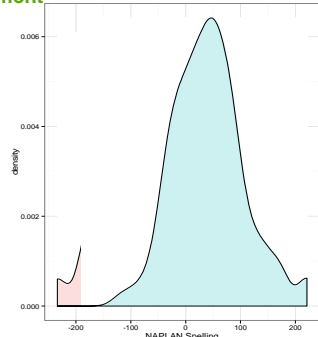



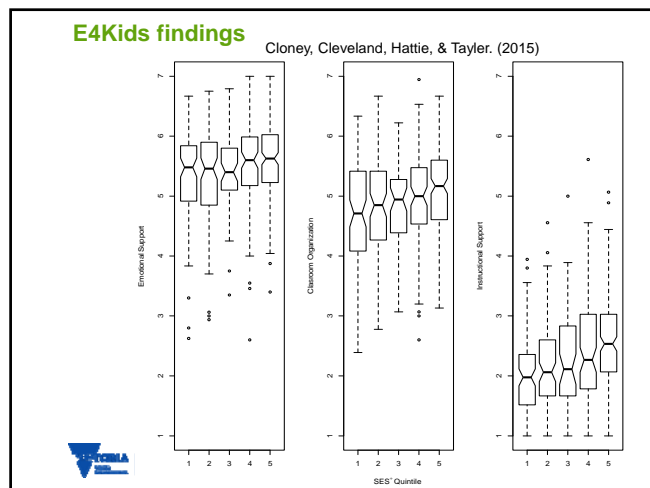
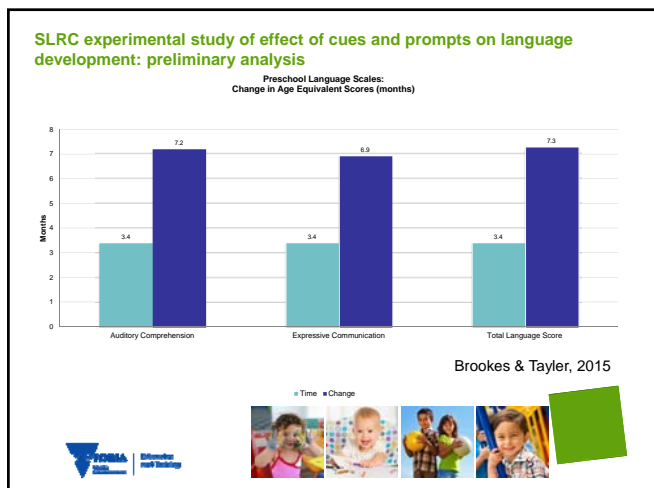
E4Kids Study: Early cognitive development trajectories

Taylor, C., Cloney, D., & Niklas, F. (2015). *Australasian Journal of Early Childhood*, 40(3), 51-60.

E4Kids Study: Early cognitive development and later school achievement



- ### Supporting high quality practice
- #### Victorian Early Years Learning and Development Framework, 2009
- Video vignettes on the Practice Principles
 - 'Babies and Toddlers: Amazing Learners' guide and DVD
 - Multi-disciplinary networks
 - Practice Guides and Evidence Papers
 - Leadership professional learning
 - Research and evaluation
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- ### Supporting high quality practice: Every Toddler Talking
- Aims:
- strengthen early childhood (EC) educators' practice to promote children's language and communication development (birth to three)
 - create an opportunity for collaboration between EC educators and speech pathologists
 - improve language and communication outcomes for babies and toddlers
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- ### Every Toddler Talking
- Phase One: literature and practice review (Jan-July 2015)
- Partnership with MCRI
- Phase Two: trial and evaluation (Feb 2016-Dec 2017)
- Professional learning and networking model
 - Quasi-experimental design
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Supporting parents and families: Supported Playgroup Reforms:

Aims

- **Improve children's outcomes** by improving the quality of parent-child interactions to support children's against the five outcomes of the VEYLDF
- **Provide a supportive environment for parents** in which they can establish social and community networks and develop parenting skills and confidence.
- **Support transition** into other forms of early childhood education and care.



Supporting parents and families: *Smalltalk* as a parenting intervention

- *Light touch* intervention to build parent self-efficacy
- Builds on approaches and strategies already in use in a playgroup setting
- Improving the quality of home learning environments for children aged 0-3 years living in disadvantaged circumstances
- Provides tools and resources which are appropriate for services and families.



Supporting parents and families

- *Play Learn Grow*
- Update to the 'Green Book'



Supporting parents and families

- *Play Learn Grow*
- Update to the 'Green Book'
- Premiers' Reading Challenge
- Research Partnerships



Building links between services

- *Play, Learn, Grow* – embedding the VEYLDF in MCH practice
- Multidisciplinary networking projects
- *Linking Learning*
- *Leading Continuity of Early Learning*
- Embedding the VEYLDF in ECIS practice



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