

# ALL YOUNG CHILDREN THRIVING AND LEARNING

South  
Australia's  
Early  
Learning  
Strategy



2021 to 2031



Government  
of South Australia

Department for Education

N I I N A  
M A R N I





We acknowledge that work undertaken to develop South Australia's Early Learning Strategy took place mainly on the traditional lands of the Kurna people, and we respect their spiritual relationship with their country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today. We also pay respects to the cultural authority of traditional owners from other areas across South Australia.










# CONTENTS

<b>Minister and Chief Executive foreword .....</b>	<b>2</b>
<b>Our plan for success .....</b>	<b>5</b>
Our vision.....	5
Our goals.....	5
<b>Why early learning and child development matters .....</b>	<b>6</b>
<b>South Australian context .....</b>	<b>8</b>
Our children .....	8
Early years system.....	10
Our services.....	10
Quality of department early childhood services .....	12
Our challenge .....	12
<b>What you told us.....</b>	<b>14</b>
<b>Early years leadership in South Australia.....</b>	<b>16</b>
<b>Growing learners: strengthening universal services .....</b>	<b>18</b>
Why child development checks? .....	19
What we will do .....	20
How we will do it .....	20
<b>World-class government preschools.....</b>	<b>25</b>
What we will do.....	25
How we will do it .....	26
<b>Measuring success.....</b>	<b>28</b>
<b>References .....</b>	<b>30</b>
<b>Bibliography.....</b>	<b>31</b>

# MINISTER AND CHIEF EXECUTIVE FOREWORD

A strong future for South Australia demands a commitment to giving our youngest the best start in life. When we support children to thrive and learn in their first 5 years, we help them to develop the foundational skills and abilities needed for school and life. This improves children's chances of prospering into the future.



In South Australia we have examples of excellent practice and a well-established, government-provided quality preschool system that is valued by families. The fundamentals are strong but there is still work to be done. A significant number of young children remain developmentally vulnerable against nationally recognised measures. Many of these children will not catch up to their peers at school.

To address this, we need the shared vision and ambitious goals set out in this Early Learning Strategy.

The strategy acknowledges the importance of universal services through the 'Growing learners' stream of the strategy. This stream fosters strong partnerships across government and non-government sectors to collectively and effectively increase the proportion of children developmentally on track.

This work will be led by the Government's newly established Office for the Early Years within the Department for Education, whose mandate will be to provide clear and consistent leadership across the universal early years system.

The 'World-class government preschools' stream builds on this aim, through a commitment to high-quality government preschool programs. These will be underpinned by defined excellence in teaching and learning. Importantly, the Department for Education is committed to sharing learnings with the broader sector.

The principle of equity underpins our approach. The strategy will be backed by additional specific support for Aboriginal children and children with diverse needs and backgrounds, recognising the strengths that they bring. It will complement the National Agreement on Closing the Gap and the development of the new national Aboriginal and Torres Strait Islander Early Childhood Strategy.

As always, parents and carers are central to the success of this strategy. We will continue to support parents to engage with their child's early learning, so that all children can reach their potential.

This strategy is an important part of the department's broader reform to achieve world-class learning and education in South Australia.

Site leaders, educators, families and communities, other government departments and peak bodies and associations have all contributed to the development of the Early Learning Strategy. We thank everyone who had their say, and look forward to working with you all to deliver our shared ambition. For our youngest citizens and the future of our state, it is essential that we succeed.



**Hon John Gardner MP**  
*Minister for Education*



**Rick Persse**  
*Chief Executive,  
Department for Education*







# OUR PLAN FOR SUCCESS

To create a strong future for South Australia, our 10-year Early Learning Strategy is tailored to the needs of our state's children and families.

The new strategy reflects what we heard from parents, community members, teachers and other early education and care workers, leaders and experts in education, child development and health.

It also reflects world's best practice in early childhood development and learning.

This strategy will guide us to deliver a world-class early learning system. By 2031, our measures for success will ensure South Australia is recognised again for our leadership in child development and early education.

## Our vision

All young children thriving and learning

## Our goals

### GROWING LEARNERS

Strengthen universal child development services for children 0 to 5 years old



Strong partnerships across government and non-government sectors to increase the proportion of children developmentally 'on track', regardless of background or location, with additional specific support for Aboriginal children and children in complex situations



Well-supported parents who are highly engaged with their children, so children can learn and reach their potential

### WORLD-CLASS GOVERNMENT PRESCHOOLS

Support excellence in teaching and learning



High-quality educational preschool programs underpinned by excellence in teaching and learning

# WHY EARLY LEARNING AND CHILD DEVELOPMENT MATTERS

Every family wants to give their children the best start in life. Research shows that strong early years systems and high-quality early childhood education helps them do so<sup>1</sup>.

The skills and dispositions fostered early in life lay the foundation for these same qualities to develop later on. They become the early links in our chain of lifelong learning and development<sup>2</sup>.

Research shows the most important active ingredient in building the brain is the quality of children's relationships with their parents and carers. There is a growing understanding that early child development is influenced, in large part, by the nature of parenting or caring they receive from others.

A strong early-years system is crucial – one that gives children access to universal services and meets local community and family needs. The world is rapidly changing, with increased technology in our homes and more households where both parents work outside of the home. This affects how child development support is accessed by families, who increasingly want flexible, accessible services.

Across Australia, collective action is driving responses to the need for better quality child development and early childhood education. Several other jurisdictions have also developed early childhood-related strategic plans.

High-quality early childhood education helps children build the foundations to become creative, entrepreneurial, resilient and capable learners.

We all need these skills to successfully engage in school, work and life.

Research shows that attending high-quality early education and care enhances developmental outcomes for all children, and particularly disadvantaged children<sup>3</sup>.

The Australian Early Development Census (AEDC) gives us valuable insight into how children in their first year of school are tracking on 5 key domains:



**physical health and wellbeing**



**social competence**



**emotional maturity**



**language and cognitive skills**



**communication skills and general knowledge.**

These essential development areas predict future health, wellbeing and educational success.

When children benefit in these areas, we all benefit. Quality early childhood education has a ripple effect – children improving their social, emotional and cognitive skills, enhances their school and life outcomes. This benefits these children, their parents and carers, as well as the broader community<sup>4</sup>.

Early childhood education is a worthwhile investment, with children, families, communities, businesses and governments all reaping the rewards.





**'Health and development checks need to be available and easily accessible for all families. Providing those checks on preschool sites helps to facilitate access for families.'**

– Education worker



# SOUTH AUSTRALIAN CONTEXT

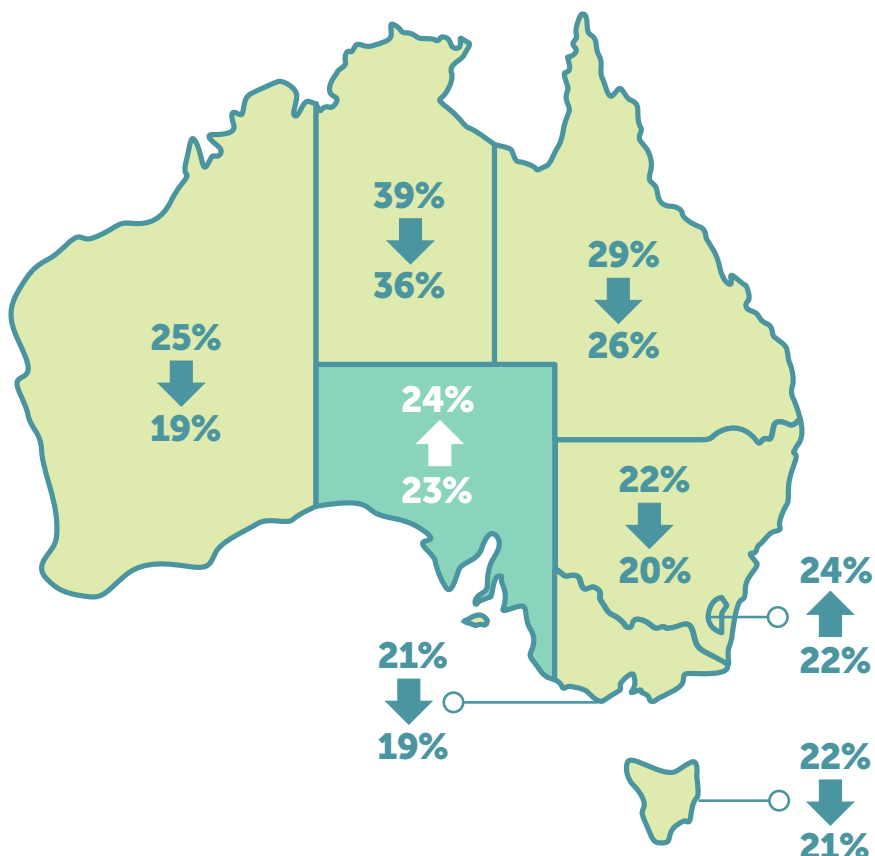
## Our children

According to the AEDC, almost a quarter of South Australian children (23.9% compared with the national average of 21.7%) are classed as 'developmentally vulnerable' on 1 or more domains when starting school. Many of these children will not catch up to their peers<sup>5</sup>.

The proportion of our children developmentally vulnerable has increased since 2009, compared with those in most other jurisdictions where vulnerability has decreased. For example, Western Australia improved from 24.7% to 19.4% between 2009 and 2018. Developmental vulnerability in South Australia has now spread across all socioeconomic levels and geographic areas.

This makes quality early years services and education critically important in our state's aspiration for 'all young children thriving and learning'.

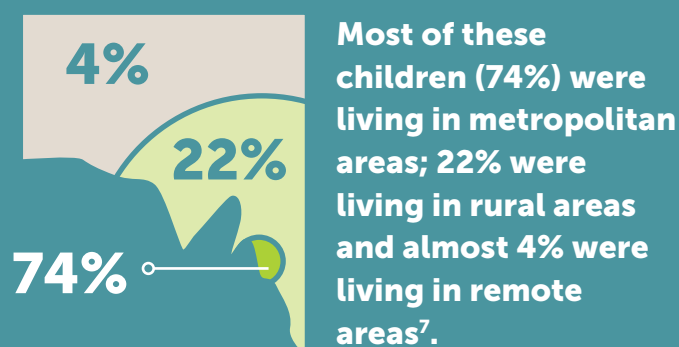
## % of children developmentally vulnerable on 1 or more domains (AEDC) from 2009 to 2018





## Young South Australians access early learning through various providers before starting preschool and school

**In 2020,**  
**almost 98,000**  
children were between 0 and 4  
years old and approximately  
**21,000 children**  
**were 4 years old<sup>6</sup>.**



**In 2020 83%**  
**of children**  
**enrolled in a**  
**preschool program in**  
**South Australia accessed**  
**a government preschool.**



4% were enrolled in state funded non-government services, and 13% in non-government services funded under the Universal Access National Partnership<sup>8</sup>.



### Early years sector case study

#### Reading and literacy framework

Public Library Services, in the South Australian Department of the Premier and Cabinet, is working with Raising Literacy Australia to develop a Reading and Literacy Framework. This will highlight the unique position of public libraries in our communities to deliver on statewide agendas.

Literacy is crucial in the daily lives of all Australians. The Reading and Literacy Framework will make sure there are consistent principles and practices in literacy support for the library network. The framework will also set a long-term direction for literacy improvement, where a key role will be played by public libraries to improve and embed valuable literacy practices and outcomes in our communities. These advances in literacy will benefit all South Australians from birth to seniors.

## Early years system

The term 'early years system' refers to universal (for everyone) and targeted (help directed to specific groups of children) government and non-government policies, programs, services and supports for South Australian children from birth to 5 years, and their families. These include child health, parent support, education, child care, community services and child protection. These are offered through the Child and Family Health Service (CaFHS), government and non-government education and care services, supported and community playgroups, community libraries, local health networks, and specific parenting programs and initiatives.

**'I think that having CaFHS milestone ages and stages checks are a huge assistance for families. The checks can pick up any developmental issues early and they can then be addressed with early intervention. Ages and stages at the different milestones can monitor the progression of those interventions and if further assessments from (an) Infant Development team at a hospital need to be done. CaFHS and family home visiting are a crucial part of the team around the child and family.'**

– Member of the community

## Our services

The Department for Education has a proud and strong history of providing universal preschool education in the year before school.

Preschool is a play-based, early childhood education program, delivered by a 4 year degree-qualified early years teacher, using the national Early Years Learning Framework. The Commonwealth Government and all state and territory governments have committed to delivering Universal Access to Early Childhood Education ensuring that all children have access to 600 hours of preschool in the year before full-time schooling.

Adding to this strong base of universal preschool delivery, Aboriginal children and children in care in South Australia are eligible to start preschool at 3 years of age. The department delivers preschool through various models, such as stand-alone preschools, school-based preschools and Children's Centres for Early Childhood Development and Parenting. Some of these sites are integrated services providing both education and care, including occasional care or long day care.

Across our services, diverse programs, including playgroups and parenting supports, are delivered both by the department and in partnership with other agencies and organisations.

Within our preschool programs there are also additional services and supports, such as bilingual preschool support, the Inclusive Education Support Program, inclusive preschool programs, and access to allied health practitioners and support services.

The Early Learning Strategy will complement other reviews and reforms underway nationally and here in our state.

In partnership with the department and the History Trust of South Australia, the University of South Australia has developed an interactive timeline that highlights milestones in early childhood education. It begins with First Nations times before colonisation and ends in the present day, embedding in a historical context the achievements and innovations of educators and crusaders in South Australia. The ongoing work, A History of Early Childhood Education in South Australia can be found at:

<https://www.unisa.edu.au/about-unisa/Our-History/early-childhood-learning/>







**'I love the nature play,  
'loose parts' approach at  
our local kindy and kids  
learning through play.'**

**– Parent**



## Quality of department early childhood services

The assessment and rating data for South Australian government preschools against the National Quality Standards (NQS) for Early Childhood Education and Care shows South Australian government preschools perform extremely well.

Under this system, services receive a rating for each of the 7 quality areas and an overall rating based on these results. As at the end of April 2021, 77% of the state's 371 assessed and rated government preschools received an overall rating of 'exceeding the national quality standard'.

Results were especially strong in the key quality areas (QA) of educational program and practice (QA1), relationships with children (QA5), and collaborative partnerships with families and communities (QA6).

## Our challenge

Across all government preschools, results were weaker in the key quality areas of children's health and safety (QA2), physical environment (QA3), staffing arrangements (QA4), and governance and leadership (QA7).

There is also inconsistency across the system in relation to the key quality areas of educational program and practice (QA1), relationships with children (QA5), and governance and leadership (QA7). For example, school-based government preschools do not currently rate as highly as standalone preschools, and regional government preschools do not rate as highly as metropolitan government preschools.

A world-class system that delivers outstanding outcomes for all South Australian children will have consistent quality results in all sites.

Research suggests that if overall quality thresholds – such as those established by the Australian NQS system – are to accurately predict child outcomes, we need to measure more specific dimensions of quality. This will help us share a better understanding of the attributes of high-quality preschool programs and how they result in better outcomes for children. Examples include the quality of adult-children interactions, the approaches educators take, and the resources available to support learning and development<sup>9</sup>.

## Early years sector case study

### Goodstart Elizabeth Vale Nunga playgroup

Goodstart Early Learning, in partnership with Aboriginal community health organisation, Nunkawarrin Yunti, has established the Nunga playgroup delivered from Goodstart Elizabeth Vale Child Care Centre. The group supports local families in complex situations. This includes children with global developmental delays, complex social/emotional or physical needs, children at risk of entering the child protection system, or children who are part of a family reunification support service.

The playgroup offers various activities to support children's development, and engages parents in discussions about parenting and the family's role as children's first teachers. It helps to support the transition of children and families into early childhood services and school.

Goodstart Elizabeth Vale was recognised for its ongoing work through receiving the Goodie Award for reconciliation for 2 consecutive years.





# WHAT YOU TOLD US

Through reference groups, workshops, one-on-one discussions, submissions, a YourSAy<sup>10</sup> discussion board and our online survey, we heard loud support for an early learning system that:

- is guided by clear, collaborative and coordinated leadership
- provides readily accessible, quality support for child development
- offers responsive local programs and services that support community priorities
- recognises and respects families as their children's first teachers and supports them in this role
- reduces barriers to, and increases participation in early childhood education and care services.

We also heard clear support for government preschool services that have:

- quality teaching and learning programs
- consistent strategic leadership
- responsive system support.

**'I think the quality of preschool is very much decided by the training and experience that the staff have had and the quality of the leadership overseeing the staff.'**

– Education worker

**'Parents are so isolated now, and pushed back to work so quickly that we often don't get to maintain a "village" or support group.'**

– Parent

**'Play-based activities and opportunity for sensory and nature-based activities are really important.'**

– Parent

# yourSAy



**602**  
surveys



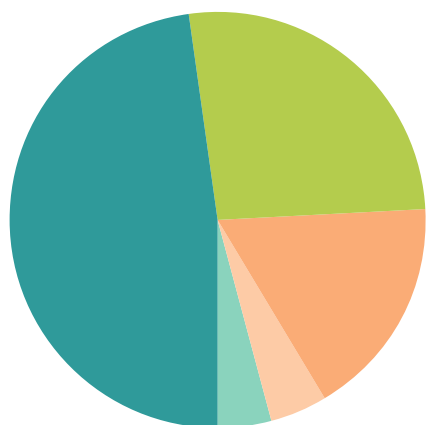
**15**  
submissions



**21**  
comments  
on our online  
discussion  
board

## WHO RESPONDED TO OUR SURVEY?\*

\* Note that the total exceeds 100% as most respondents selected multiple roles



**81.4%**  
were parents

**29.1%**  
were  
community  
members

**7.6%**  
were site  
leaders

**45.2%**  
were early  
childhood  
education,  
care or health  
workers

**6.8%**  
were doctors,  
nurses or  
allied health  
professionals

# EARLY YEARS LEADERSHIP IN SOUTH AUSTRALIA

Healthy development in early childhood builds a strong foundation for a child's future learning and for their adult life.

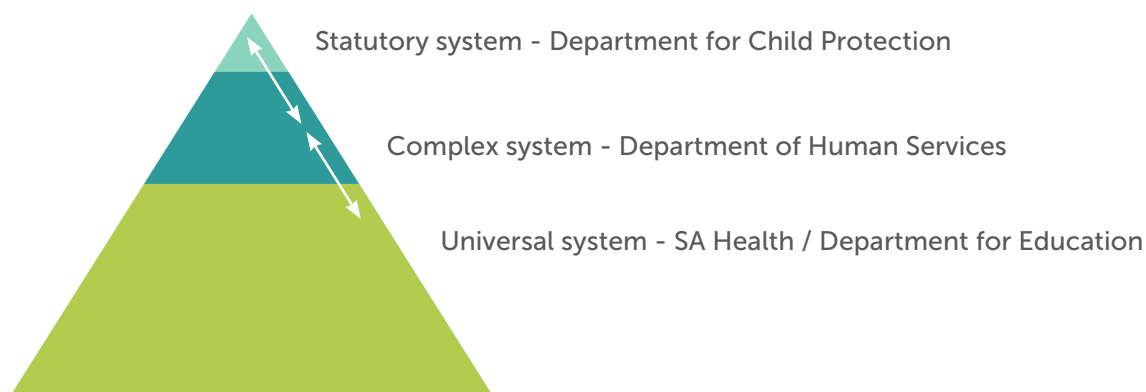
How a child develops, and whether they meet the accepted milestones of development, is the result of many influences. The Government of South Australia supports early childhood development through programs in education, health, care and community services through a range of government agencies and in partnership with many non-government organisations.

In recognition of the opportunity that clear and collaborative vision and leadership would provide to the early years system, the Government is establishing a new dedicated Office for the Early Years within the Department for Education. A new Head of the Office for the Early

Years will have lead responsibility for early childhood in South Australia and will ensure that agencies are acting in concert to deliver an integrated and effective universal early years system.

Service provision will remain in key agencies (for example, CaFHS will remain within the Women's and Children's Health Network, and preschool oversight within the existing Department for Education structure). The Office for the Early Years will establish system wide governance and tracking of performance and commission new services, where required.

Our goal is to increase the number of South Australian children who are developmentally 'on track' when they start school.



Early Years in South Australia as a multi-tiered system of support

**'Clear guidance about what datasets are the most impactful, and support for leaders and educators to interpret and analyse data.'**

– Early childhood leader

**'CaFHS were amazing. I am only realising this as we have moved to the country and have no access to CaFHS in our district.'**

– Parent



## Early years sector case study

### Mid Murray Family Connections

AEDC data from 2012 was instrumental in the Mid Murray Council's formation of the Mid Murray Family Connections (MMFC) Collective Impact initiative.

As part of this initiative, a Community Accountability Plan reflected the commitment of the MMFC to support families to give their children the best start in life. The plan guides the work of the MMFC Collective Impact initiative and has 4 focus areas:

1. Children and their caregivers share a secure attachment (age group: conception to 2 years)
2. Children are emotionally resilient (age group: 2 to 8 years)
3. Children are engaged learners (age group: 5 to 8 years)
4. Children and their caregivers are safe and supported (age group: conception to 8 years, and their families)

MMFC was recognised for its collective work including invitations to present at the national collective impact conference. It was awarded the 2017 National Association for Prevention of Child Abuse and Neglect (NAPCAN) Award for South Australia, under the theme 'Play Your Part', and the 2019 Community Partnerships and Collaboration Award at the Local Government Professionals Australia – SA Annual Leadership Excellence Awards.



# GROWING LEARNERS: STRENGTHENING UNIVERSAL SERVICES

## GOALS



Strong partnerships across government and non-government sectors to increase the proportion of children developmentally 'on track', regardless of background or location, with additional specific support for Aboriginal children, and children in complex situations.

Well-supported parents who are highly engaged with their children, so children can learn and reach their potential.

For a child to thrive, they need access to high-quality childhood systems and services – whatever their background, wherever they live.

Services during this crucial period include:

- CaFHS
- playgroups
- parenting programs
- community libraries
- early intervention supports
- non-government programs.

The first 5 years of a child's life are critical for their health, development and learning. The first 3 years, before most children enter formal education, are most critical. This is when brain, physical, language, social, emotional and cognitive development is fastest.<sup>11</sup>

Our Early Learning Strategy recognises the vitally important role that families play in children's development and learning.

**'Caring and enthusiastic staff who understand the whole child, particularly children's social emotional needs are important.'**

– Allied health professional

**'The blue book has been very helpful.'**

– Parent

## Why child development checks?

The Child Development Council recommends proactive monitoring of all children's developmental milestones from birth to school age to reduce the number of children entering the education system with unidentified disabilities and developmental delays<sup>12</sup>.

We know developmental vulnerability is spread across all communities. Early intervention is critical to reduce developmental vulnerability<sup>13</sup>.

Research shows that there are both short- and long-term benefits in detecting developmental delays early, and intervening with tailored programs. Neuroscience demonstrates that neural plasticity is often bounded by time – this means there is an ideal critical period for altering neural function.

The Government of South Australia is determined to take this window of opportunity.

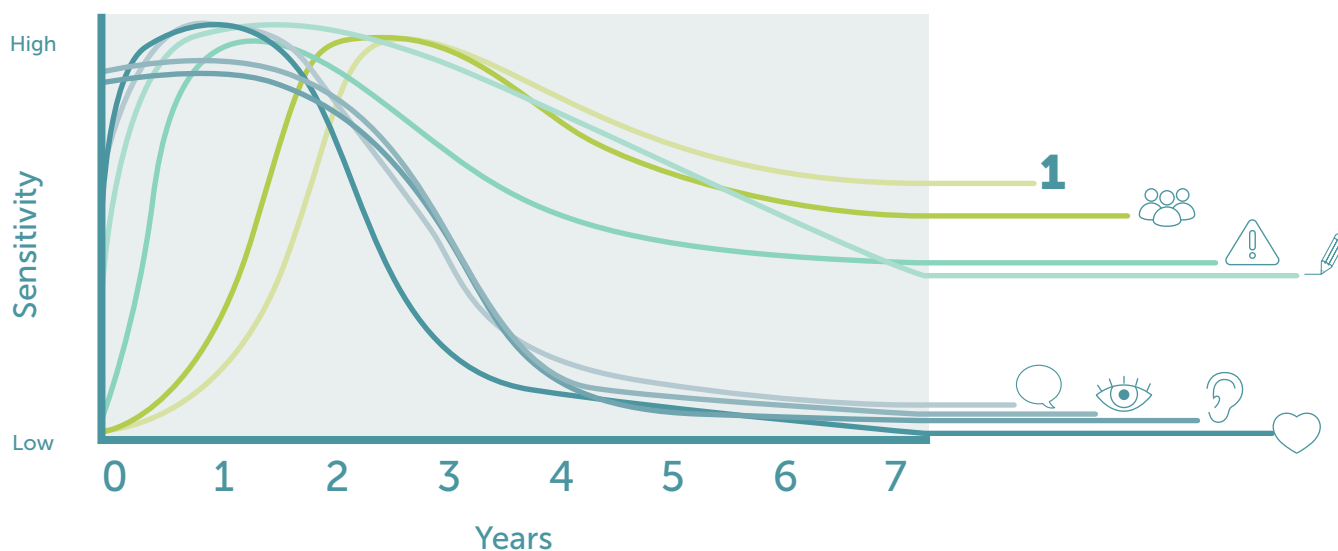
We know from other jurisdictions that reaching universal coverage is extremely challenging.

We will need to find innovative ways to identify families and offer the services where they live.

We will design future actions in partnership with CaFHS and non-government organisations.

## Sensitive periods of brain development in the early years

(Source: Council for Early Child Development)<sup>14</sup>



**1** Numbers

Peer social skills

Symbol

Language

Habitual ways of responding

Vision

Hearing

Emotional control



# GROWING LEARNERS: STRENGTHENING UNIVERSAL SERVICES

## What we will do

We will explore opportunities to expand and enrich early years child development and learning services across the state to reduce barriers and increase participation.

We will identify opportunities for more responsive services for communities and families that are culturally appropriate and safe. We will support and equip parents, families and carers as the 'first teachers' of their children, in partnership with other organisations.

## How we will do it

### Short term

### Medium term

### Long term

## Readily accessible quality universal support for child development

Expand the child development screening system – increase reach to 80% of children

Grow partnerships with government and non-government service providers to inform coordinated expansion of the screening system

Educate families about multiple referral pathways where accessible, including private providers, National Disability Scheme (NDIS), community- and hospital-based services

Partner with universities on research to identify future child development levers for change

Explore increased information sharing between services to enable more co-ordinated responses to families

Expand the childhood development screening system – expand schedule to include checks at 12 months and 3 years and incorporate further parent supports and advice during checks

Apply new technologies to facilitate screening reminders, active recalls for checks, milestone prompts, immunisation reminders and connections to other services and information

Increase consistent and readily accessible child development information and education – for example on sleeping and healthy eating

Expand the childhood development screening system – continual improvement of schedule, content, and reach

## Short term

## Medium term

## Long term

# Responsive local programs and services supporting community priorities

Update the Outcomes Framework for the government's Children's Centres for Early Childhood Development and Parenting

Share Australian Early Development Census data on Location SA

Identify and build partnerships with local government and non-government service providers to support local evidence-informed delivery of programs and services most needed in communities

Improve the availability and application of Australian Early Development Census data and analysis at the community level

Provide data, tools and resources to local communities to inform local government and non-government policy and program responses

Implement a grants program to support evidence-informed innovation and delivery of local and community-led programs

Implement the new children's centre framework, including greater outreach of centres to communities and neighbouring preschools through a 'hub and spoke' approach

Connect and support a network of quality local early years services comprising government and non-government providers

# GROWING LEARNERS: STRENGTHENING UNIVERSAL SERVICES

## Short term

## Medium term

## Long term

### Strong support for families as their children's first teachers

Increase grant funding to support community organisations to establish playgroups in response to community needs

Establish a network of educators to mentor playgroup facilitators

Partner with Playgroup SA to map, connect and support playgroups across South Australia

Develop and promote online professional resources for playgroup facilitators

Expand the number of playgroups in South Australia, including at preschools, children's centres, schools, early learning centres and elsewhere in the community

Support a campaign aimed at parents, carers and community organisations to promote the importance of early childhood development

Promote and distribute resources for parents, families and carers including on developmental milestones and home learning environment advice (such as prompts about the best ways to interact with children at home)

Maintain a coordinated, sustainable and high-quality playgroup system across the state, incorporating government and non-government providers



## Short term

## Medium term

## Long term

# Reduced barriers and increased participation in early childhood education and care (ECEC) services

Review policy settings for access to preschool programs in rural and remote areas

Promote and support improved enrolment and attendance in preschools, with a particular focus on 3 and 4-year-old Aboriginal children and children in care

Identify and reduce barriers to early childhood education and care services for children and families with complex needs (for example, in partnership with the early childhood education and care sector, support to access additional child care subsidy and enrol in early learning centres)

Explore barriers to early childhood education and care services such as preschool hours, location of services and transport

Review policy settings for an additional year of preschool for developmentally delayed children

Facilitate community childcare solutions in regional and remote areas

Develop innovative solutions to increase preschool participation, such as availability of 'wraparound' care

Implement policy and program reforms to reflect key factors to maximise attendance in programs and to improve the quality and appropriateness of services

Undertake a systematic review of actions taken to increase participation in early childhood education and care and identify key factors for ongoing consideration



**'The most important thing in the life and learning of young children is their family, their parents, their home. If we want to be effective, we need to support families and children.'**

**– YourSAy comment**



# WORLD-CLASS GOVERNMENT PRESCHOOLS

All South Australian children can attend government preschool for a year before they start school. In 2020, approximately 15,000 children did so (83% of all children enrolled in preschool that year)<sup>15</sup>.

Attending preschool in the year before school is widely seen as beneficial. There is strong evidence about the benefit of quality early childhood education and care, and that vulnerable children benefit most from earlier access<sup>16</sup>.

Our state already provides access to high-quality government preschools for 3 and 4-year-old Aboriginal children and children in care. An important component of this strategy is to maximise the enrolment and participation of children who are already eligible.

Children in preschool learn through play-based programs designed and delivered by qualified educators to support social, emotional and cognitive development.

Research shows that quality early learning experiences at this age are not just about preparing for school, and literacy and numeracy, although these are important. Stimulating and nurturing environments to develop children's social and emotional skills, confidence, creativity and sense of self are equally important to set children up for life. Benefits increase with higher quality preschool<sup>17</sup>.

South Australia is starting from a strong base. Our next step is to take action on the feedback we have heard, to shape a future where we have a genuinely world-class system, including greater consistency in our services.

**'Clear guidance to local education teams and sites around pedagogical repertoire and content.'**

– Early childhood leader

## What we will do

We will support children to achieve development and learning milestones and to successfully transition into preschool and school through world-class preschool services.

We will develop the skills of and provide additional support for preschool leaders and educators, recognising the importance and breadth of their work. We will deliver ongoing support to reflect global knowledge and contemporary evidence-informed teaching and learning practices for preschool settings.

A department preschool reference group identified an opportunity for the 'World-class government preschools' stream of the strategy to reflect both 'safety net' and 'raising the bar' aspirations with our actions. This acknowledges that each preschool is at a different place in their improvement journey.

While this work is focused on the government preschools that provide a service to more than 4 in 5 South Australian children, we will share resources and learnings with non-government preschool providers.

## GOAL



High-quality educational preschool programs underpinned by excellence in teaching and learning.



# WORLD-CLASS GOVERNMENT PRESCHOOLS

## How we will do it

### Short term

### Medium term

### Long term

## Quality teaching and learning in preschools

Co-design guidance for evidence-informed teaching and learning strategies for 3 to 5-years-olds (such as sustained shared thinking and culturally responsive practices)

Co-design system guidance on evidence informed content, including learning trajectories in key domains (social and emotional learning, literacy, numeracy, health and physical education and science)

Review and revise guidance on culturally responsive approaches to teaching and learning

Strengthen professional development for preschool staff, including in educational programming and delivery, and for leaders of integrated sites

Develop and roll out supporting resources to enhance teaching and learning practices in preschools in line with the approved national learning frameworks

Develop system-wide strategic guidance on continuity of learning for children transitioning into preschool and school

Design and establish a system of local review for preschools

Agree and implement practice evaluation tools for preschools and local education teams to enable shared understanding of preschool process quality, for example Early Childhood Environmental Rating Scale (ECERS) or Classroom Assessment Scoring System (CLASS)

Embed ongoing reviews and update of guidance on educating children aged 3 to 5 years in preschool programs, to support continual improvement

## Short term

## Medium term

## Long term

### Consistent strategic leadership

Establish a team for instructional leadership for preschools in the Department for Education, to provide leadership on early childhood education for corporate, local education teams and sites

Develop a position statement on preschool in South Australia – the safety net, and 'raising the bar'

Distil and disseminate research and evidence to support educational practice in preschools

Design and deliver early years specific professional development for leaders of preschools, local education teams and departmental staff

Share learning tools between government and non-government service providers

Maintain embedded leadership and co-ordinated strategic support for preschool programs

### Responsive system support

Review current support for children from diverse backgrounds including Aboriginal children, culturally and linguistically diverse (CALD) children, and children receiving funding through the Inclusive Education Support Program

Review consistency of administrative and management supports for preschools in areas such as information technology, finance, compliance, legislation, human resources, and policy

Introduce system-wide parent health questionnaires for child development and learning

Develop resources for supporting children with diverse needs and backgrounds, with a focus on opportunities to build on the strengths that they bring

Explore solutions and new models of governance and administrative management support, such as fee for service

Develop system-wide process guidance on children transitioning into preschool and school, including between government and non-government sectors

Leverage the Education Management System database to ensure fit-for-purpose administrative and qualitative data to inform corporate, local education team and site decision making processes

# MEASURING SUCCESS

Our goal is for South Australia to be a recognised leader in child development and early education. Our services will exemplify best practice in partnering with communities, parents, families and carers to deliver services that meet their needs. Over the next 10 years, we will:

1. **increase** the proportion of South Australian children assessed as 'developmentally on track' across all AEDC developmental domains
2. **reduce** the proportion of South Australian children assessed as 'developmentally vulnerable' on 1 or more AEDC development domains
3. **increase** the number of South Australian children accessing child development screenings
4. **increase** the enrolment and attendance rates of 3- and 4-year-old Aboriginal children and children in care accessing preschool
5. **increase** the proportion of government preschools rated as 'exceeding' for Quality Area 1 Educational Program and Practice, Quality Area 5 Relationships with Children, and Quality Area 7 Governance and Leadership under the National Quality Framework
6. **deliver** ongoing improvement in government preschool programs as measured by an agreed process quality tool
7. **increase** parent satisfaction as measured by the government preschool parent survey.

Department for Education measurements will be complemented by the measures identified by the Child Development Council under the Outcomes Framework for Children and Young People, which aims to help our youngest citizens to start well, grow strong and experience a good life:

- Proportion of children meeting developmental milestones at 2 and 4 years
- Proportion of children with special needs, birth to 5 years, attending approved childcare services
- Proportion and number of 3-year-old Aboriginal children enrolled in a quality preschool program
- Proportion of children enrolled in a quality preschool program in the year before attending full-time school
- Number of children receiving early childhood early intervention supports through the National Disability Insurance Scheme (NDIS) or with an approved NDIS plan before entering school<sup>18</sup>.

**'The opportunity for the broader early years community to connect with and access research-informed practice ideas and opportunities to support better outcomes for all children.'**

– Site leader







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