

EARLY LEARNING STRATEGY 2021 to 2031

A SHARED VISION: ALL YOUNG CHILDREN THRIVING AND LEARNING



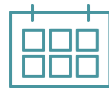
GROWING LEARNERS – strengthening universal services

WORLD-CLASS GOVERNMENT PRESCHOOLS

Through our engagement with families, communities, our staff, government agencies and key sector organisations, we have heard that South Australians value and aspire to have clear and collaborative leadership of early childhood development and learning and:

readily accessible quality universal support for child development	responsive local programs and services supporting community priorities	strong support for families as their children's first teachers	reduced barriers and increased participation in early childhood education and care (ECEC) services	quality teaching and learning in preschools	consistent strategic leadership	responsive system support
--	--	--	--	---	---------------------------------	---------------------------

Evidence based research and experience in other jurisdictions have identified these policy levers and initiatives:



SHORT TERM

<p>Expand the child development screening system – increase reach to 80% of children</p> <p>Grow partnerships with government and non-government service providers to inform coordinated expansion of the screening system</p> <p>Educate families about multiple referral pathways where accessible, including private providers, National Disability Scheme (NDIS), community- and hospital- based services</p> <p>Partner with universities on research to identify future child development levers for change</p> <p>Explore increased information sharing between services to enable more co-ordinated responses to families</p>	<p>Update the Outcomes Framework for the government's Children's Centres for Early Childhood Development and Parenting</p> <p>Share Australian Early Development Census data on Location SA</p> <p>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</p>	<p>Increase grant funding to support community organisations to establish playgroups in response to community needs</p> <p>Establish a network of educators to mentor playgroup facilitators</p> <p>Partner with Playgroup SA to map, connect and support playgroups across South Australia</p>	<p>Review policy settings for access to preschool programs in rural and remote areas</p> <p>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</p> <p>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)</p> <p>Explore barriers to early childhood education and care services such as preschool hours, location of services and transport</p>	<p>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)</p> <p>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)</p> <p>Review and revise guidance on culturally responsive approaches to teaching and learning</p>	<p>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</p> <p>Develop a position statement on preschool in South Australia – the safety net, and 'raising the bar'</p> <p>Distil and disseminate research and evidence to support educational practice in preschools</p>	<p>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</p> <p>Review consistency of administrative and management supports for preschools in areas such as information technology, finance, compliance, legislation, human resources, and policy</p> <p>Introduce system-wide parent health questionnaires for child development and learning</p>
---	---	---	--	--	--	---

MEDIUM TERM

<p>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</p> <p>Apply new technologies to facilitate screening reminders, active recalls for checks, milestone prompts, immunisation reminders and connections to other services and information</p> <p>Increase consistent and readily accessible child development information and education – for example on sleeping and healthy eating</p>	<p>Improve the availability and application of Australian Early Development Census data and analysis at the community level</p> <p>Provide data, tools and resources to local communities to inform local government and non-government policy and program responses</p> <p>Implement a grants program to support evidence-informed innovation and delivery of local and community-led programs</p> <p>Implement the new children's centre framework, including greater outreach of centres to communities and neighbouring preschools through a 'hub and spoke' approach</p>	<p>Develop and promote online professional resources for playgroup facilitators</p> <p>Expand the number of playgroups in South Australia, including at preschools, children's centres, schools, early learning centres and elsewhere in the community</p> <p>Support a campaign aimed at parents, carers and community organisations to promote the importance of early childhood development</p> <p>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)</p>	<p>Review policy settings for an additional year of preschool for developmentally delayed children</p> <p>Facilitate community childcare solutions in regional and remote areas</p> <p>Develop innovative solutions to increase preschool participation, such as availability of 'wraparound' care</p>	<p>Strengthen professional development for preschool staff, including in educational programming and delivery, and for leaders of integrated sites</p> <p>Develop and roll out supporting resources to enhance teaching and learning practices in preschools in line with the approved national learning frameworks</p> <p>Develop system-wide strategic guidance on continuity of learning for children transitioning into preschool and school</p> <p>Design and establish a system of local review for preschools</p> <p>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)</p>	<p>Design and deliver professional development for leaders of preschools, local education teams and departmental staff</p> <p>Share learning tools between government and non-government service providers</p>	<p>Develop resources for supporting children with diverse needs and backgrounds, with a focus on opportunities to build on the strengths that they bring</p> <p>Explore solutions and new models of governance and administrative management support, such as fee for service</p> <p>Develop system-wide process guidance on children transitioning into preschool and school, including between government and non-government sectors</p>
---	---	--	--	---	--	--

LONG TERM

<p>Expand the childhood development screening system – continual improvement of schedule, content, and reach</p>	<p>Connect and support a network of quality local early years services comprising government and non-government providers</p>	<p>Maintain a coordinated, sustainable and high-quality playgroup system across the state, incorporating government and non-government providers</p>	<p>Implement policy and program reforms to reflect key factors to maximise attendance in programs and to improve the quality and appropriateness of services</p> <p>Undertake a systematic review of actions taken to increase participation in early childhood education and care and identify key factors for ongoing consideration</p>	<p>Embed ongoing reviews and update of guidance on educating children aged 3 to 5 years in preschool programs, to support continual improvement</p>	<p>Maintain embedded leadership and co-ordinated strategic support for preschool programs</p>	<p>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</p>
--	---	--	---	---	---	---

EARLY LEARNING STRATEGY 2021 to 2031

A SHARED VISION: ALL YOUNG CHILDREN THRIVING AND LEARNING



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 provided to 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



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

MEASURES



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 ten years, we will:

1. increase the proportion of South Australian children assessed as 'developmentally on track' across all Australian Early Development Census developmental domains
2. reduce the proportion of South Australian children assessed as 'developmentally vulnerable' on 1 or more Australian Early Development Census developmental domains
3. increase the number of South Australian children accessing child development screenings
4. increase the enrolment and attendance rate 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.

The Early Learning Strategy will complement a range of other reviews and reforms underway nationally and in South Australia



National reforms

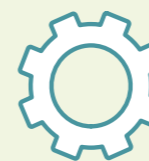
The Commonwealth government has initiated a range of related national reforms and reviews:

- A new national ECEC workforce strategy
- A review of the Early Years Learning Framework
- Universal Access to preschool long-term funding arrangements
- Closing the Gap and the development of the National Aboriginal and Torres Strait Islander Early Childhood Strategy



Child Development Council Outcomes Framework

The Department for Education measures will be complemented by the measures identified in 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.



Department strategies

As part of delivering the Department for Education's world-class aspiration, the Early Learning Strategy connects to strategies for:

- Aboriginal Education
- Parent Education in Learning
- Music Education
- Workforce
- Country Education
- Digital



Department review and reform work

- Supporting learning growth for the one in four students with functional needs (One Plan, IESP)
- Review of preschool director work

