



Strengthening Early Years Pedagogical Practise in Tasmanian Department of Education Contexts

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Acknowledgement of Country

The Tasmanian Context

- 154 Primary and District schools
- 18 957 Kinder – Year 2 students



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Tasmanian Education Act 2016

Section 4 (1) (b): the right of every child, during the years of education from kindergarten to the year commonly known as Year 2, to be supported by developmentally appropriate learning frameworks that recognise the child as an active learner and support the delivery of an enquiry-based curriculum;



Tasmanian Education Act 2016

For the purposes of subsection (1)(b) , a *learning framework* is a framework that describes the principles and practices to support and enhance learning and the outcomes to be achieved from that learning as approved from time to time by the Ministerial Council responsible for early childhood education and care in accordance with the Education and Care National Law (Tasmania).



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Tasmanian Education Act 2016

Section 125 (4) (a) is to cause an independent review of each State school to be conducted at least once in every 4 years to ensure that developmentally appropriate learning frameworks are being delivered as referred to in subsection (3)



Tasmanian Department of Education's Strategic Plan

2018–2021 Department of Education Strategic Plan

LEARNERS FIRST: EVERY LEARNER, EVERY DAY

DEPARTMENT OF EDUCATION
learners first

OUR COMMITMENT Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers

OUR VALUES
Aspiration – a culture of high expectations and high achievement
Respect – respecting ourselves, others, our past and our environment
Courage – accepting challenges and embracing opportunities
Growth – improving by always learning and finding better ways to do things

OUR GOALS
Access, Participation and Engagement – Everyone is participating and engaged in learning and able to pursue life opportunities
Early Learning – From birth to 8 years of age, children are confident, involved learners and effective communicators
Wellbeing – Learners are safe, feel supported and are able to flourish, so they can engage in learning
Literacy and Numeracy – Learners have the skills and confidence in Literacy and Numeracy to successfully participate in learning, life and work

OUR PRIORITIES All schools, services and business units will set their own priorities as part of this plan, by using **Inquiry Cycles** to identify 2–3 priorities for improvement that contribute to one or more of **Our Goals** to improve learner outcomes

OUR APPROACH TO IMPROVEMENT

Inquiry Cycles
We will improve by implementing a **process for improvement** across all schools, services and business units, underpinned by an **Inquiry Cycle**

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graph TD; A[Plan and Assess] --> B[Prioritise]; B --> C[Develop and Plan]; C --> D[Review]; D --> A;
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Co-construction
Our improvement strategy will be **co-constructed** across the Department

Support for improvement
We develop and enable our people to **focus on improvement** by realigning our system, prioritising our supports and addressing barriers to maintaining the focus on continuous improvement

Department of Education

Tasmanian Government



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Tasmania's Strategy For Children

Children Thriving in Strong, Connected Communities

TASMANIA'S STRATEGY FOR CHILDREN – PREGNANCY TO EIGHT YEARS 2018–2021

This Strategy outlines shared purpose and practices for all Tasmanian service providers that focus on improving the education, health and wellbeing outcomes of children from pregnancy to eight years.

WHAT GUIDES US

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Children	Families	Communities	Environments	Service Providers
<p>What we are aiming for</p> <p>Children are safe, valued and connected to their family and community</p> <p>Children are recognised as capable, creative thinkers with unlimited potential</p> <p>Children have a voice and are empowered to influence matters that affect their lives</p> <p>Children have secure attachments and respectful relationships</p> <p>Children grow and learn through play and inquiry in environments that support their health and wellbeing</p>	<p>Families are empowered to nurture and support their children</p> <p>Families have hopes and dreams for themselves and their children</p> <p>Families are respected and recognised for the vital role they play in the learning and development of their children</p> <p>Families have access to the resources needed to provide safe, healthy, and nurturing environments for their children</p>	<p>Communities work together to improve outcomes alongside children</p> <p>Communities focus on health, wellbeing, needs and goals of children and their families</p> <p>Communities develop shared knowledge, understanding and support children's learning and development</p> <p>Communities are empowered to make decisions and take action to improve outcomes for children</p>	<p>Environments are welcoming, safe, consistent and inclusive</p> <p>Environments support children to wonder, experience and question the world around them</p> <p>Environments are adaptive, flexible, and sustainable</p> <p>Environments provide challenges and appropriate risk taking opportunities that help build resilience</p> <p>Environments are created to be inclusive and respectful of people from all cultures and backgrounds</p>	<p>Service providers build strong respectful partnerships with children, families, communities and each other</p> <p>Service providers are confident, skilled and knowledgeable</p> <p>Service providers are reflective researchers who are engaged in lifelong learning</p> <p>Service providers are valued and supported in all communities</p>

What we will focus on

Quality	Equity	Partnerships
<p>Research and evidence underpin all programs, services and practice</p> <p>Families, communities and service providers have the skills and knowledge they need to work together with children positively and effectively</p> <p>Shared understanding of child development across all developmental domains</p>	<p>Diversity is recognised, respected and socially inclusive of all</p> <p>All children and their families have consistent access to quality resources services and support; working towards overcoming barriers</p> <p>Appropriate specialist and targeted support is available when and where it is needed</p>	<p>Families, all service providers and communities partner across ages and contexts to support the education, health and wellbeing of every child</p> <p>Transitions for children's education, health and wellbeing across services and communities are maintained through effective partnerships</p> <p>Policy development, service design and delivery is undertaken in partnership with services, families and communities in ways that respect children's voice and agency</p>

How we will know

Quality	Equity	Partnerships
<p>Tasmania's Early Years services meet the National Quality Standard</p> <p>Children report they feel safe, valued and connected</p> <p>Children are developmentally on track across the five domains measured by the Australian Early Development Census</p>	<p>There is a balance between the need for health and education services in communities and the services delivered</p> <p>The gap between access and achievement measures for highest and lowest SES quintiles is diminished</p>	<p>Families and children report that their health and education needs are addressed</p> <p>Families are confident and capable of supporting their child's development</p>

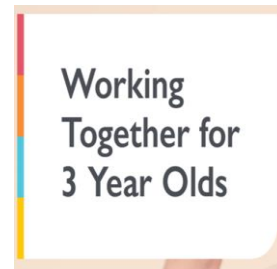
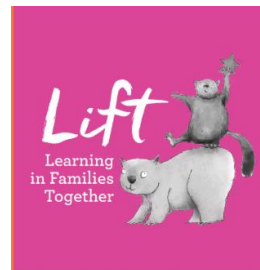
The strategy has been created and developed through a series of workshops with involvement from many early years stakeholders, families and communities facilitated by the Department of Education on behalf of the Tasmanian Government.



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Tasmanian Department of Education Initiatives



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Refocus Teaching and Learning in the Early Years Initiative

Purpose

- Strengthening early years pedagogical practice.
- Building consistent early years pedagogical understandings system wide
- Support the successful implementation of two elements of the Education Act 2016



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Refocus Teaching and Learning in the Early Years Initiative

Research and action to inform the development of the initiative

- International Study Tour 2016: England, Reggio Emilia and Sweden
- Melbourne Study Tour 2017: 13 Pilot school representatives
- Consultant engaged to support the initiative
- Second Study Tour to Reggio Emilia 2018: 6 educators



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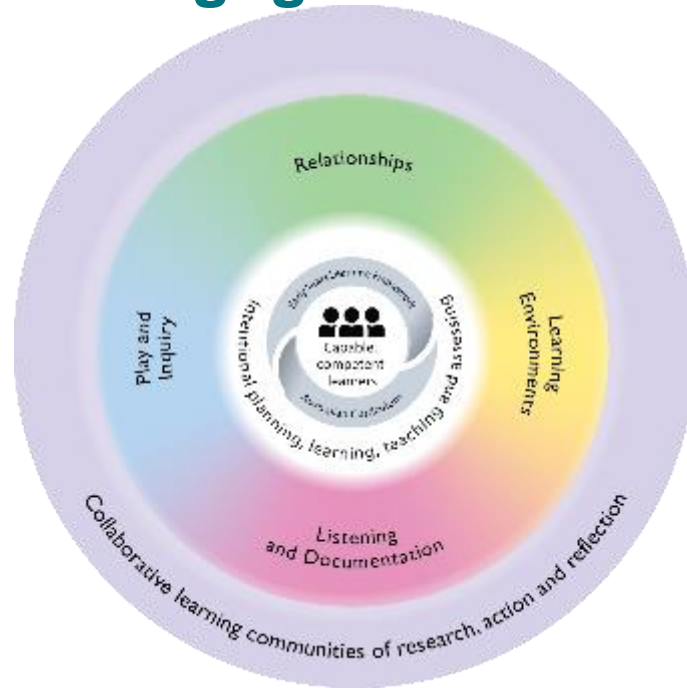
Pedagogical priorities in the early years



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Development of the Tasmanian Early Years Pedagogical Model



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Refocus Teaching and Learning in the Early Years Initiative Implementation

Phase 1 (2017) - 13 schools

Phase 2 (2018) - 37 schools and 6 Child and Family Centres (CFCs)

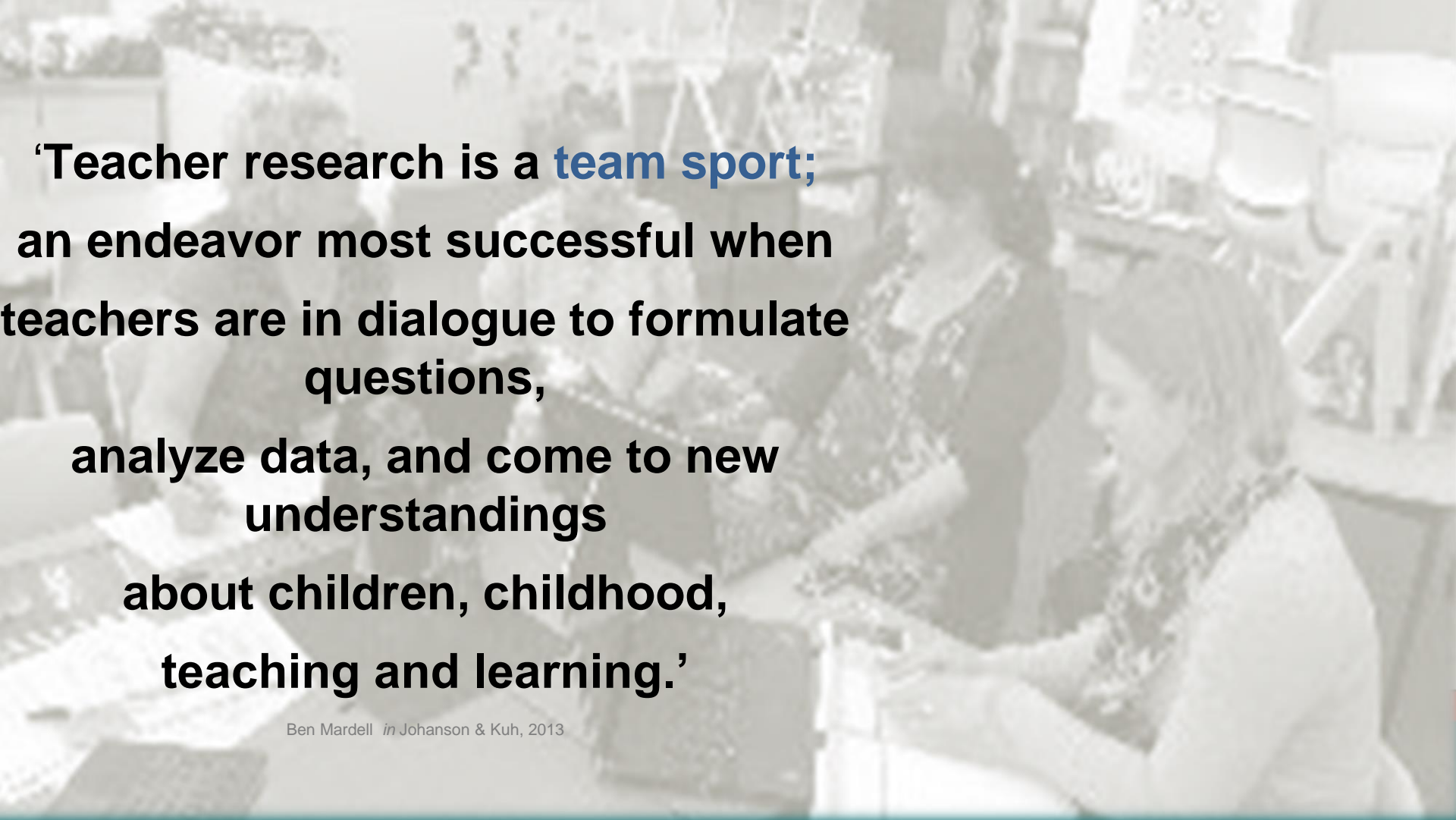
Phase 3 (2019) - a further 71 schools and 3 CFCs

Phase 4 (2020) - remaining schools/CFCs join RTL



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‘Teacher research is a **team sport;
an endeavor most successful when
teachers are in dialogue to formulate
questions,
analyze data, and come to new
understandings
about children, childhood,
teaching and learning.’**

Ben Mardell *in* Johanson & Kuh, 2013

Refocus Teaching and Learning in the Early Years Initiative

Structure of the RTL includes:

- Schools/CFC based Professional Learning Teams (PLC/PLT)
- Collaborative Professional Learning (CPL) Days
- Canvas Course
- Early Learning Team and 8 Early Years Network Leaders support



Challenges

- Competing priorities
- Communication/Messaging
- Staff changes
- Leadership of RTL



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Successes

The Future



- Continuous improvement agenda
- Embedding practice – sustaining RTL into the future
- Inquiry as a pedagogical approach beyond the early years of learning
- System wide understanding of quality teaching and learning



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Question time



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