

Working Together for Quality, Equity and Partnerships Tasmania's Strategy for Children – Pregnancy – Eight Years 2018-2021

Suzanne Purdon
Tess Dryza
Department of Education



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FROM VISION TO ACTION

Tasmania's Strategy for Children 2018-2021

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
What we are aiming for	Children are safe, valued and connected to their family and community. Children are recognised as capable, creative thinkers with unlimited potential. Children have a voice and are empowered to influence matters that affect their lives. Children have secure attachments and respectful relationships. Children grow and learn through play and inquiry in environments that support their health and wellbeing.	Families are empowered to nurture and support their children. Families have hopes and dreams for themselves and their children. Families are respected and recognised for the vital role they play in the learning and development of their children. Families have access to the resources needed to provide safe, healthy and nurturing environments for their children.	Communities work together to improve outcomes alongside children. Communities focus on health, wellbeing, needs and goals of children and their families. Communities develop shared knowledge, understanding and support children's learning and development. Communities are empowered to make decisions and take action to improve outcomes for children.	Environments are welcoming, safe, consistent and inclusive. Environments support children to wonder, experience and question the world around them. Environments are adaptive, flexible, and sustainable. Environments provide challenges and appropriate risk-taking opportunities that help build resilience. Environments are created to be inclusive and respectful of people from all cultures and backgrounds.	Service providers build strong respectful partnerships with children, families, communities and each other. Service providers are confident, skilled and knowledgeable. Service providers are reflective researchers who are engaged in lifelong learning. Service providers are valued and supported in all communities.
What we will focus on	Research and evidence underpin all programs, services and practice. Families, communities and service providers have the skills and knowledge they need to work together with children positively and effectively. Shared understanding of child development across all developmental domains.	Diversity is recognised, respected and socially inclusive of all. All children and their families have consistent access to quality resources, services and support, working towards overcoming barriers. Appropriate specialist and targeted support is available when and where it is needed.	Families, all service providers and communities partner across ages and contexts to support the education, health and wellbeing of every child. Transitions for children's education, health and wellbeing across services and communities are maintained through effective partnerships. Policy development, service design and delivery is undertaken in partnership with services, families and communities to ensure that respect children's voice and agency.		
How we will know	Tasmania's Early Years services meet the National Quality Standard. Children report they feel safe, valued and connected. Children are developmentally on track across the five domains, measured by the Australian Early Development Census.	There is a balance between the need for health and education services in communities and the services delivered. The gap between access and achievement measures for highest and lowest SES quintiles is diminished.	Families and children report that their health and education needs are addressed. Families are confident and capable of supporting their child's development.		

The strategy has been created and informed 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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GUIDE TO READING AND USING TASMANIA'S STRATEGY FOR CHILDREN

CHILDREN THRIVING IN STRONG, CONNECTED COMMUNITIES

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.



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Brainstorming together the Early Years Strategy (Birth- 8 years)

The Department of Education is developing the new Early Years Strategy for babies to 8 year olds.

If you are interested in being part of the co-planning and co-producing of this strategy please RSVP by the EOI below.

These initial workshops will be focusing on the vision, our beliefs, outcomes and actions.

South - 28th November PLI

North - 29th November Tramsheds

North West - 30th November Burnie tbc

9.30-3.30

Morning tea and lunch provided

Numbers limited to 25

RSVP via the EOI

If you have any further questions please phone or email Suzanne Purdon
0418 300 161

Suzanne.purdon@education.tas.gov.au



WORKING TOGETHER AGREEMENT

Be honest	Smile, laugh
Listen to understand	Give praise
Be aware of my judgements	Be real
Be reflective	Be present
Be open minded	Be supportive
Be open – expecting anything	Appreciative others mindset
Assume positive intent	Be inclusive
Show empathy	Be supportive
Confidential	Question for clarification
Its ok to challenge but do it respectfully by being aware of your tone of voice and the type of question	Have real conversations by being honest, positive considered and reflective

What will this look like?

- Growth and new possibilities
- We feel valued
- Integrity
- Feel safe to table uncertainty
- Collaboration
- Effective informed decisions
- Co-operation
- Good will
- Happy and productive
- Learning
- Trust
- Better solutions

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FROM VISION TO ACTION

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family life.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is missing or neglecting a child, Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

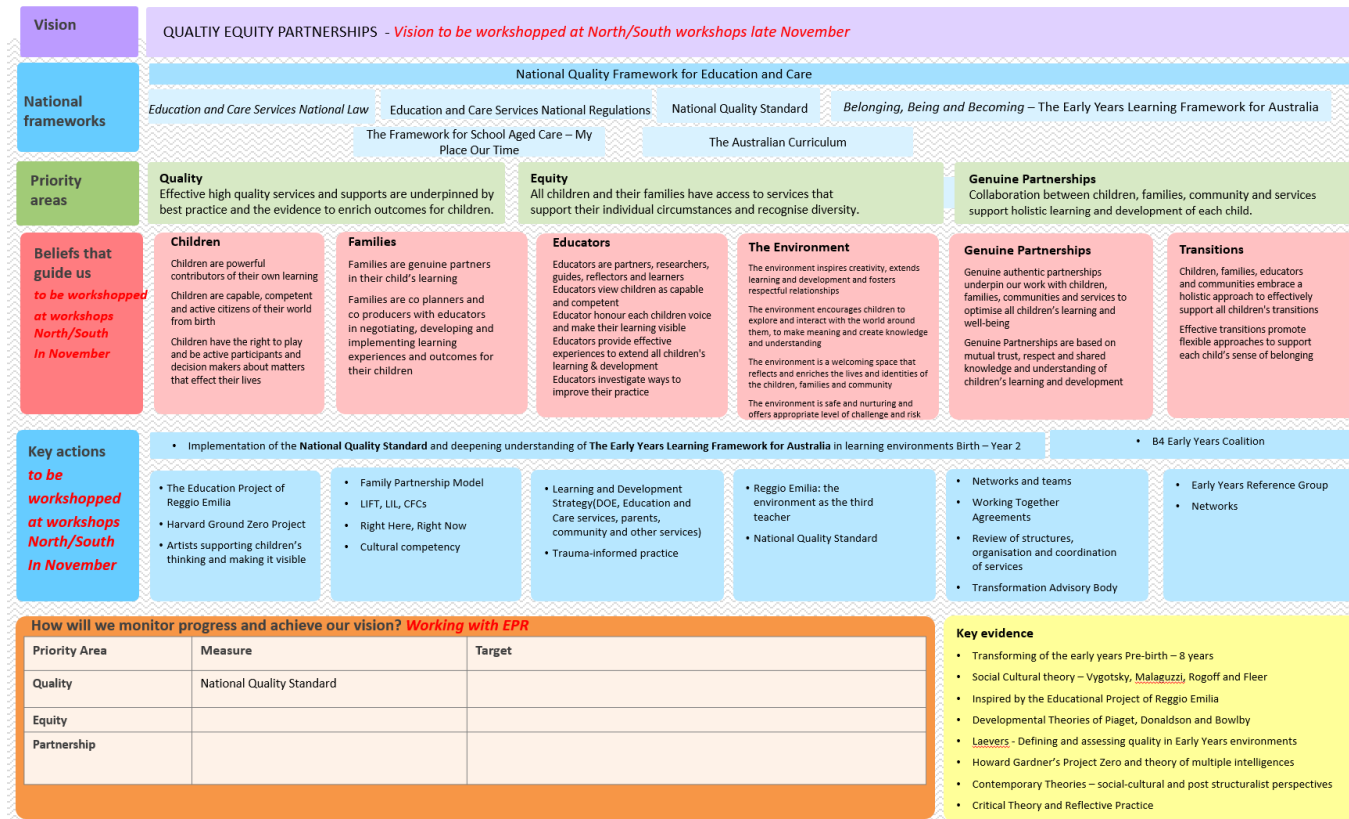
The Convention on the Rights of the Child has 54 articles in all. Articles 41-54 are about how adults and governments should work together to make sure that all children get all their rights. Go to www.unicef.org/crc to read all the articles.



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FROM VISION TO ACTION



Proposed visions from the workshops:

Children thriving.... Children flourishing ...

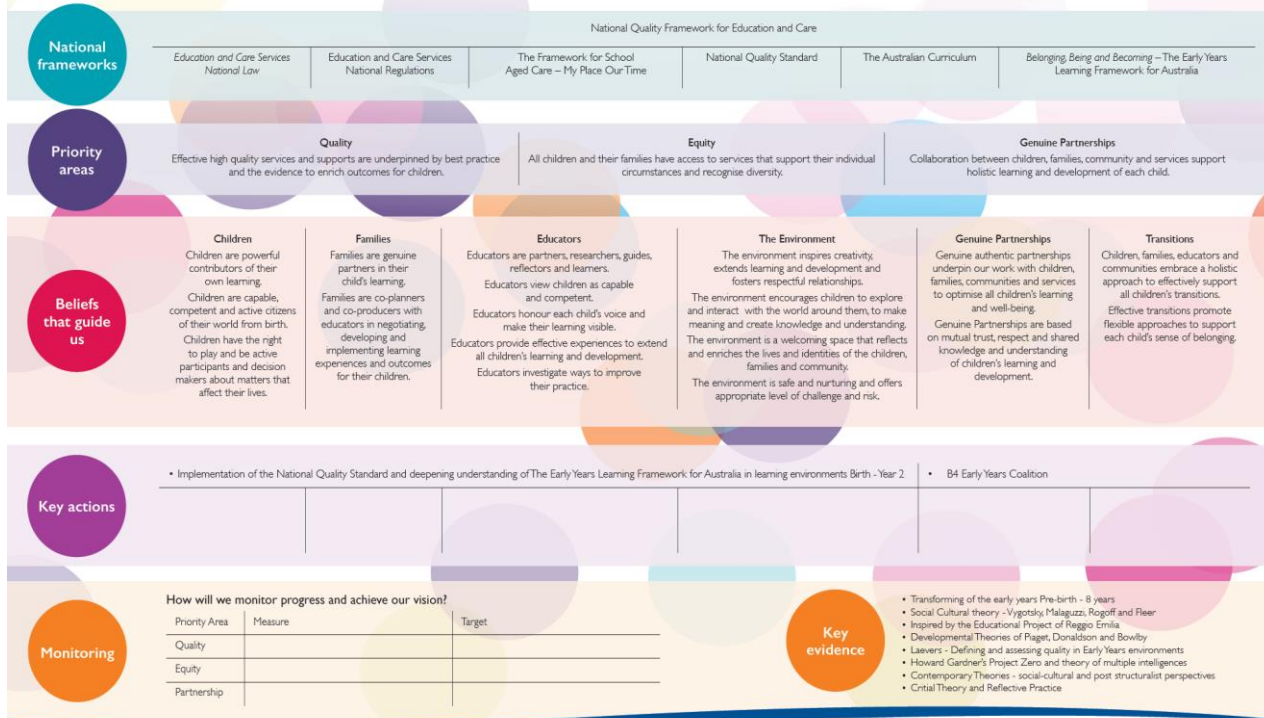
Children thriving in strong connected communities





TASMANIA'S EARLY YEARS PRE-BIRTH - 8 YEARS STRATEGY

Our Vision...



Department of Education



**Tasmanian
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Tasmania's Early Years Strategy – Birth–8 Years – Workshop 2

Purpose: Review and comment on the strategy and brainstorm together key components of a quality learning environment

PUBLIC INVITE

North West

1:00–4:00 pm & 6:00–8:00 pm / 10 April 2017

Burnie Arts and Function Centre, Burnie

Afternoon tea/Dinner provided

RSVP – Hannah McDonald by Thursday 6 April 2017

hannah.mcdonald@education.tas.gov.au

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Latest News

Tasmania's Strategy for Children – Pregnancy to Eight Years 2018-2021

17 November 2017

Tasmania's Strategy for Children – Pregnancy to Eight Years 2018-2021 was officially launched today. It will help us achieve our collective vision of 'Children Thriving in Strong Connected Communities' through a focus on quality, equity and partnerships.

Implementing the Strategy will assist in fostering a culture of quality and collaborative partnerships across sectors and government where all those working in the early years see children as capable and competent and act to ensure the voices of children are heard and responded to in a positive way.

The Strategy was co-developed through extensive collaboration across government agencies, the Early Childhood Education and Care (ECEC) sector, educators across all sectors, parents and community members.

To assist Service Providers and the community to understand and use Tasmania's Strategy for Children, a [supporting document and guide](#) has been developed, which assists users to read and use both Tasmania's Strategy for Children, and the Service Providers Strategy for Children.

As part of Tasmania's Strategy for Children A Service Providers – Action Plan template is [included](#). This allows any early years service provider to identify their focus areas in line with their service's context, policies and identified priorities to collectively work towards the vision of the Strategy.

More information is available from this [webpage](#)

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FROM VISION TO ACTION

Tasmanian Child and Youth Wellbeing Framework

The Six Domains of Child and Youth Wellbeing



Children Thriving in Strong, Connected Communities

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

This Strategy outlines shared purpose and practices service providers that focus on improving the educational wellbeing outcomes of children from pregnancy to

- What Guide us?
- What are we aiming for?
- What will we focus on?
- How will we know?

WHAT GUIDES US

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

What we are aiming for

Children	Families	Communities	Environments	Service Providers
<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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Children Thriving in Strong, Connected Communities

ADD SERVICE PROVIDER NAME HERE

STRATEGY FOR CHILDREN – PREGNANCY TO EIGHT YEARS 2018–2021

PREGNANCY TO FIVE YEARS	FIVE TO EIGHT YEARS
Insert text here	Insert text here

What
guides us

PREGNANCY TO FIVE YEARS	FIVE TO EIGHT YEARS
<p>What we will focus on 2018</p> <ol style="list-style-type: none"> 1. Research and evidence underpin all programs, services and practice 2. Families, communities and service providers have the skills and knowledge they need to work together with children positively and effectively 3. Shared understanding of child development across all developmental domains <p>Insert text here.</p>	<ol style="list-style-type: none"> 1. Diversity is recognised, respected and socially inclusive of all 2. All children and their families have consistent access to quality resources services and support, working towards overcoming barriers 3. Appropriate specialist and targeted support is available when and where it is needed <p>Insert text here.</p>

QUALITY	EQUITY	PARTNERSHIPS
<p>How we will know</p> <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>Insert text here</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>Insert text here</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> <p>Insert text here</p>



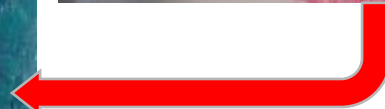
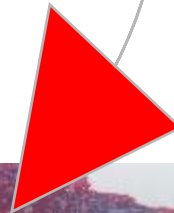
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FROM VISION TO ACTION



It looks like a home with a backyard in the suburbs.

The new mother-baby unit at Risdon Women's Prison is designed to feel like home despite it being behind razor wire.

"Our intent is to create an environment that is as least like a prison as possible," Ian Thomas ,Prison Director,





**“Our shared
purpose is
to develop
confident
and creative
children,
who thrive
in strong,
connected
communities.”**



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FROM VISION TO ACTION



“What’s that?”

“Me”

“Oh? And what are you doing?”

“Playing with my friends.”

*“You like playing with your
friends?”*

“Yeah, I’ve got 3. See”

Sammy, aged 3



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"All I want is everybody working together for [my child] and myself to make me a better person, and a better parent, and to give [my child] the best of the best for their life".

Parent, participant



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WT3 supports transition pathways for children and their families in the year before kindergarten, in partnership with ECEC and collaborating with other services



The pilot participation profile

10

10 Long day centres
and 2 Child and
Family Centres
participating

9

9 Suburbs
involved

51

51 children
enrolled 93% of
55 places filled

92%

92% health
care card
holders

22%

22% engaged
with Child
Safety

31%

31% Aboriginal
or Torres Strait
Islander

62%

62% vulnerable
on 2 or more
PEDs criteria



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FROM VISION TO ACTION

The WT Model

The WT model incorporates four inter-connected elements to embed the foundations of success in the initiative and deliver the desired outcomes:



The foundations for success embedded the WT model are:

1. Quality
2. Quantity
3. Participation
4. Partnership
5. Integrated funding

Quality changes for service partners

The three key domains of change identified by service partners as resulting from WT3 were:

1. Improved capacity, capability and practice
2. Relationship and trust building (with children, families, and other professional peers and system partners)
3. Additional workload and responsibility

Improvements in capacity, capability and practice

Changes have centred around professional learning and development and improved educator understanding of family needs and barriers.

There learning mechanisms considered most valuable for improving practice were:

- Learning circles, which provided an opportunity for networking/collaborating, hearing about different approaches and adapting practice
- Formal training in Family Partnership Model
- Prototyping as a process that improved capacity to deliver service

In addition, several ECEC and wraparound support staff reported that the Family Partnership Model training had an impact on their personal growth, building trust and creating new networks.

Shifts in mindset (mental models) was also self-reported in a number of cases.

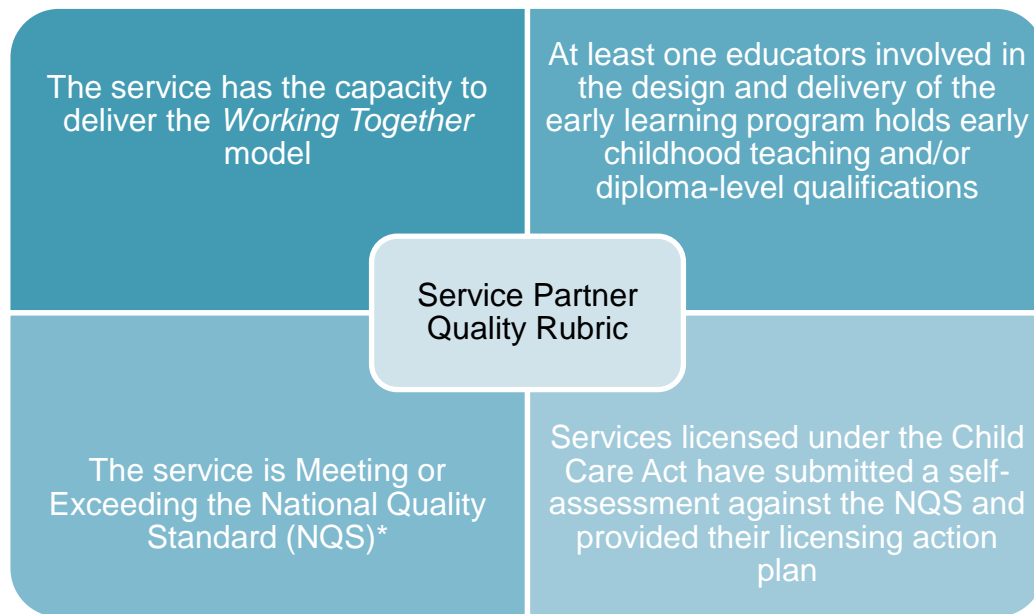
Family Partnership Model (FPM)

The Family Partnership Model (FPM) is an evidence-based and internationally recognised approach to partnership practice which aims to achieve better outcomes for children and families.

The Model demonstrates how specific helper qualities and skills, when used in partnership, enable parents, families and others to overcome their challenges, build strengths, resilience and enable their goals to be achieved effectively.

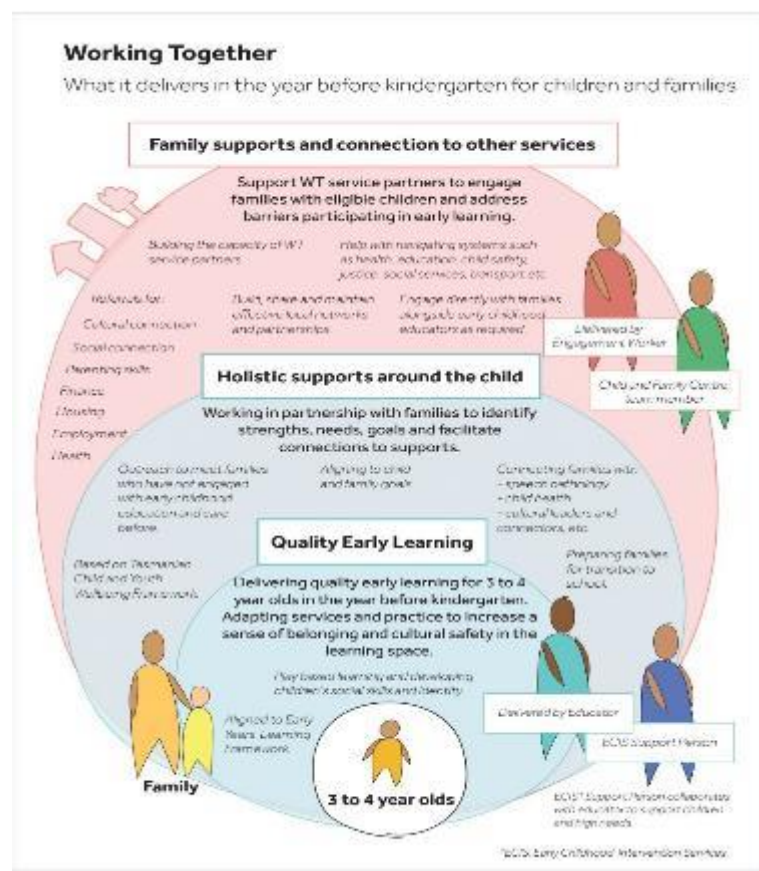
“This is our bread and butter but it’s more intensive individual support which has been critical in building trust and connections with families” (Service partner)

QUALITY



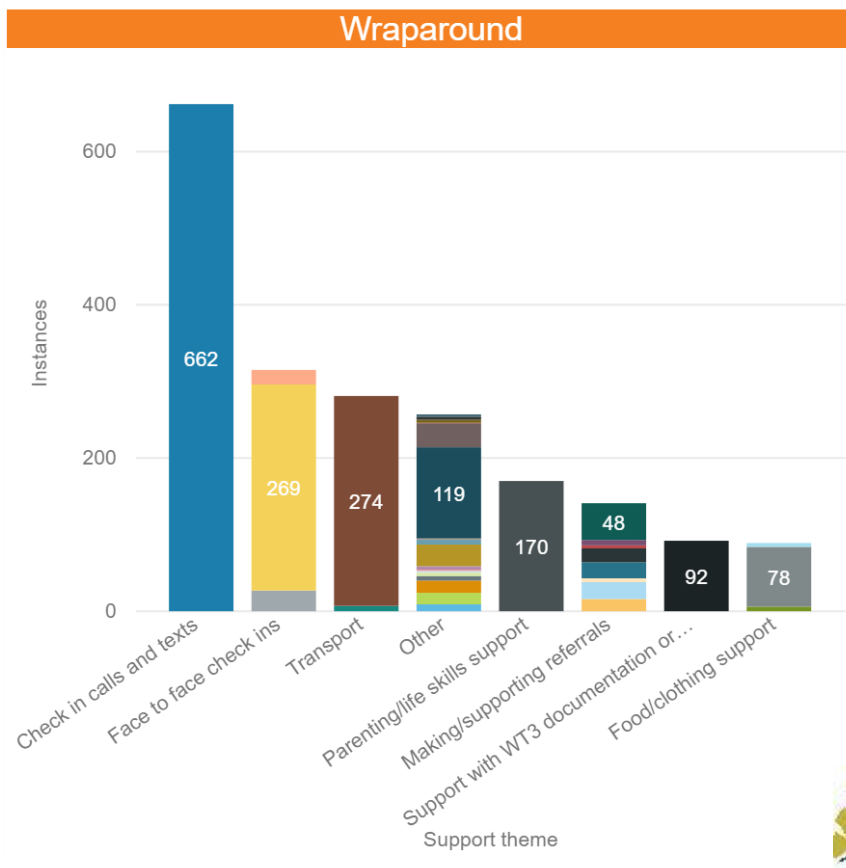
*Services rated as Working Towards NQS must be Meeting in Quality Areas 1, 2, 5 and 7

EQUITY

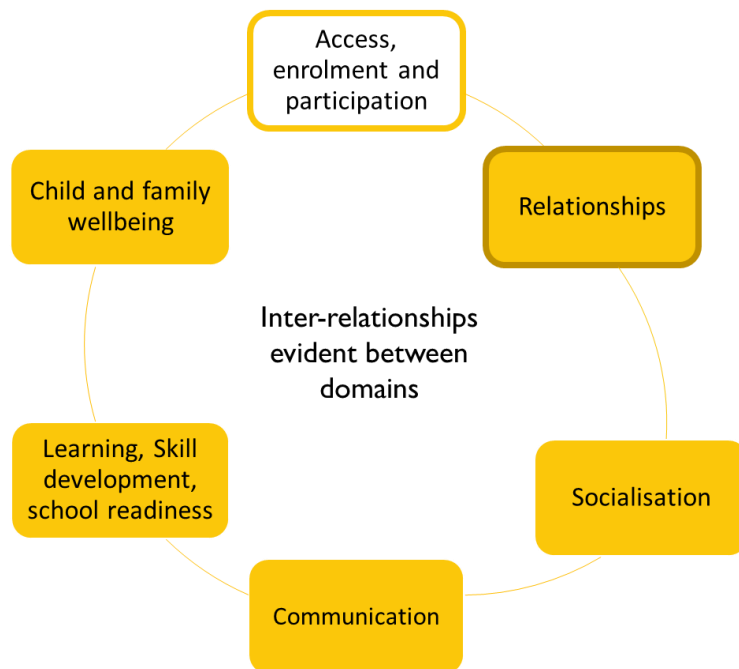


Total supports offered
= 1,742

Average per child = 34



Early instances of change for children and families



Access, enrolment and participation

Foundational – research shows children who are involved in early learning have improved educational & life outcomes

Relationship building

- Children with their educators
- Children with their peers
- Educators with families
- Parents/ carers with children
- Community/ systemic relations

Socialisation

- Taking turns and patience
- Independence
- Overcoming separation anxiety

Communication

Speech and communication with others

Childhood learning, skill development, school readiness

Counting, learning to use toilet, independence

Child and family wellbeing

Confidence, happiness, new connections, improved relationships



Families are setting goals for their children's future:

"I'm wanting to break that cycle... their grandparents have been in welfare and had shit lives, and their parents, and now they are in welfare and all that sorta stuff. I want that to change for these guys, I want them to be able to have the best life possible, and in the right way."



Families are building connections in their local communities:

"We've pretty much formed a little family sort of thing. Without the WT3 program, I wouldn't have had anyone to invite to [my child's] party, pretty much. But it was great – full on, but excellent! There were about 15 there."

Families have also noticed how capacity building and joining-up services makes a difference:

"You know, back in the day this network wouldn't work with that network, so you'd have to deal with all of them separately, you'd have to go here and explain it to them, and then here and explain it again...What I love is all these networks want to get together.... You know, everyone's working together."

PARTNERSHIPS





"Through our involvement in WT3, our staff have gained a deeper understanding of how to support children with a broad range of needs. The journey for our WT3 families has also been amazing – children have developed socialising skills and are getting used to routines."

Service partner



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*It also strengthens my **relationships** with the families I have currently got in my care as well. ... it's benefited my work in general and the children and families in care. The centre as a whole has been on a little bit of a journey for the last couple of years in terms of how we approach relationships with children and families and this has been an amazing extension of that and has taken where we were growing as a centre already and **pushed it just that little bit further.***

Service
partner

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"It excites me to see that people are willing to do what they need to do to help my child. It makes you go, 'they do care'. They're not just faking it, you know what I mean?"

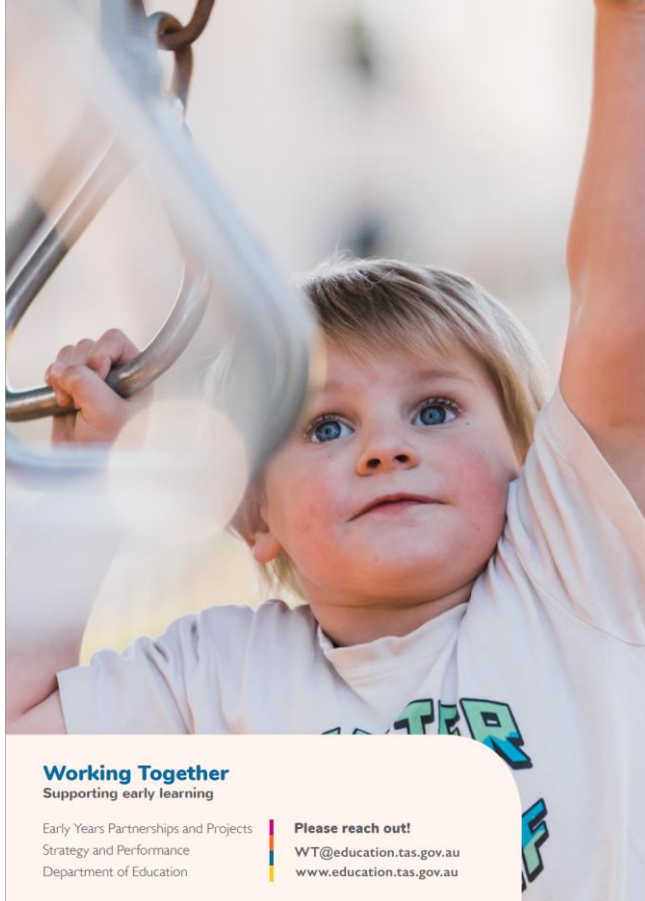
Parent, participant



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Q&A



Working Together Supporting early learning

Early Years Partnerships and Projects
Strategy and Performance
Department of Education

Please reach out!
WT@education.tas.gov.au
www.education.tas.gov.au



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