

Setup for success:

Community engagement in early
years through implementation of birth-
to-five programs across
Catholic Education Tasmania



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FROM VISION TO ACTION

SETUP
for
SUCCESS

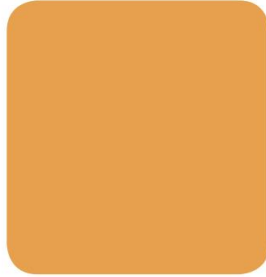


Catholic
Education
Tasmania



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Research Aim: Evaluate the quality of the *Setup for Success* program to ensure future *Setup for Success* programs within Catholic Education Tasmania are founded on evidenced-based best practice.



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Context:

- 38 schools and colleges serving over 16,000 students and their families across the state of Tasmania.
- 31 of these schools cater for students in their Kindergarten (Pre-compulsory) year, catering for children aged 4-5 years.



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Context:

- Christ-centred and child-focused, enabling learning for life.
- 2 Education Officers under the guidance of the CET Assistant Director of Curriculum and Pedagogy supported the schools to establish a *Setup for Success* program at their site.



The trial included 2 x North/North Western schools and 2 x Southern schools

- 1 x remote school
- 1 x rural/remote
- 1 x rural
- 1 x suburban



Program Development:



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Data collection:



Pre-action

Parent
survey

Engagement
Observations



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Data collection:



During action

Sign-in
sheets

Education Officer
Observations



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Data collection:

Post action

Parent
survey

Engagement
Observations

Co-ordinator/
Principal
surveys

Education
Officer
reflections



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Analysis of data sets



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Parental understanding of child development

“He is learning how to hold a pencil”

“She is learning to cut and paste”



“She is learning how to strengthen her hand muscles”

“He is developing his fine motor control”



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Parental understanding of child development

“We come so they can learn to share”

“We come so she can **PLAY and make friends”**



“She is learning to take turns”

“He is learning the words to match how he feels”



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“I am sure the teacher used to plan the sessions well, but to us as parents it just looked like a random collection of activities. Now we can see why she is setting things up and it helps us understand how we can help our children with activities at home”

- Parent quote



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Duplication of learning experiences in the home

75 % of parents reported repeating experiences at home at an average of 1.5 times per week.

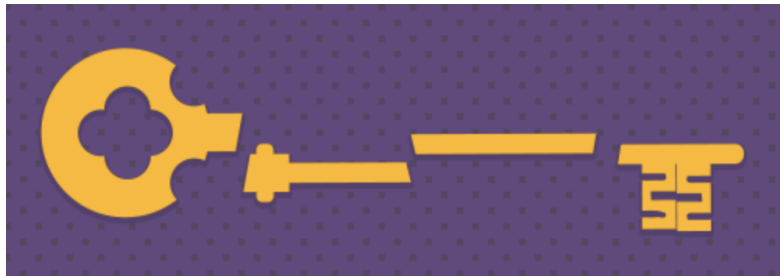


90 % of parents reported repeating experiences at home at an average of 2.35 times per week.



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Key Components for successful implementation



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The Ripple Effect

The Ripple Effect reflects on the very nature of affecting change: how one small stone tossed into a body of water causes a ripple effect with an almost never ending forward motion ...

Coordinators and
facilitators
attend a pre-
implementation
session



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Focus on parent/carer engagement and their understanding of learning



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Time allocated for
coordinators to
engage in reflective
coaching
conversations



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Appointment of coordinators and facilitators should consider their experience, qualifications and passion for early childhood education



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Evidence-Based Practice

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graph TD; A[Evidence-Based Practice] --> B[Research directed]; A --> C[Data informed]; A --> D[Reflective practice];
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Research
directed

Data
informed

Reflective
practice



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LIFTING OUR GAME

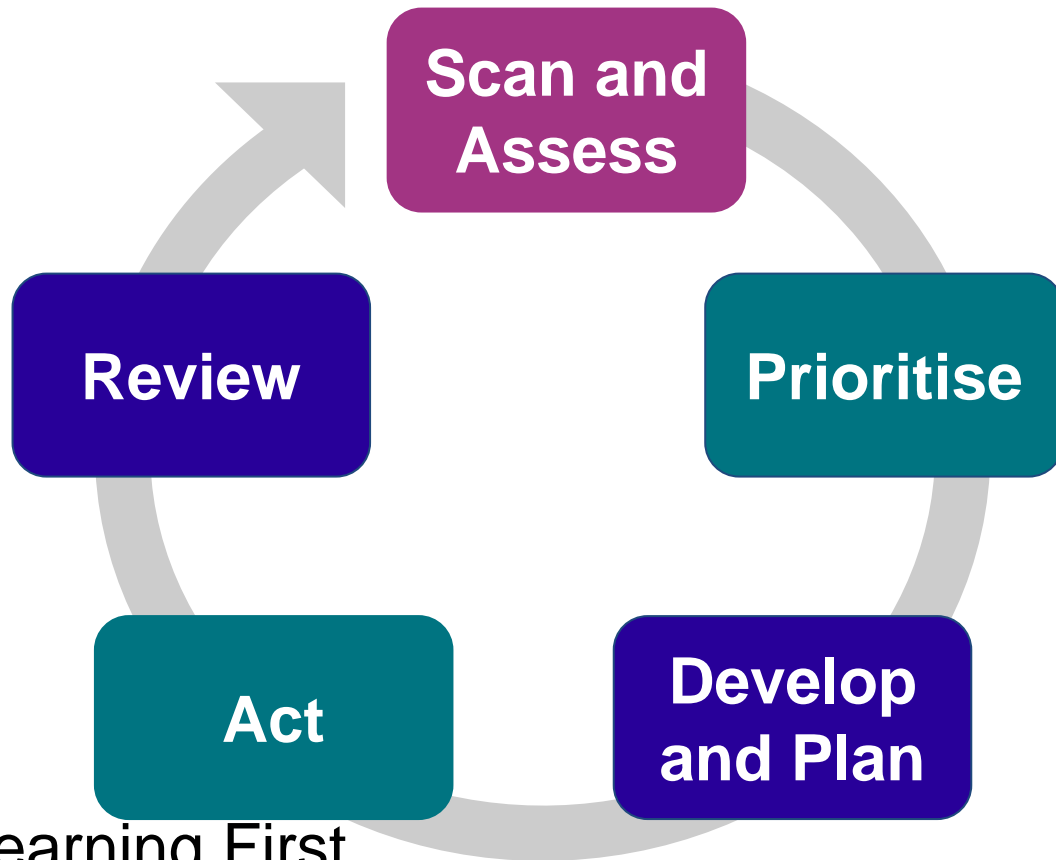
REPORT OF THE REVIEW TO ACHIEVE EDUCATIONAL EXCELLENCE IN AUSTRALIAN SCHOOLS THROUGH EARLY CHILDHOOD INTERVENTIONS

Susan Pascoe AM
Professor Deborah Brennan



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An Inquiry cycle approach

Learning First



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Scope for future research

**Barriers to
attendance**

**Consistency
of
attendance**

**Long term
outcomes**



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**Transferring
learnings**

For leaders

**For
educators**

**Across
sectors**

**Across
systems**



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