Leading change on assessment for learning and development through multi-service inquiry: Review and Evaluation of the Inquiry to Implementation Project

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Early Childhood Australia National Conference 2014
4 – 7 September
Melbourne Convention and Exhibition Centre, Melbourne

Excellence in Research in the Early Years Collaborative
Research Network

- **About the review and evaluation**
- **Multidisciplinary networks: case studies**
- **Relational Agency Framework**
- **Questions**

Overview

IIP

- The *Inquiry into Implementation Project* (IIP) was developed by the VCAA and the DEECD as a key program to support the implementation of the Victorian Early Years Learning and Development Framework (VEYLDF) to support vulnerable families.

- 155 early childhood professionals; 9 networks; 5 workshops in 2013.

Review and evaluation: 3 data sources

- IIP data, comprising reflections on each of the five workshops, by participants and facilitators, and final workshop evaluation

- Pre and post-project survey data

- Focus group interviews, with some follow-up phone interviewers at each of the network sites

9 Networks across Victoria

- Ballarat MEYP Partnership;
- Baw Baw Network;
- Great South Coast Network;
- Hume Early Years Partnership;
- Mildura Rural City Network;
- Rural City of Wangaratta Early Childhood Network;
- Sale and District Early Years Network;
- Wyndham Child and Family Services Network;
- Yarra Ranges Child Youth and Family Network.

Case studies: multidisciplinary networks

- **Early Children Intervention Services (ECIS)**
  Includes: Koorie Education Support Officers, Preschool Field Officers Inclusion Support, Specialist Children's Services, Koorie Education Support Officers, Paediatric Therapy , VICSEG and WECAN

- **Family Day Care Services (FDC)**

- **Kindergarten**

  Includes: Funded Kindergarten s and Preschool

- **Long Day Care (LDC)**

  Includes: Early Learning Centres and Child Care centres

- **Maternal Child Health (MCH)**

  Includes: Universal, Enhanced, Koori & Maternity Services

- **Out School Hours Care (OSHC)**

- **Play Group and Supported Play Group**

- **Primary School**
  Includes: Government (DEECD) , Catholic Education Office (CEO) & Special School

- **Parenting Support**

  Includes: Children and Family Services & Community Health Services

- **Management Role (EYSM)**
  Includes: Multifunctional Aboriginal Services, Local Government, Best Start Services

Key themes from case studies

- Active listening and shared language across service types emerged
- New ways of supporting and motivating staff
- Feeling less professionally isolated
- Increased knowledge of the VEYLDF: deeper understanding of Practice Principles
- Designing new assessment tools, including children and families in assessment
- Collaborative assessment was highly valued
- Purposefully gathering and using evidence,
- Inquiry questions changed thinking and professional practice – multidisciplinary practitioners as researchers
- Who participates in the Network matters: professional learning through being part of a multidisciplinary network
- Moving from a position of authority to listening to families
- New ways of working with complex families emerged
- Holistic assessment to capture wellbeing emerged

Relational Agency Framework

A relational agency framework for building multi-disciplinary networks in Victoria

Level	Key idea
Foundational	Building a sense of belonging to a Network
Phase 1	Finding out about each others' services
Phase 2	Engaging in a common experience or process
Phase 3	Building a common focus for the group
Phase 4	Building common language
Phase 5	Aligning ones own interpretations with that of others
Phase 6	Thinking about one's own professional expertise and contribution in relation to what others with different disciplinary/community knowledges and practices bring
Phase 7	Enhanced professional practice where own contributions are viewed as part of the collectively identified professional inquiry or need

Level	Key idea	Examples
Foundational	Building a sense of belonging to a Network	"The Network helps us to brainstorm and we can shout and talk and work things out" (Case study)

Level	Key idea	Examples
Phase 1	Finding out about each others services	"Great opportunity to network with colleagues across the early childhood sector in Hume and gain a perspective of individual roles and the difficulties people are experiencing with implementing the frameworks" (Parenting Support, Workshop 5).

Level	Key idea	Examples
Phase 2	Engaging in a common experience or process	"The focus on relationships with families, the whole child, the voice of the child has been a refreshing and welcome change from the day to day bustle of school life, outcomes etc. It has awoken knowledge from my uni days and early days of teaching the time to reflect has been most welcome" (School, Final workshop).

Level	Key idea	Examples
Phase 3	Building a common focus for the group	Comfort in a "shared struggle" and having starting points: "How do services present to families?" (Case study)

Level	Key idea	Examples
Phase 4	Building common language	"We share a language with others" (Workshops 1-4). Familiarisation with the VEYLDF is seen as bonus and has had a direct impact on the Network (Workshop 5).

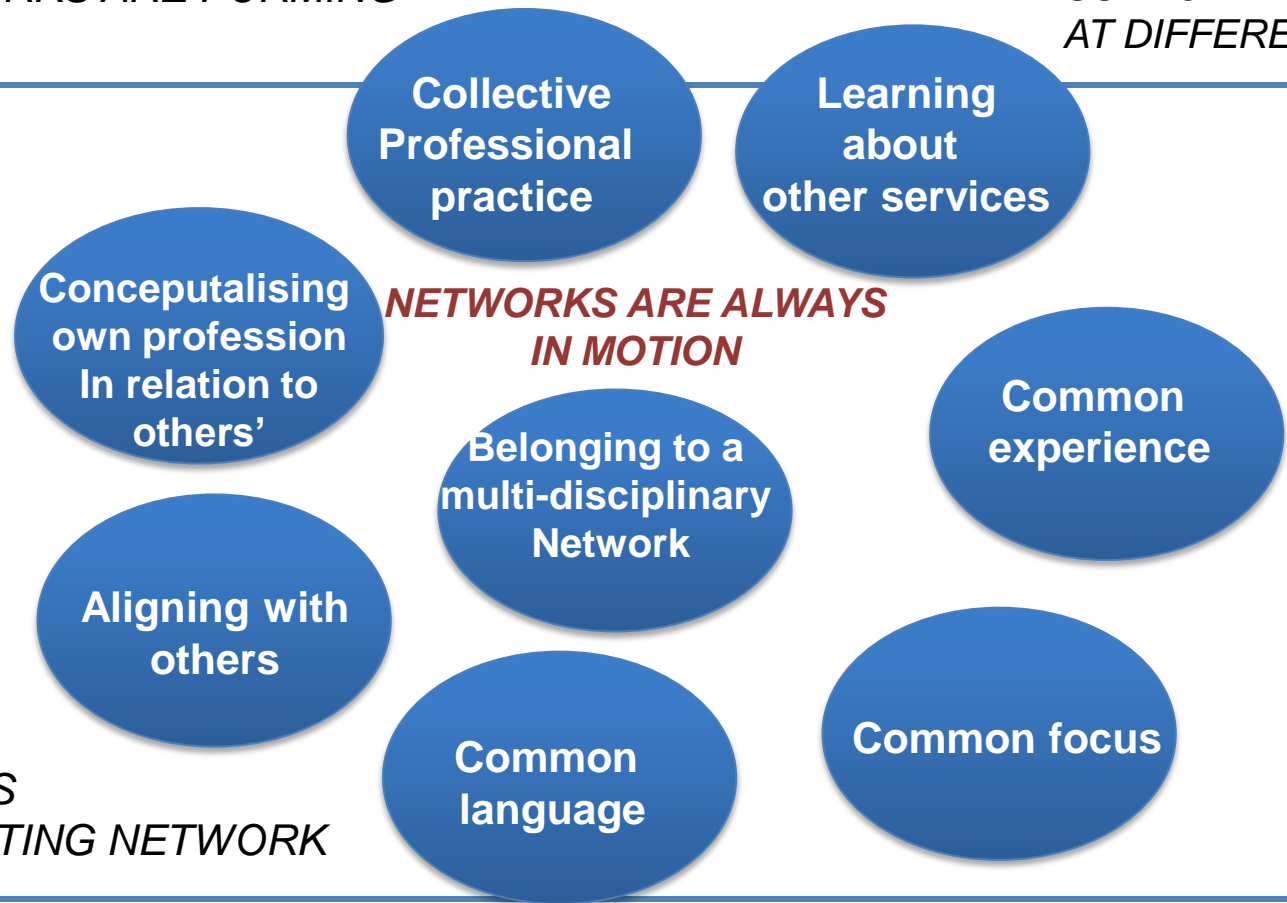| Level	Key idea	Examples
Phase 5	Aligning ones own interpretations with that of others	"What learning looks like in each others' learning environment" (Workshop 4) and "Seeing members across the Network working together and developing an understanding of each other's services for the benefit of children is very inspiring" (Workshop 4)

Level	Key idea	Examples
Phase 6	Thinking about one's own professional expertise and contribution in relation to what others with different disciplinary/community knowledges and practices bring	"It's strengthened us. Often school is seen as the bastion of learning but now we're seen along the continuum" (Case study)

Level	Key idea	Examples
Phase 7	Enhanced professional practice where own contributions are viewed as part of the collectively identified professional inquiry or need.	"Ability to bring wider voices from our open conversation when discussing with staff and in working with other community networks. Reinforced partnership approach to make best use of data to be collected – consideration of gathering pre and post feedback from the sample community" (Early Childhood Intervention Service, Workshop 5).

WHEN NETWORKS ARE FORMING

SUPPORTING MEMBERS
AT DIFFERENT POINTS

Collective
Professional
practice

Learning
about
other services

Conceputalising
own profession
In relation to
others'

NETWORKS ARE ALWAYS
IN MOTION

Common
experience

Belonging to a
multi-disciplinary
Network

Aligning with
others

Common focus

NEW MEMERS
JOIN AN EXISTING NETWORK

Common
language

Excellence in Research in Early Years Education
Collaborative Research Network

Charles Sturt University

QUT Queensland University of Technology

MONASH University Education

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