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## Executive summary

The KPV board decided it was essential to survey parents of kindergarten-aged children about their views and opinions on kindergarten education as well as their service arrangement needs. As a result KPV undertook a sample survey of 1523 parents of kindergarten-aged children from 154 kindergartens and 23 childcare centres in Victoria. The survey, conducted during 2005, sought parent views on their current and preferred use of kindergarten education programs, services and related issues.

Responses to the survey clearly demonstrate that parents in Victoria place a high value on kindergarten education and in particular community kindergartens, and also that parents make active choices about the care and education of their children. Even though parents expressed satisfaction that their current arrangements meet both the educational needs of their child and family and life needs, they also want access to a range of more flexible program options including a variety of sessional and longer day program arrangements. Therefore the results of this survey support further expansion in the range of flexible kindergarten programs, in particular longer day models, for parents to better balance family commitments and child needs.

Parents want two years of funded kindergarten education for all children prior to school and believe teachers who hold a degree-level kindergarten teacher qualification should conduct these programs. Affordability of the current four-year-old program was a concern for over a third of parents.

The recommendations in this report call for:

- Greater community focus on the importance of kindergarten education and the role of parents
- Continued expansion of the range of sessional and longer day programs to better meet the needs and aspirations of parents
- Implementation of a quality accreditation system
- Extended funding to ensure all children can access two years of kindergarten education prior to school and to provide a subsidised fee structure for children from lower income families
- Increased investment in facility upgrades in order to improve the range of flexible programs.

As a result of this survey, KPV will develop a more responsive approach to service planning, based on a neighbourhood model that maximises the use of existing kindergarten infrastructure, expands options for flexible service delivery and ensures all children access kindergarten education.

## 1. Context of parent survey

Following the release of *Putting Children First ... the next steps*, the Government's response to the Premier's Children's Advisory Committee report *Joining the Dots* (2004), the KPV board decided it needed more information from parents about their current use and future demand for kindergarten education services and about their attitudes to related issues likely to affect their use of services for their children. KPV therefore surveyed parents about their kindergarten education service needs and their opinions on key issues including:

- Their views on the importance of kindergarten education for young children
- The types of kindergarten services they currently access and why
- The types of kindergarten education programs they consider would best meet the needs of their child and family
- The quality and affordability of kindergarten education.

### Background

Quality kindergarten services are universally valued as an investment in the future for children and families. Gibbs (2004) notes that "*in almost every article, study and report the following words are found somewhere in the text: children who attend high quality preschool are more successful [sic] both academically and socially*". Research concerning brain development, the impact of early literacy and numeracy practices on later achievement, and indicators of health and wellbeing have demonstrated long-term benefits associated with quality preschool education (eg Shore, 1997, Brandsford, Brown & Cocking, 1999, Bracey and Stellar, 2003). As a consequence, researchers, educationalists and economists have urged governments to make a commitment to the provision of quality kindergarten education services for all children (Oppenheim and MacGregor, 2002).

KPV's mission is *to promote, develop and sustain quality early childhood education*; it is therefore essential for KPV to know what factors influence parents use of early childhood services and whether parents regard these services as being adequate for their child and family needs. KPV also needs to know more about parents perceptions about how they value kindergarten education as this is likely to influence the choices parents make about the type of service they use for their child.

There is very little evidence to indicate how parents in Victoria make judgements about the kindergarten services they use and what importance parents place on the relative needs of their child and other family and work commitments when they make choices about services. Data currently available from the National Childcare Survey (2003) conducted by the Australian Bureau of Statistics (ABS) suggests that many parents combine care and education services for their young children. The most commonly used types of formal care and education arrangements reported in the ABS study were long-day care and kindergarten, although the amount of time used by parents varied. The report noted that while the use of formal care for very young children was low (7% of children aged under one year), by age four a far greater proportion (83% of children) attend formal

arrangements. In large part, this reflected attendance at formal preschool/kindergarten. The report further indicates a high level of part-time use of formal and informal services for children aged 3 to 4 years—the median hours of attendance is 16 hours per week.

Part-time use of formal services can, in addition to the attendance of children at kindergarten, be partially explained by the proportion of mothers who are in part-time employment. The longitudinal study of Australian children, *Growing up in Australia*, released by the Institute of Family Studies in 2004, found that “*most of the mothers who were in employment at the time of interview were working part time ... 38 percent were working 15 hours or less per week; 35 percent were working 16 – 34 hours per week and 27 percent were working 35 or more hours per week (that is full time)*”. The ABS survey demonstrated that parents cited both work commitments and the value they placed on education as influencing the choices they make when selecting a kindergarten service for their child. Parents’ work commitments were cited as the most common reason for children attending formal childcare (50% of users) while the common main reason given for attendance at kindergarten was that *it was beneficial for the child* (73 % of users). These responses suggest parents attempt to balance a number of competing needs when choosing an early childhood service for their child. This and the pattern of part-time employment amongst mothers, suggests that parents not only make choices about work and family needs but also consider the educational value of the kindergarten service for their child when making decisions about the service they will use. KPV believes it is important to understand whether current kindergarten services are sufficiently flexible and available for parents who wish to use this type of service for their child.

Kindergarten services in Victoria have become more flexible over the past decade. During this period numerous community kindergartens have expanded the range of service options available to parents and many long day care centres have become eligible to access kindergarten program funding. Evidence available to KPV suggests very few kindergartens in Victoria now offer the ‘traditional’ sessional model of kindergarten education that existed in the early 1990s that provided four sessions per week of two and a half hours per session. Kirby and Harper (2001) identified that while kindergarten education maintained popularity, changes in the workforce have given rise to greater demand for extended hours of service provision.

Numerous kindergartens have responded to the needs of families by offering flexible models of delivering the funded 10-hour kindergarten education program. For example, new models of kindergarten programs can be found in centres that have attempted to develop creative ways to structure the 10-hour funded program. Some kindergartens have extended sessions of five hours per day over two days, others offer lunch care arrangements, while others offer extended hours care prior to and after the kindergarten program. A number of centres continue to provide a ‘sessional’ kindergarten education program through a reduced number of sessions with longer hours, for

example, three sessions of up to four hours per session. No additional funding is available for services to explore innovative extended service models.

In its response to the report by the Premier's Children's Advisory Committee report (2004), the Victorian Government outlined its continued commitment to at least one full year of funded kindergarten education prior to entry to school. The report states that the key objective for this commitment "*is to ensure that all children are 'school ready'*"—that is, ready to learn to the best of their ability—when they make the important transition from early learning to primary school. The Premier's response to this report notes that "*to achieve this we need to provide better and more accessible assistance to parents, especially first time parents*". The KPV board believes that this goal will be more effectively achieved if there is reliable information from parents about the services they want and need. The purpose of the KPV parent survey was therefore to find out more about what parents value and want for their children's kindergarten education. The survey was designed to ask parents about the kindergarten education services they currently access for their children, how they judge the suitability of these services for meeting child and family needs, their views on key issues of quality and affordability, as well as their attitudes about which types of kindergarten education arrangements they prefer for the future.

## **2. Methodology**

The KPV survey was designed to provide parents with an instrument that was quick to complete. The primary goal of the survey was to provide parents with an opportunity to express their views about the services they currently use, or would prefer, through a series of questions that asked them to tick an option. Parents were also given space to write their own short comment about any of the issues raised, if they desired.

KPV sought interest in the survey from a sample of 220 member centres. The sample included stand-alone kindergartens, kindergartens managed by cluster arrangements and community child-care centres in urban, rural and regional locations. Centres self-selected their participation by returning a Participation Form to KPV. Each participating centre was subsequently asked to distribute survey forms to 20 parents to be randomly selected from parents who were currently using the centre or were on a waiting list. Each participating centre was requested to collect and return the parent surveys to KPV.

Of the 220 centres that agreed to participate, a total of 177 centres were able to return surveys by the closing date. A total of 3540 questionnaires were distributed to these 177 centres and 1523 parent surveys were collected and returned. While 80% of centres agreed to distribute the survey the response rate from parents was 43%. The 177 centres included in the study represented both community kindergarten and day care in urban, rural and remote Victoria. The response rate for each service type was:

- 154 centres (85%) from community kindergartens
- 23 (15%) from day care centres

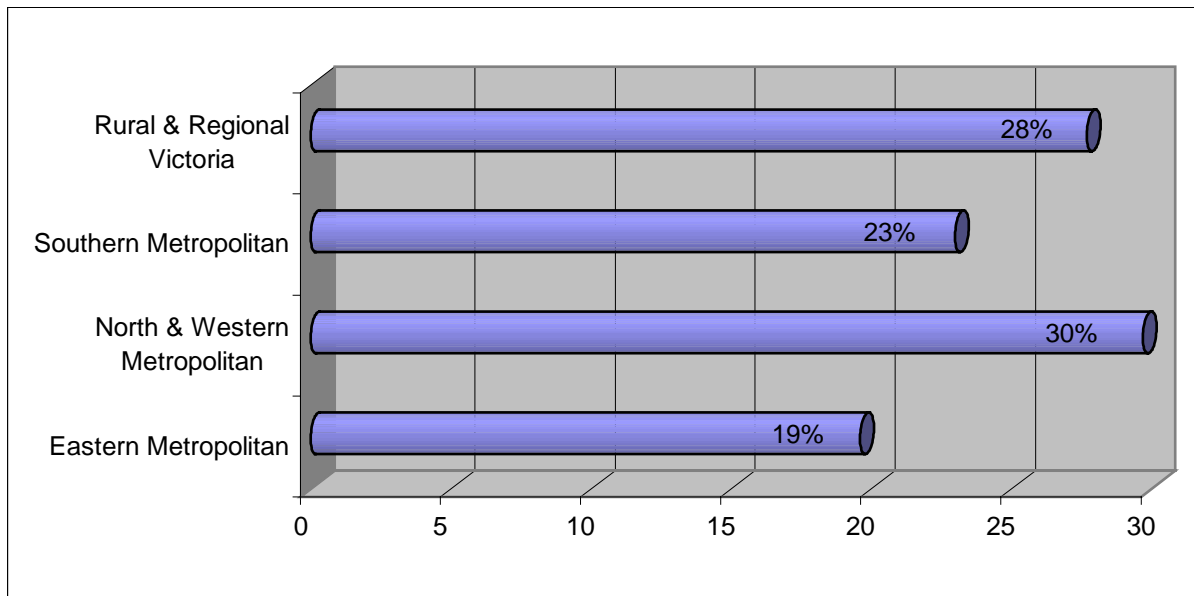
The results from the surveys were collated to represent group data for the survey sample. Results were calculated to show the percentage response to options presented for each question. Open-ended statements from parents were collated for each segment of questions.

### 3. Survey Findings

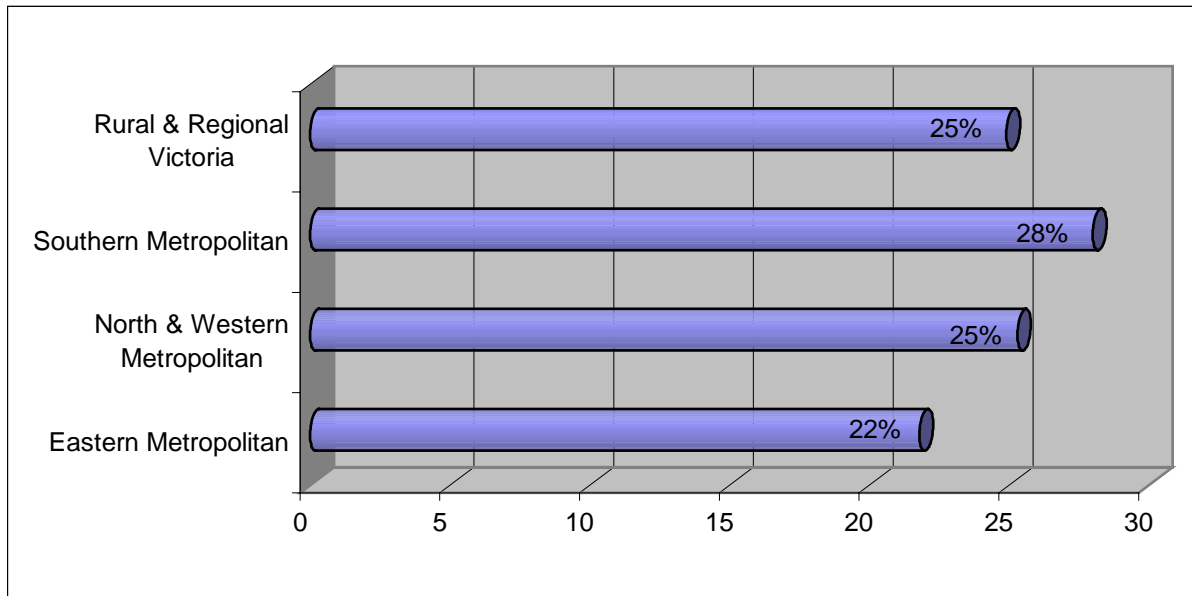
#### 3.1 Distribution of centres participating in the KPV survey and current use of services by parents

Figures 1 and 2 demonstrate that participating centres and parents come from a broad range of locations across metropolitan Melbourne and rural and regional Victoria. Overall the majority of respondents (93%) were from community kindergartens and 7% were from childcare centres that offer a kindergarten education program. The sample provides a valuable opportunity to learn about the views and service needs of parents from a diverse range of communities and geo-demographic profiles across Victoria, although it should be noted that the sample was limited to parents who access kindergarten education at stand-alone kindergartens, kindergartens managed by cluster employers and within community childcare centres.

**Figure 1: Participating centres by location**



**Figure 2: Parent respondents by location**



**Distribution of hours parents use kindergartens and childcare**

Parents were asked about the number of hours they currently use kindergarten and childcare services each week. They report that most three-year-old kindergarten children attend for up to six hours per week (92%). Most four-year-old children (81%) attend for 10 to 12 hours per week although 8% attend for less than 10 hours per week. Parents who use additional childcare to support attendance at kindergarten, report that 36% of children attend up to 9 hours of additional care per week, 28% between 10 to 18 hours and 36 percent for 19 hours or more.

**3.2 Parent views on the value of early childhood education**

Parents in Victoria place a very high value on their child’s attendance at kindergarten and regard kindergarten as a vital experience for children’s education. As indicated in Figure 3, 95% of parents agree with the statement that “Kindergarten would benefit their child throughout his/ her life” and 97% believe kindergarten provides essential preparation for school. Supporting comments from parents indicate that they value a kindergarten experience for their child for two reasons—firstly to prepare their child for ‘life’ and secondly to ensure their child is prepared for school. Comments related to life education included: “Kindergarten is an essential part of a child’s whole education growth and a preparation for years to come”; “Kindergarten will make a lifelong difference to our children”; “I believe kindergarten is vital to the education of children in the long term” and “Kindergarten education is simply perfect for the needs of developing children”. Comments valuing kindergarten for school preparation included: “Kindergarten education is an important transitional stage for both parents and children so all children can begin school on the same footing” and “Kindergarten education is an important step to school”.

**Figure 3: Perceived benefits of kindergarten for children**

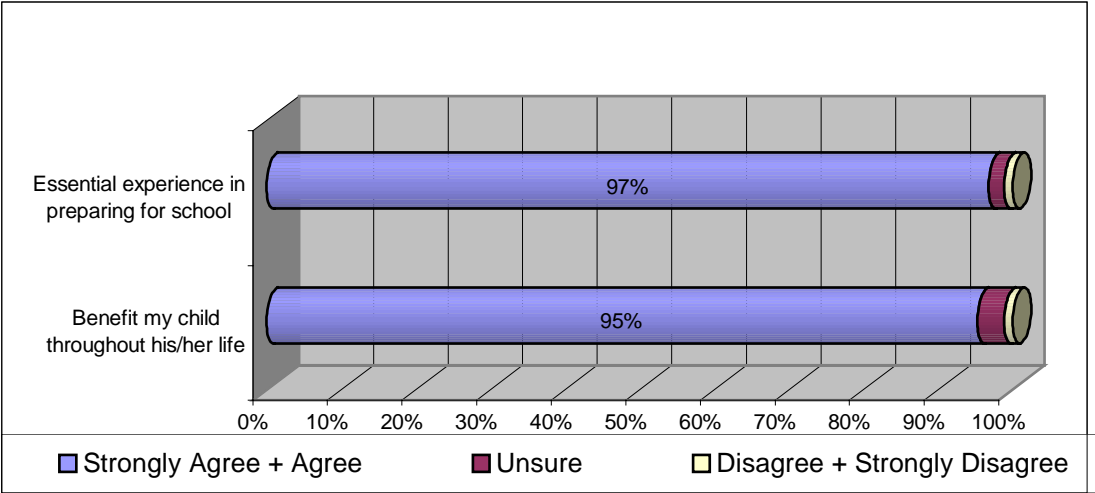
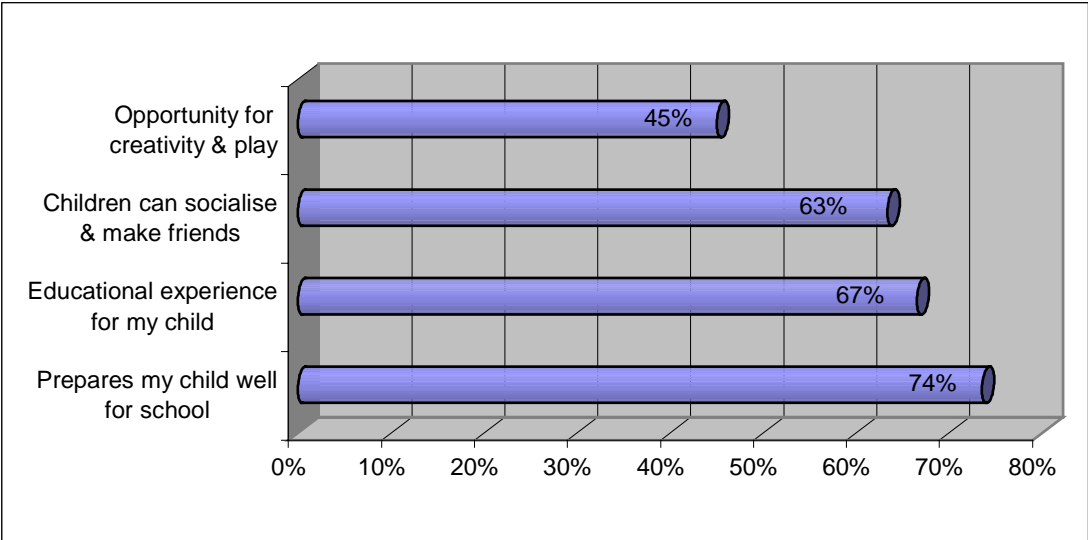


Figure 4 illustrates parent responses to why they want kindergarten education for their child. Preparation for school (74%), educational experience (67%), opportunities for children to socialise and make friends (63%) and to engage creativity and play (45%) were all cited as important reasons for kindergarten. Parents comments included: “The education my child receives is benefiting my child and preparing her for school”; “Kindergarten provides social skills, friendship and role modelling crucial to preschoolers, giving them benefits that last a lifetime” and “Children need kinder to provide the social interaction they used to get when families were larger. Although [sic] academically ready for school, children need practice dealing appropriately with their emotional and social issues”.

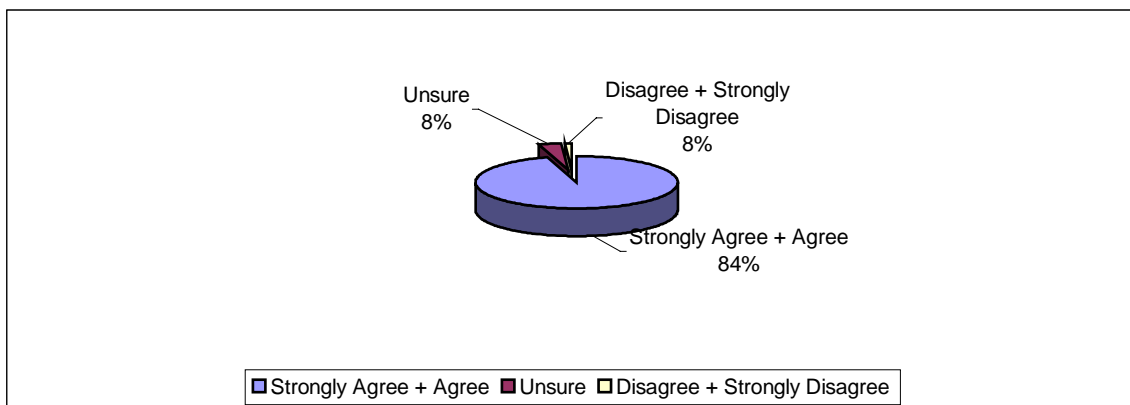
**Figure 4: Why parents want kindergarten education**



### Two years of kindergarten education prior to school entry

Parents value maximising children’s exposure to kindergarten education prior to starting school and support two years of kindergarten provision for all children. At present, parent fees cover the full cost of three-year-old kindergarten. As the cost of kindergarten fees is a barrier for families living on low incomes (Smallwood, Webster and Ayres-Wearne, 2002), fees for three-year-old kindergarten are likely to present a substantial barrier for low-income families. Figure 5 shows 84% of parents agree that two years of funded kindergarten education should be available to all children while only 8% of parents disagree with this idea and 8% of parents are unsure. Parents’ support for two years of funded kindergarten education included comments such as: “All children should be able to access two years of kindergarten funding” and “Three and four-year-old kinder are both extremely important to every child’s development” and “Government funding should not only cover four-year-old it should cover three-year-old kindergarten as well”. KPV believes that the introduction of Government funding for two years of kindergarten education would substantially increase the participation of children in three-year-old kindergarten programs.

**Figure 5: All children receiving two years of kindergarten education**



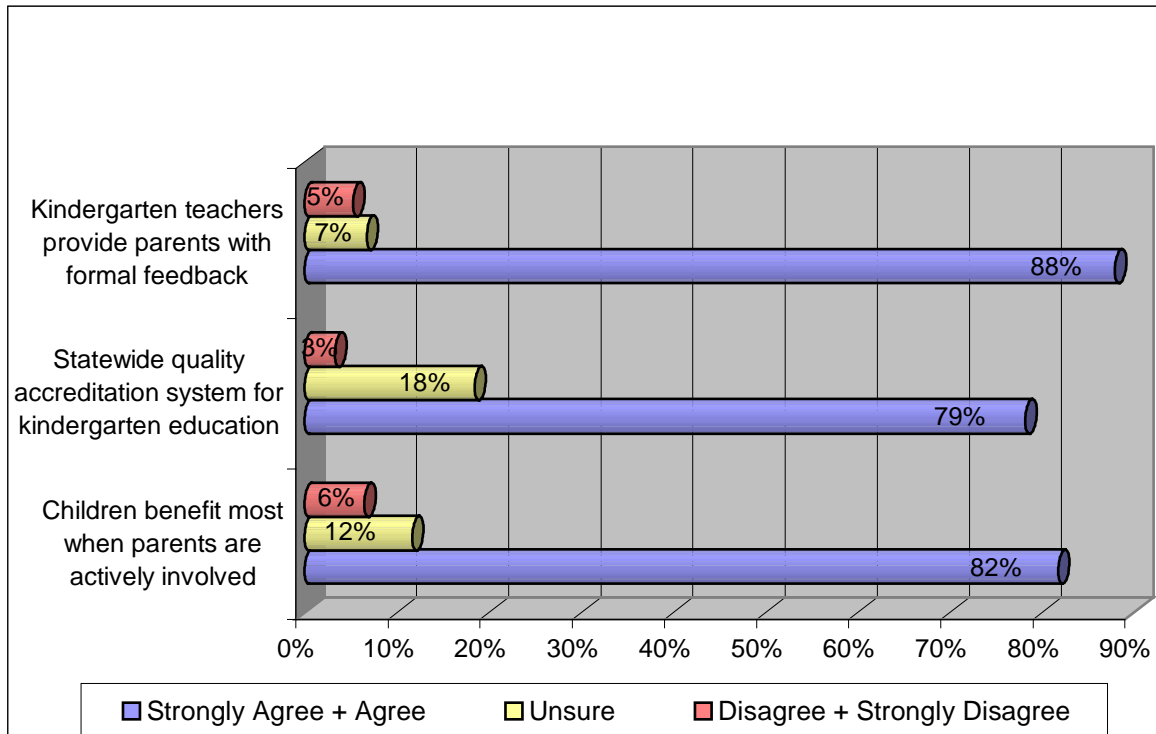
### 3.3 Parents’ views on quality in kindergarten education

Parent responses to the question of quality accreditation for kindergarten reported in Figure 6 indicate strong support for a statewide quality accreditation system for kindergarten education with 78% of parents indicating they agree or strongly agree with the implementation of an accreditation system. Of the remaining parents, 18% indicate they are unsure about the need for accreditation while only 3% indicated they disagree with the need for this. Parents commented that “It is imperative a standard is set for kindergartens all over Victoria”.

A significant number of parents also believe that formal channels for reporting from kindergarten teachers about their child’s progress and development are highly desirable—88% of parents agree teachers should provide them with information about their child, while only 5% of parents disagree and 7% are unsure. In addition, a large proportion of parents also reported that their involvement

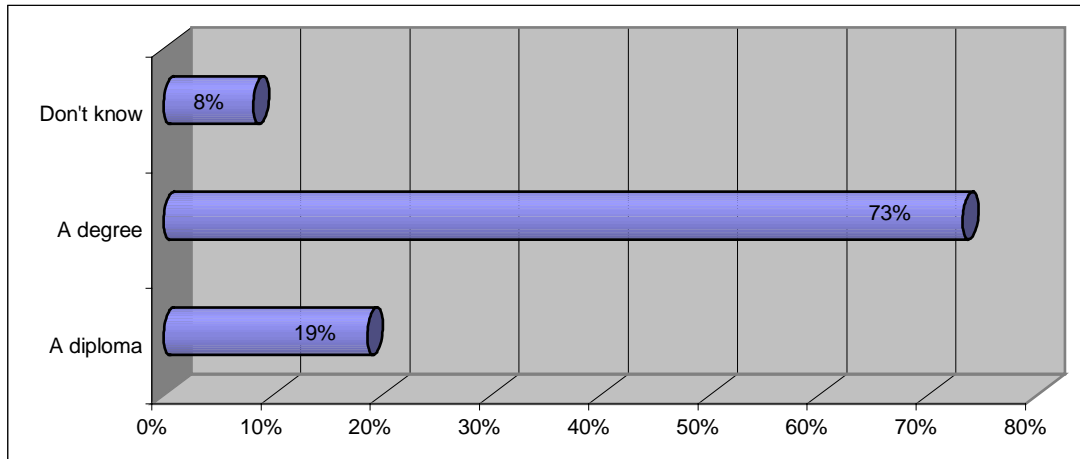
with the centre is important to them and 82% of parents believe that benefits accrue to children when they are actively involved in the program.

**Figure 6: Indicators of quality in kindergarten education**



Parents were also asked about their view of the standard of qualifications they believe are appropriate for a kindergarten teacher. Their responses in Figure 7 indicate they place a high level of importance on the qualifications held by kindergarten teachers. For example, 73% of parents indicate that the professional in charge of a kindergarten program should hold a degree-level qualification, while only 19% suggest that a diploma qualification is suitable. Comments from parents in response to this question indicate they perceive this work to require a high level of teaching skill. For example, “Kinder is a worthwhile and beneficial experience for children. Qualified staff are essential and it is important to continually assess the program to make sure it’s meeting the needs of the children and families using the service” and “A highly skilled teacher is a must!”

**Figure 7: Minimum qualification levels for kindergarten teachers**

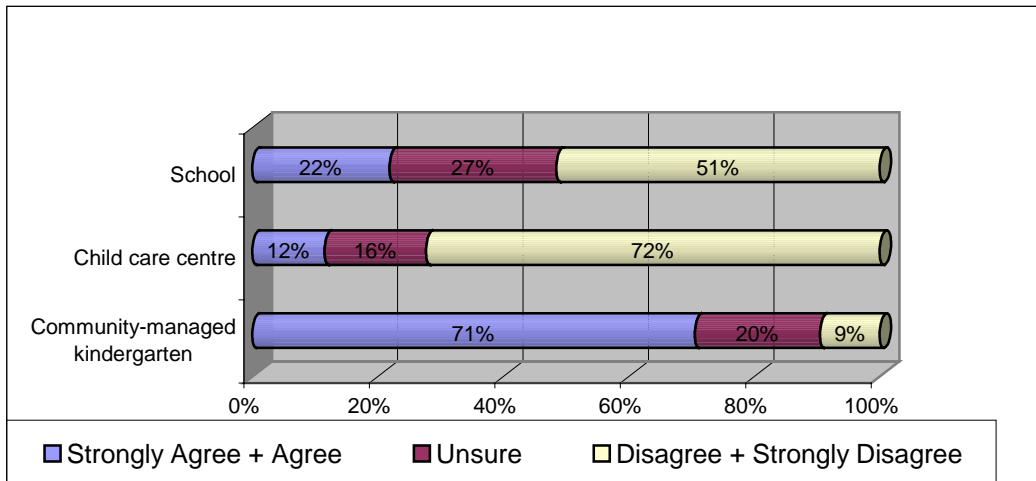


### **3.4 Parents preference for kindergarten provision**

While kindergarten education can be provided by various organisations, the responses from parents, reported in Figure 8 show a strong preference (71%) for community-managed kindergartens, ahead of provision through schools or childcare centres. Parents indicate they wish to see community kindergartens remain independent and that they see benefits for their child and family through a service that operates at a community level.

Community-based kindergartens provide families with the opportunity for active participation in a number of ways including day-to-day involvement at the centre, social events, parent information sessions, volunteer parent committees and various other activities including fundraising events such as the popular trivia nights. Comments from parents indicate these are important activities and that community-based kindergartens enrich the lives of families with young children. For example, parents' comments included: "Kindergartens should be independent; they play an important role in the community and society"; "Kindergartens should be separate from primary schools and childcare" and "I have thoroughly enjoyed my family involvement with the local kinder". These findings suggest parents receive additional social support from community-based kindergartens and that these programs should continue to be regarded as a core service provider for kindergarten education programs.

**Figure 8: Parent preference for access to kindergarten education**



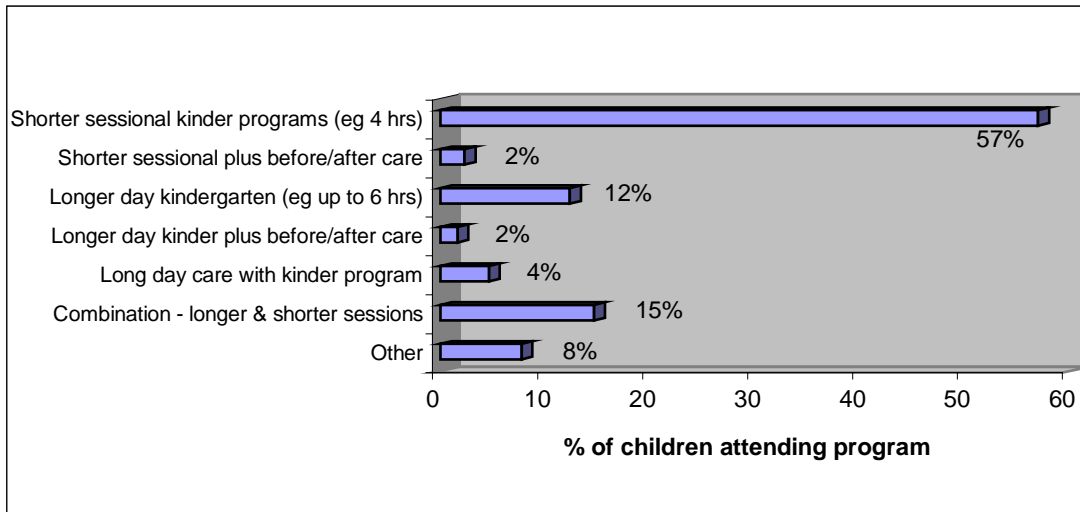
Some interest was expressed by parents for kindergarten services to be offered through schools and childcare centres. For example, approximately a third of parents indicate a preference for accessing kindergarten education through a childcare centre (12%) or school (22%). This may be due to proximity for parents and familiarity with services for children. As noted by one parent, “moving kindergarten [sic] into the school grounds may assist the transition process from kindergarten to school” and “option to access kindergarten education in childcare centres”.

### 3.5 Parents' view of flexibility and affordability of kindergarten services

#### Current arrangements

The majority of parents in this sample (57%) use shorter sessional kindergarten programs and approximately a third (35%) of parents indicate they use a variety of options to increase the hours of service for their child including long day kindergarten, combined long and short sessions and sessions with before and after care programs. Only 4% of parents report they access kindergarten as part of a long day care program, while 8% of parents report they use other arrangements.

**Figure 9 – Current arrangements by program type**

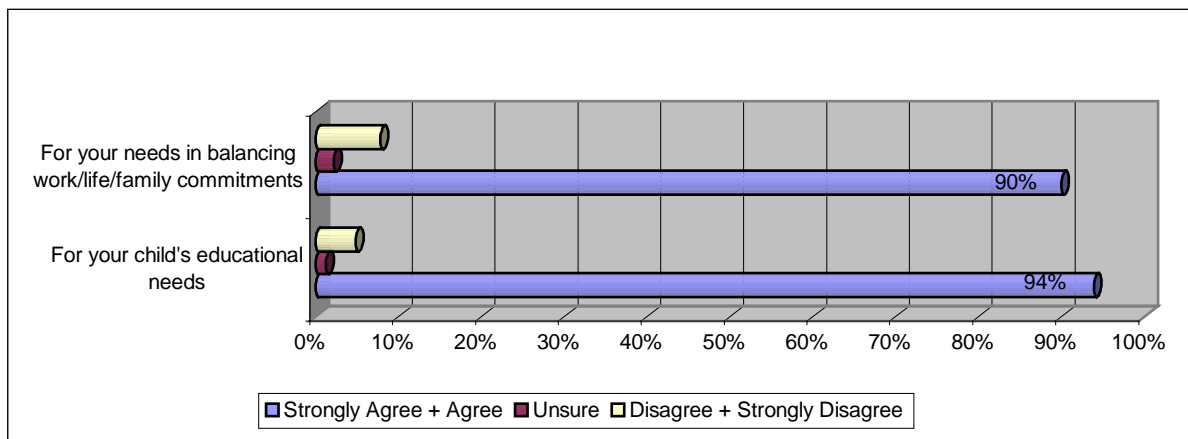


**Satisfaction with current arrangements**

Regardless of the arrangement parents have for their child, over 90% report they are satisfied with how the arrangements meet their child’s educational needs as well as permit them to balance life, family and work commitments (Figure 10). Thus, it appears that from both the child’s perspective and family and other needs, parents find current arrangements to be satisfactory. Parent comments reported in association with this question demonstrate a commitment to the type of arrangement they use. For example, parents stated:

- “Shorter sessions are more conducive to a learning environment”
- “Kindergarten should be part of a child’s day, not the whole day”
- “Longer sessions better prepare children for school”
- “Children have more opportunity for extended play and learning with longer hours”
- “Due to the travel time involved in travelling to kinder anything under five hours does not suit”
- “We need kindergarten programs within a childcare centre and they must match the standard of stand-alone centres”.

**Figure 10: Parent satisfaction with current kindergarten education arrangements**



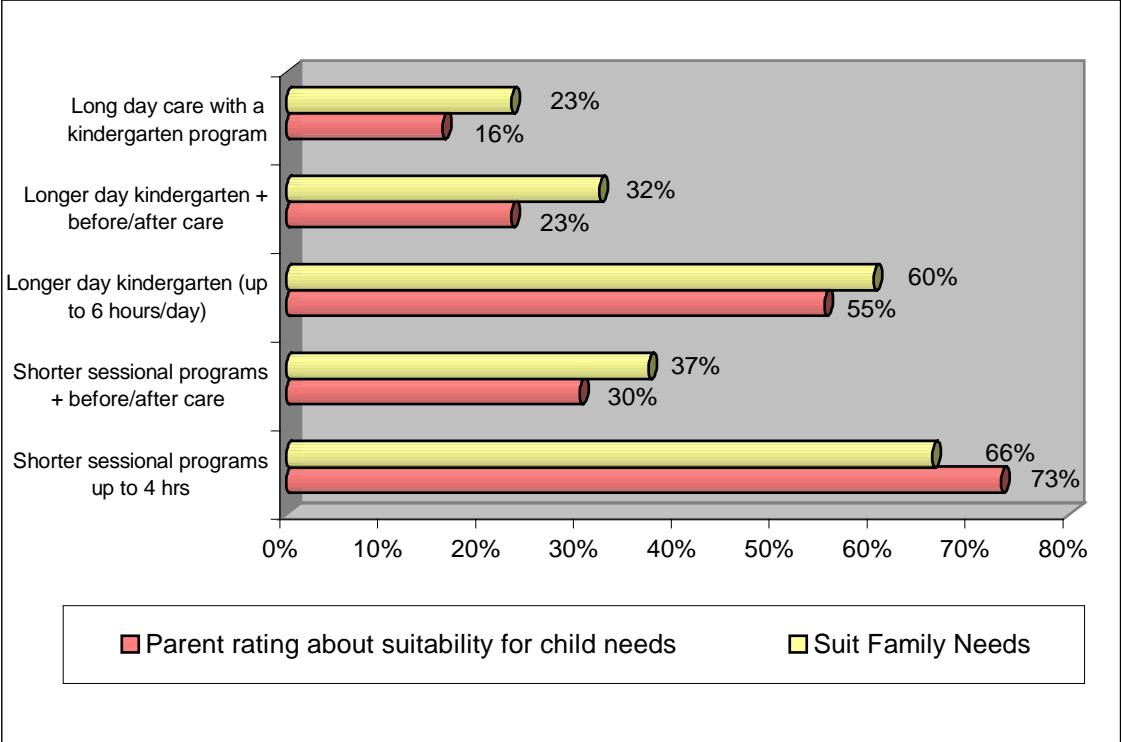
These findings echo the findings in a recent report from Tasmania (Broadman, 2005) concerning parent satisfaction with kindergarten education arrangements. While there may be different contextual factors in Tasmania and Victoria, parents report a similarly high level of satisfaction with different service models for their children in both states. Parents therefore appear to have a strong belief that the attendance option they have chosen for their child is the right choice for their family and their kindergarten-aged child. Broadman concludes “Parents have clear views regarding which mode of kindergarten is the best option for their child” (p.42). The current study adds further support to this view and indicates that parents should be viewed as informed partners in the development and provision of kindergarten service options.

### **Current arrangements for children compared with suitability for child and family needs**

However, the current study also demonstrates that views about the suitability of existing service options may be limited by the actual choices parents have available to them. Parents choose the ‘most suitable’ option from those that are available at the time. When parents are asked to indicate their preference for different kindergarten education program options, they indicate increased support for options such as longer day kindergarten education programs. For example, in this study parents were asked to rate kindergarten education program options in terms of how suitable they judged the service model to be for their family needs and for their child’s educational needs. For this question parents were given an option of selecting from shorter sessional kindergarten programs, extended hours kindergarten, extended hours care and long day care with kindergarten education. The results presented in Figure 11, show that nearly two thirds of parents regard short-sessional kindergarten and long day kindergarten without any additional care arrangement as the two most suitable options for both their family and child needs. Over one third of parents regard shorter sessional kindergarten and longer day kindergarten combined with before/after care as most suitable. Short sessional kindergarten (without additional care) was the only service option that was rated more favourably for children than for families.

This pattern of responses suggests there is a gap between parents preferences for access to longer day kindergarten compared to current use. Parents would like to see flexibility in services build around the sessional kindergarten program model to assist them to access kindergarten for their children. For example, “At times longer hours would be more convenient for parents”; “Days cannot be too long as children get too tired and stop enjoying their kinder time”; “Longer sessions such as four hours per day four days a week”; “Would like kindergarten to be offered more than two or three times per week” and “Would like two or three sessions per week”. These findings suggest that kindergarten services should expand the range of kindergarten education program options in order to meet child and family needs.

**Figure 11: Suitability of arrangements for child & family needs**



These findings are consistent with anecdotal reports to KPV that a strong demand exists for sessional kindergarten education but at the same time there is increasing interest from parents for access to longer day arrangements. Kindergarten services therefore need to consider how they can continue to expand access for parents through more flexible delivery of kindergarten programs. As one parent commented, “Kindergartens should offer a range of options to suit family circumstances”.

The survey demonstrates that parents have:

- A greater interest in longer day kindergarten education than is reflected in current usage

- A continued interested in sessional kindergarten education programs
- A greater interest in longer kindergarten education with access to extend hours care than is reflected in current usage.

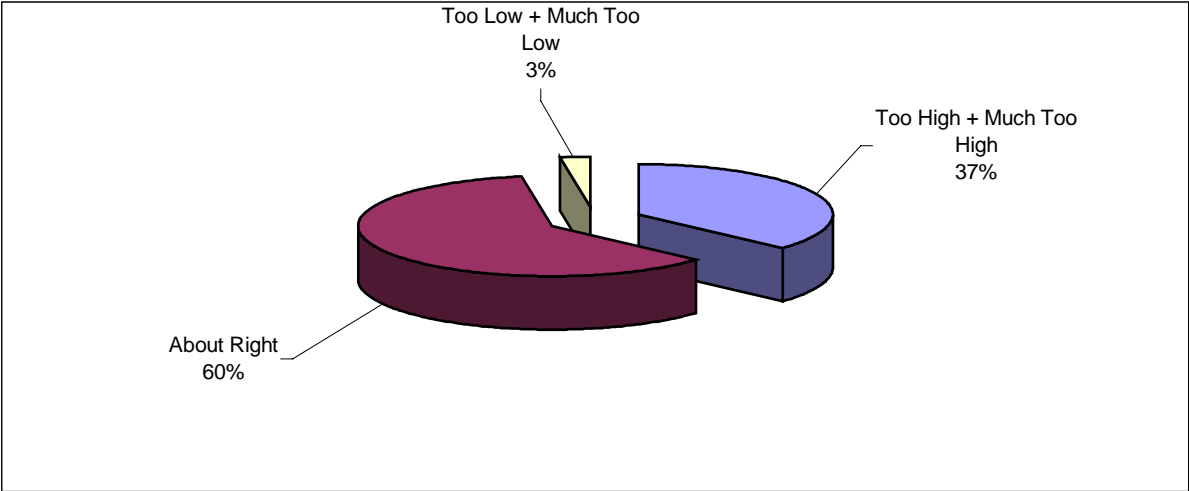
The findings of this survey suggest there may be a service gap when comparing current patterns of use with parents' perceptions of the type of service pattern that would suit them and their children best.

#### **Affordability of kindergarten education**

As indicated in Figure 12, 60% of parents rate kindergarten fees as 'about right' while 37% indicate the costs are too high. Comments from parents who considered current fees were too high included: "Fees are too high"; "All children should be able to access kinder education, so assistance for lower income families is essential" and "Research shows 0-5 years age group is vital in development. Cost is way too high".

While the majority of parents indicate fee levels are currently affordable, these findings support the need for additional funding so that the cost of kindergarten education can be reduced for those families who experience difficulties in meeting the cost of kindergarten education (for example, parents on health care cards and the lower income working families). The government should consider further expanding its recent initiative to target additional financial support by continuing to increase the kindergarten education fee subsidy for families who have a health care card. In addition, a program of financial support should be investigated and initiated for those who are not necessarily eligible for a health care card.

**Figure 12: Parent attitude to current level of kindergarten parent fees**



#### **4. Conclusions**

This KPV parent survey confirms that parents have very strong views about the importance of kindergarten education in preparing children for life and for their next step in moving to school. Parents highly value kindergarten education and hold views that are consistent with international research concerning the benefits of high quality kindergarten education for young children (Barnett 1995, 2002, Bracey and Stellar, 2003). Parents believe that kindergarten education is fundamental for life education and preparation for school. They believe kindergarten education should be affordable and available for all children for two years prior to school. These views echo the views of international experts such as Barnett (2003) who maintains that a characteristic of a high quality kindergarten program is the availability of the service to children from three years of age.

The responses and comments from parents in this survey further suggest that they make a number of life and family choices to ensure their children are able to attend sessional kindergarten programs. Parents in this sample make choices about the services they use based on their views about what is best for both the family and their kindergarten-aged children. Parents in Victoria, like their counterparts in Tasmania (Boardman, 2005), demonstrate that they make informed choices about the services they use. This KPV survey demonstrates two key points:

- There continues to be strong parent support for sessional kindergarten programs
- Parents are interested in more flexible program models that provide kindergarten education over a longer day.

Community kindergartens are viewed positively by parents for the way in which they enrich children and family life. While there is some level of interest in schools and childcare centres providing access to kindergarten education programs, the parent responses to this survey suggest that community kindergartens should be supported as a core provider of kindergarten education and other programs for children aged three to five years. More research needs to be conducted to determine the extent of the need for more flexible kindergarten models and the ways in which community-based services can successfully meet this need.

Parents are also convinced that the quality of the teacher has an impact on the quality of the program for their children. Parents regard the work of kindergarten teachers as being skilled and requiring a degree-level qualification as the minimum qualification for early childhood educators. Parents want to be engaged with the service and they want feedback from teachers about their child's progress. These perceptions are also consistent with a body of research that indicates that staff qualifications and their ability to engage with parents are important characteristics of quality in early childhood programs (Barnett, 2002) and the view that quality provision must take account of

factors such as program planning, quality of the environment as well as partnerships with children, families, staff and the wider community (Raban, Ure, Waniganayake , 2003).

Cost of services also appears to be an issue for a sizeable number of parents. Given that the Government has a commitment to kindergarten for all four-year-old children and that quality kindergarten education provision has a long-term impact on learning and developmental incomes there should be more financial support for kindergarten education, with the priority to initially target lower income families. Research also needs to be conducted to determine how many children are not able to access services due to family financial constraints.

In summary:

The key findings of this survey of parents are that:

- Kindergarten education is highly valued by parents
- Parents want to see more flexible kindergarten services, including both sessional and longer day models of delivery
- Parents want two years of kindergarten programs funded by the government with affordable fees for both three and four-year-old children
- Community-based kindergartens are highly valued as is the importance of strong parent involvement
- Parents place a high value on degree-level qualifications for kindergarten teachers
- Parents want accredited quality kindergarten programs that include reporting to them about their child's progress
- Additional financial assistance should be extended further so all lower income families can access kindergarten education for their children.

## **5.0 Recommendations**

The views expressed by parents about the value of kindergarten education and the roles of the qualifications of teachers in the quality of the program are consistent with international research. The results of this survey add weight to the finding of a recent report on parent choice in Tasmania indicating that parents are both knowledgeable and discerning about kindergarten and their children. This KPV survey further indicates that parents make many lifestyle adjustments to ensure their children can access kindergarten education. Parents make these adjustments because they believe kindergarten education provides their children with essential learning for life and for school preparation. KPV believes that more needs to be done to support parents to provide a good start for their children through improved kindergarten provision.

**On the basis of the information provided by parents in this survey it is recommended that:**

- **Kindergarten education receives greater community focus and as a priority, to increase investment in kindergarten education because of its benefits to children both throughout their life and as an essential step in preparing children for school.**
- **The range of flexible program options is further expanded, including longer day models, for parents to better balance child educational needs and family commitments. This may require access to additional resources, for example, funding to upgrade facilities in community kindergartens and other centres, in order to expand the range of programs available for parents and their kindergarten-aged children.**
- **KPV develops a more responsive approach to service planning, based on a neighbourhood model that maximises the use of existing kindergarten infrastructure, expands options for flexible service delivery and ensures all children access kindergarten education.**
- **Government extends its current funding so that all three and four-year-old children can access two years of kindergarten education prior to school entry. It is suggested the initial priority is fee relief for lower income families so they may access three and four-year-old kindergarten education.**
- **A system of quality accreditation be introduced for all centres delivering kindergarten education programs, to include requirements specifying:**
  - **High standard quality programs for children**
  - **Degree-qualified kindergarten teachers**
  - **Active involvement of parents**
  - **Formal feedback to parents.**

## 6.0 References

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## **Appendix 1 – About KPV**

**Kindergarten Parents Victoria (KPV)** was formed in 1990 to develop, promote and sustain early childhood education in Victoria. Today, it has a comprehensive membership from the broader children’s services industry, including kindergartens, cluster or group managers, childcare centres, local government and other organisations. KPV also represents the interests of parents and children to the community, government and other relevant bodies, ensuring they have a resonant, recognised voice. KPV provides a comprehensive range of management support to early childhood services. Membership consists of Victorian kindergarten committees, group employers and various other organisations associated with early childhood education. A board elected by members in accordance with the KPV constitution governs KPV.

### **1.1 MISSION**

KPV is the leading peak not-for-profit, non-government organisation that promotes, develops and sustains quality early childhood education

### **1.2 VISION**

Parents are vital partners in quality early childhood education.

### **1.3 VALUES**

KPV is committed to:

- High quality early childhood education and care for all children.
- Promotion of community and parental involvement in early childhood education and recognition of kindergarten educations as an integral part of the community.
- Ensuring volunteer parent committees are actively involved in the management and delivery of early childhood programs.
- Supporting the role of parents as primary educators of their children and the key role of early childhood professionals.
- Provision of increased government funding so that early childhood education is affordable and available for all families.