

KPV Vision 2011	ALP New Directions for Early Childhood Education
<p>Education for life</p> <p>Goal: Recognition of the intrinsic value of quality early childhood education and its role in improving life chances</p>	
<p>Outcomes</p> <p>Every child receives a quality early childhood education experience delivered by a four year, degree -qualified early childhood teacher</p>	<ul style="list-style-type: none"> • New <i>Early Childhood Education Act</i> will enshrine a universal right for all four-year-olds to access early play-based learning and development programs delivered by degree-qualified teachers. • Early Years Learning Framework will be developed and incorporated into the care that children receive. • As an investment, early childhood learning brings a high rate of return, considerably higher than educational investments in school age children or in people already of working age.
<p>Every child blooms in an environment rich with challenge, exploration and creativity</p>	<ul style="list-style-type: none"> • Early Years Learning Framework will be developed and incorporated into the care that children receive.
<p>Every child confidently moves to school with appropriate social, literacy, numeracy and physical skills</p>	<ul style="list-style-type: none"> • Early Years Learning Framework will have an emphasis on play-based learning, pre-literacy and pre-numeracy skills focusing on how to bridge the gap between care and learning.

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<p>Every child benefits from increased government investment in early childhood education.</p>	<ul style="list-style-type: none"> • Improving educational opportunities for young children is an important first step in having a smarter and more adaptable workforce into the future. • The economics of early childhood learning is supported by a commonsense logic: education is a life-long endeavour for all Australians. Educational experiences from childhood help form our attitudes and outlook in later years. • Participation in an early learning program provided by a four year degree-qualified early childhood educator. • Current early childhood structures and institutions are unco-ordinated and unevenly distributed. Education policy would be improved by the Commonwealth Government exercising a strong coordinating role in order to identify clear objectives, national standards, and provide a significant boost to investment. A stronger leadership role in early learning policy would result in greater economic growth. • The current low level of investment in early childhood learning primarily explains low participation. • New Commonwealth investment of \$450 million per year when universal access is achieved
<p>Universally inclusive Goal: Well resourced and accessible early childhood education for all children</p>	
<p>There is universal participation in two years of funded kindergarten education prior to school</p>	<ul style="list-style-type: none"> • Early learning programs expanded into areas of economic and social disadvantage, and especially into indigenous communities. • Early learning programs provided by four year degree qualified educators in stand alone preschools or kindergartens, integrated into long day care centres or delivered in partnership with Family Day Care schemes

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Kindergarten education fees are affordable for all families	<ul style="list-style-type: none"> • Fees and charges for early childhood services will not increase for parents as a result of expanded learning programs.
All children develop to their full potential; their background, abilities, language and culture respected	
There is support, resources and staffing to meet the diverse requirements of children with additional needs.	
Cohesive service system Goal: A coordinated and multi-disciplinary system	
There are strong and sustainable linkages and coordination between services and professionals	
Early years professionals work collaboratively to ensure cross disciplinary, child and family-centred practice	
A range of child and family services are located where families can easily access them	<ul style="list-style-type: none"> • Early learning programs will be delivered flexibly in preschools or kindergartens, integrated into long day care centres or delivered in partnership with Family Day Care schemes.

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There is a coordinated and resourced statewide system of early childhood education and learning	<ul style="list-style-type: none"> • Early Years Learning Framework will have an emphasis on play-based learning, pre-literacy and pre-numeracy skills focusing on how to bridge the gap between care and learning. • Over the longer term stand alone child care and preschools could become integrated into a national network of early learning centres (public, private and community based), where care and learning programs for three- and four-year-olds are joined and are supported by existing child care benefits and new funding for early learning programs.
Involved community Goal: A partnership between professionals, parents, families and children	
Parents are partners with early years professionals in providing quality early childhood education	
Active parent committees and parent participation in program delivery are central to community involvement with early childhood education	<ul style="list-style-type: none"> • Administrative arrangements underpinning reforms will not place a burden on providers so they can focus on providing high quality early education and care to children.
Knowledge and skills are shared between professionals, parents, families and children.	
Excellence and innovation Goal: Higher standards of teaching and programs	
A quality accreditation system for early childhood education enhances program delivery	

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A statewide early education curriculum framework based on children's intrinsic drive to learn through play	A commitment to a National Early Years Learning Framework to ensure consistency of development and learning.
All early education programs are delivered by qualified early childhood teachers	Delivery of play-based early learning by a four year degree qualified teacher
All services employ a proportion of degree qualified staff and each child's need for individual attention is supported by small groups and a high staff to child ratio	<ul style="list-style-type: none"> • Early childhood workforce strategy to train and retain more qualified staff: <ul style="list-style-type: none"> ○ 1,500 new fully funded university places in early childhood education; ○ 50% HECS remission for 10,000 early childhood graduates working in areas of need; ○ No TAFE fees for childcare trainees.
Staff are respected, valued, appropriately remunerated and have access to quality professional development	
Early childhood educators are innovative and continuously expand their knowledge and skills	
<p>Responsive and flexible</p> <p>Goal: Programs are adaptive to contemporary needs</p>	

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Community kindergartens are supported to provide a range of flexible and extended hours programs	<ul style="list-style-type: none"> • Early learning programs provided in stand alone preschools or kindergartens, integrated into long day care centres or delivered in partnership with Family Day Care schemes • Over time services encouraged to provide both early learning and care. • Additional capital assistance for centres co-located within primary schools with priority given to areas where existing infrastructure does not exist or is inadequate
Families have access to flexible early childhood settings that deliver quality early education programs	<ul style="list-style-type: none"> • Additional capital assistance for centres co-located within primary schools with priority given to areas where existing infrastructure does not exist or is inadequate
Early education programs meet changing family needs to balance work, home and life commitments	<ul style="list-style-type: none"> • Early learning programs provided in stand alone preschools or kindergartens, integrated into long day care centres or delivered in partnership with Family Day Care schemes
Government capital works funding updates ageing community buildings and supports flexible programs.	<ul style="list-style-type: none"> • Additional capital assistance for centres co-located within primary schools with priority given to areas where existing infrastructure does not exist or is inadequate