

**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

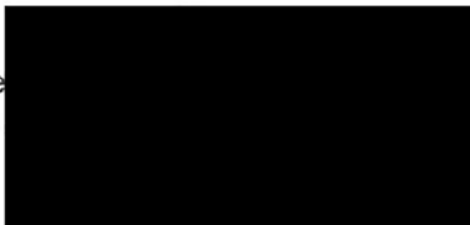
ATTACHMENT CK-3 TO STATEMENT OF CAROL ANN KELLY

Date of document: 30 September 2015
Filed on behalf of: State of Victoria
Prepared by:
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This is the attachment marked 'CK-3' produced and shown to **CAROL ANN KELLY** at the time of signing her statement on 30 September 2015.

Before me



**An Australian legal practitioner
within the meaning of the
Legal Profession Uniform Law (Victoria)**

Attachment CK 3

The Education State

Early Childhood Conversation Workbook

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Conversation Workbook

This workbook will assist you in having an informed discussion about the importance of early childhood to the Education State. Your consultation event should focus on questions around the following eight areas:

1. How Victoria is performing?
2. What needs to change?
3. Earlier engagement in learning
4. A boost to educational quality
5. More support for parents
6. More support for vulnerable and disadvantaged children
7. Better connections between services

Instructions

- Agree with your participants on which area/s you wish to focus your discussion.
- Work through the questions relevant to the area/s you have decided to consider.
- Record the responses in the worksheet provided.
- Submit your feedback via email to educationstate@edumail.vic.gov.au

How is Victoria performing?

Question 1:

What are the most important early childhood development outcomes, and why? How should we be measuring success?

How is Victoria performing?

Question 2:

What are your positive experiences of early childhood services? Have you had any negative or unhelpful experiences?

How is Victoria performing?

Question 3:

Looking at the Victorian early childhood system as a whole, what are our strengths, weaknesses and gaps?

What needs to change?

We have proposed five areas of reform to build on our strengths and respond to the challenges before us. The reform areas are:

- Earlier engagement in learning
- A boost to educational quality
- More support for parents
- More support for vulnerable and disadvantaged children
- Better connection between services

Question 4:

Are the challenges we face addressed by these areas of reform?

What needs to change?

Question 5:

Which of these reforms do you think are the most important, and why?

What needs to change?

Question 6:

Are there other areas that we should be focusing on?

Earlier engagement in learning

Enhancing educational opportunities and creating rich learning environments for young children during their early years pays dividends.

Question 7:

What are the priorities for this area of reform (refer page 12, Early Childhood Consultation Paper), and why?

Earlier engagement in learning

Question 8:

What is your experience of kindergarten programs, as a parent or educator?

Earlier engagement in learning

Question 9:

What do you think children need at different ages to thrive? How does this vary from child to child?

Earlier engagement in learning

Question 10:

How can we better meet the needs of all children to participate in good quality early learning?

Earlier engagement in learning

Question 11:

What role should Government, the community or parents play in investing in learning for children at a young age? Should these roles be different depending on whether the family is disadvantaged or vulnerable?

A boost to educational quality

Research shows us that it's not just when and how much children engage in education that matters; it's also the quality of that education. As with schooling, good-quality early childhood education and care is linked to strong outcomes for children's wellbeing and learning.

Question 12:

What are the priorities in this area of reform, and why?

A boost to educational quality

Question 13:

As a parent, what do you look for in determining the quality of an early childhood education and care service?

A boost to educational quality

Question 14:

As a parent, which factors did you take into consideration when choosing your early childhood service? For example, location, access, quality, service model, facility, program, staff, time of session (that is, did you feel as though you had a choice?).

A boost to educational quality

Question 15:

As an early learning professional, what's your experience of the quality of early childhood education and care services? What makes it easier or harder for you to deliver high-quality education?

A boost to educational quality

Question 16:

What can Government, service providers and early childhood educators do more of, or do differently, to improve the quality of early childhood education?

More support for parents

Parents and carers play the central role in supporting a child's wellbeing and learning – by providing a loving, responsive and intellectually stimulating environment. A child's home learning environment and the quality of their relationships with parents and caregivers have the strongest and most durable effects on their development.

Question 17:

What do you think are the priorities for supporting parents, and why?

More support for parents

Question 18:

As a parent, what are your experiences of services that support parenting? How easy were they to access? Was there a time when you needed more parenting support than was on offer?

More support for parents

Question 19:

As a professional working with parents, what are the highlights and challenges of your role?

More support for parents

Question 20:

What can government, services and professionals do differently to better support positive parenting that nurtures children and supports their health, wellbeing and learning and development?

More support for vulnerable and disadvantaged children

Left unaddressed, vulnerability and disadvantage can severely reduce a child's chances of living a fulfilling, healthy and productive life, with knock-on effects on social, health and justice services, and GDP.

The challenge for Victoria is that the current system of supports for vulnerable and disadvantaged children is complex and split across multiple programs and services. Eligibility for additional support is often based on age, rather than need. It is important that key services are available to vulnerable and disadvantaged families where they are located and for as long as they are required.

Question 21:

What do you think are the priorities in this reform area, and why?

More support for vulnerable and disadvantaged children

Question 22:

What is your experience of services designed to help vulnerable or disadvantaged families, as someone who received a service or as a professional providing the service?

More support for vulnerable and disadvantaged children

Question 23:

What can government, the community sector, services, and parents do more of, or differently, to support vulnerable and disadvantaged children to have strong health, wellbeing, learning and development?

Better connections between services

How well a child is developing depends on a range of interconnected factors, including child and adult education, family functioning, health and wellbeing, and housing. Better connected, integrated, accessible and flexible services will ensure all families are engaged with the right services to help them achieve the best outcomes for their children.

Question 24:

What do you think are the priorities for better connecting, integrating and funding services, and why?

Better connections between services

Question 25:

What are your experiences of services that have been effective in joining together to improve the outcomes for a child?

Better connections between services

Question 26:

What can government, services and professionals do differently to better connect and integrate services? What are the key barriers and enablers?

Better connections between services

Question 27:

Each level of government is involved in funding, delivering or regulating early childhood services. How could they work better together to ensure the delivery and effectiveness of these services?

Better connections between services

Question 28:

How can government improve connectedness and transitions across all stages of the education service system – early childhood, schools and tertiary education?

Other Comments

Please provide any other feedback, comments or ideas you may have about the ideas in the Early Childhood Consultation Paper.

Conversation Form

Contact details

As a host please ensure that you fill out the following details about your consultation event.

Host personal information

- Full name:
- Position title (if applicable)
- Early childhood service//organisation (if applicable)
- Phone number:
- Street address:
- Suburb:
- Postcode:
- Email address:

Event information

Date/time of conversation:

Location of conversation:

Number of attendees:

Overview of attendees:

- Early childhood educators
- Early childhood service providers
- Parents
- Indigenous Victorians
- Members of the general community
- Alternative carers
- Culturally and linguistically diverse Victorians
- Business representatives
- Parents of a child with a disability
- Other (please specify)

Please submit your feedback via email: educationstate@edumail.vic.gov.au

Thank you very much for your time.

Privacy Statement

The Department of Training and Education (DET) is committed to protecting the privacy of personal information.

The personal information in your comments or submission is collected by the DET to administer a public consultation process only. For transparency and accountability, your comments or submission may be published on the DET consultation website which is accessible worldwide. Any person may view your comments or submission.

All comments and submissions are public documents and maybe accessed by any member of the public unless you request and your comments are given confidential status. You can request access to your personal information by contacting the DET's Freedom of Information Unit by telephone (03) 9637 0000.

Privacy options

Please select an option:

- Comments made in my/our feedback are being made by an early childhood service/organisation and I understand that it will be disclosed and/or published, including the name of the school/organisation.
- I agree that my group's feedback can be published openly with my name and suburb/town but no other detail
- I request my group's feedback is to be published anonymously with my suburb/town but no other details
- I request that my group's feedback not be published and my comments or submission will only be disclosed to DET officers and any working group formed to consider the Education State.

Important: Selecting the last option in the privacy options above does not guarantee that confidentiality will be granted. DET will consider requests for confidentiality on a case-by-case basis. Please provide reasons why your comments should not be disclosed and/or published and also state whether you would like your comments or submission to be published anonymously or withdrawn if you are not granted confidentiality.