Connections that Count is a collection of websites, useful links and vignettes compiled for our early childhood education and care and schooling sector, birth to eight.

Our interest in pulling this resource together stemmed from research that suggests improving outcomes for children and families requires organisations who value optimal education, health and wellbeing for children to **find new ways of working together**.

**Policy Brief No17: Integrating Services for Young children and their families.** (Centre for community Child Health (2009))

By ‘connecting the dots’ that suit your community needs, working with each other in a succinct way, you have the ability to create your perfect early childhood picture. This resource will help you begin to find your community partners and start connecting dot to dot. The more dots you connect, the clearer the picture.

“Schools do not exist in isolation – they are often the central hub of their community. Schools should leverage their position in the community to work together with other community members, for the benefit of all”

DET Parent and community Engagement Framework

**We all share the same goal of achieving the ‘best possible outcomes for families and children’, isn’t it time we shared our resources as well?**

Unless explicitly attributed, the opinions expressed within the websites listed do not necessarily represent the official position or opinions of the State of Queensland or the Department of Education and Training

Link not working? To ensure our listing remains purposeful and up-to-date, please email suggestions, discrepancies or broken links to Irene.GOODRICH@det.qld.gov.au with the word ‘connections’ in the subject area of the email.
FORWARD

With a greater focus on the early years at a state and regional level, the importance of ‘transition’ from birth into the early years of formal schooling is an integral component of the message from the Director General, Jim Watterston. The Department of Education and Training Strategic Plan 2016–2020 emphasises the importance of children making successful transitions to school, as a key priority of the early years.

The transition process cannot be Seamless as it is a significant time of change. Rather, it should be seen as a time to facilitate and support children and the family to adjust to the many and inevitable changes they will experience from birth. The transition process recognises, builds on, and supports the child’s experiences prior to entering through the school gate. Together, this will ultimately ensure continuity of and engagement with learning. Advancing Education outlines that as a state it is our responsibility to “give our young children a positive start to their early development and lifelong learning journey.”

As Director of Early Childhood Education and Care in Far North Queensland, it gives me pleasure to introduce this information booklet “Connections That Count”. Connections That Count provides early childhood professionals, early learning networks and stakeholders with access to knowledge and information to assist them on their journey in creating a common early childhood language between early year’s services, communities, and schooling. A common language puts us all on the same page assisting us to work towards the same goals.

Through making connections, building reciprocal partnerships and engaging in professional conversations, community agencies, early year’s services, and schools can build upon their community data story to collaboratively prioritise their work co-designing and implementing locally responsive strategies and actions with ongoing reflection. Such a process will value add to the experiences of children and their families with opportunities for optimal transition from birth into the early years of formal schooling and orientation into schooling –“the five years last forever”.

The state-wide recognised early year’s mantra is that all stakeholders in a young child’s life open their doors and form strong focused partnerships. Furthermore, that all stakeholders collaborate, connect, and co-design evidence based plans to ensure continuity and the best possible outcomes for all children and families!

Ready Family + Ready Communities + Ready ECEC Services + Ready Schools = Ready children, ready to engage in sustained and optimal learning Child

April SCHIPKE
Director
Early Childhood Education and Care
Far North Queensland
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Why the early years?

There has been a rethinking, a broadening, of what constitutes school readiness. Research based theory suggests that we cannot expect children to be school ready simply by addressing age and skill criteria. Research on the ‘ecology of the child’ and on ‘brain development’ suggests school readiness begins well before the child’s first day at school.

Our babies are born with 100 billion neurons; these neurons form connections or pathways through synapses or ‘wiring’. The wiring of our brain begins prior to birth and by the age of three a child has 1000 trillion synapses. Although the connections continue to form throughout life, they have reached their highest density by this age; furthermore the brain is about 80% of the adult size. ‘The time the brain is most vulnerable to influences is in the earliest months and years of life!’ www.Braininsightsonline.com

“A baby born with a potential for greatness encoded in his genes may turn out to have a gift for logic or a brilliant criminal mind, the direction defined by his early experiences.”
Source http://www.ag.ndsu.edu.pubs

A child’s health and wellbeing is influenced by their social ecology. This nestled arrangement of family, community, school and economic policy shapes who a child is and is becoming. The character of the communities in which children live, including the economic climate and accessibility of appropriate services, has significant influence on children’s development. (AEDC community profile 2012)

Given the interdependence between the child’s social ecology and brain development, the education and care of our children begins with a psychological insight into the child’s capacities, interests and habits that have formed, and are forming, well before they begin formal schooling.

WHY? Early intervention and community engagement recognises and acknowledges the significance of the early years and how we as a community play a vital role in supporting who our children are and are becoming.
What do we wish to achieve?

There is much research in support of schools, families, and communities working together to create better outcomes for their community of children. We know a child has an ‘ecology’ that influences who they are and are becoming, so too has a community. When schools and services acknowledge and embrace the uniqueness of their families and community (of whom the services and school are an integral part), and utilise their ‘data story’ to adapt policy and procedure accordingly, research confirms (Bryk and Schneider, 2002) that schools are indeed reflections of their local community and that schools improve as communities improve.

The Ready Child Equation (Rhode Island Kids Count, 2005) emphasises the importance of families, communities, early childhood services and schools working together collaboratively to ensure children arrive at school ready to engage as lifelong learners.

... it is evident that the overall health and development of Australian children has implications for their success at school, and consequently there is a need for greater interagency collaboration to reduce the gap in service delivery between birth and school.

Australian Early Development Census (AEDC) provides a national measure to monitor Australians children’s development. Data is collected every three years during the child’s prep year. This data provides a comprehensive understanding of the state of early childhood development in Australia. According to the census, 22% of children starting school are ‘developmentally vulnerable’ in one of more of the five domains. https://www.aedc.gov.au/

What? We aim to establish a culture of collaboration through community networks – with the intent to effectively address the health, education, and social/emotional wellbeing of children aged birth to eight years and their families.
How will we get there?

We plan to achieve our goal of improving the health, educational, and social/emotional wellbeing of children aged birth to eight years, by establishing consultative Early Childhood Community Networks (ECCN) whereby cross-service collaboration and sharing of knowledge, projects, initiatives and resources are encouraged.

Members of the ECCN will be early childhood teachers and professionals from both the early childhood sector (0 to 5) and primary schooling, as well as, were applicable, parents and other relevant stakeholders. Meeting times, length and membership will be agreed upon by the group and recorded in the group’s Terms of Reference. Geographical locations will be based loosely on the FNQ Region Primary School DET location map.

(Appendix 1 – Draft Terms of Reference; Appendix 3 – Connections that Count Framework; Appendix 5 – Suggested Meeting Format; Appendix 6 – Community Assets)

At a community level, these networks will set localised goals, co-designing and delivering solutions and activities that address the groups ‘purpose’ recorded in their Terms of Reference. (Appendix 8 – Goal Setting, Planning Template). These goals will be established based on data, theory and research collated specifically with the group’s geographical scope in mind. (This booklet, ‘Connections that Count, houses information and links to websites that may be useful beginnings for the group)

To ensure sustainability of the networks and maintain motivation, groups are encouraged to assess the effectiveness and efficiency of a program or activity in relation to the original purpose or goals. (Appendix 7– Using Data to Monitor and Evaluate)

To extend our reach and capitalise on achieving our overall goal of improving the health, education, and social/emotional wellbeing of children aged birth to eight years, the group will subsequently share discoveries and learnings via the Far North Queensland Early Childhood Network (FNECN) Advisory Committee. Each ECCN will be facilitated by a representative from the FNECN Advisory Committee. The FNECN Advisory Committee member will become the interface between the two. To assist groups to ensure their meeting goals are in line with the needs of children from birth to eight years and their families, ECCN are invited to present their Terms of Reference to the FNECN Advisory Committee via this communication line.

HOW? With support from FNECN and its advisory committee members, we will establish and support contextualised Early Childhood Community Networks that will work together to empower and strengthen the capacity of each local community of children and families.

Seamless Transition for Early Childhood to School often are complicated by difference in approaches, teaching styles and structures in primary schools and early childhood settings. The greater the gap, the more difficult the transition (UNICEF 2012) ideally, there would be close collaboration across this transition, with educators meeting and sharing information about learning materials and activities, and assessment approaches and outcomes.

Policy Insights, May 2016 – Five Challenges in Australian School Education (page 21)
### Legislation and Governance

1. **Website**

   **Website**

   **Newsletter**

   **ACECQA** is an independent national authority, based in Sydney. ACECQA guides the implementation of the National Quality Framework for Early Childhood Education and Care nationally and ensures consistency in delivery. [http://www.acecqa.gov.au/](http://www.acecqa.gov.au/)

2. **Website**

   **Website**

   **Australian Early Development Census**

   **AEDC** is a population measure of young children’s development; it provides a snapshot of how children are developing by the time they reach school. Data is collected by the child’s teacher in the first year of formal full time schooling. The census occurs nationally every three years in May. [https://www.aedc.gov.au/](https://www.aedc.gov.au/)

3. **Website**

   **Website**

   **Newsletter**

   **The Department of Education, Training** is committed to ensuring Queenslanders have the education and skills they need to contribute to the economic and social development of Queensland.

   The department delivers world-class education and training services for people at every stage of their personal and professional development. We are also committed to ensuring our education and training systems are aligned to the state’s employment, skills and economic priorities.


4. **Website**

   **Website**

   **Australian Government Department of Human Services**

   **Department of Human Services** - Provide a range of payments and services that help families look after their children’s education and health care, and any family issues that may come up along the way. e.g. Child care benefit, (Medicare, Centrelink)


5. **Website**

   **Website**

   **My School**

   **My School** is a resource for parents, educators and the community to give readily accessible information about each of Australia’s just over 10,000 schools and campuses. [https://myschool.edu.au/](https://myschool.edu.au/)

   My School now has eight years of data enabling fair comparisons to be made among schools serving students from similar socio-educational backgrounds, using the index of community socio-educational advantage (ICSEA). It is ICSEA that enables fair comparisons to be made between schools with similar students.

6. **Website**

   **Website**

   **mychild.gov.au**

   **The mychild website** is Australia’s online child care portal. On this website you will find information on different types of child care and how to get assistance with the cost of child care. Service assessment and rating results are also found on this site.


7. **Website**

   **Website**

   **Working with Children Check** - The blue card system, has transferred to the Public Safety Business Agency. The blue card website and phone, fax and postal addresses remain the same.

| 1 | Website | The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. [http://www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/) |
| 4 | Document | EYLF languages other than English and other supportive resources [https://docs.education.gov.au/search/site/early%2520years%2520learning%2520%2520framework?page=1](https://docs.education.gov.au/search/site/early%2520years%2520learning%2520%2520framework?page=1) |
|   |   | Foundations for Success is a practical guideline to extend and enrich learning for Aboriginal and Torres Strait Islander children in the kindergarten year. The guideline supports educators to implement a program that connects with families and communities and builds on the cultural knowledge, strengths and perspectives of Aboriginal and Torres Strait Islander children. [http://deta.qld.gov.au/earlychildhood/pdfs/ripd(foundations-for-success.pdf](http://deta.qld.gov.au/earlychildhood/pdfs/ripd(foundations-for-success.pdf) |
|   |   | Acknowledgement of Country on this page. |
6 Document

My Time, Our Place – Framework for School Age Care

school aged care framework based on the Early Years Framework -Being Belonging Becoming


Educators Guide to MTOP


7 Website

Queensland Curriculum and Assessment Authority

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. We provide Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services for Queensland schools. The QCAA was established on 1 July 2014, replacing the Queensland Studies Authority (QSA)


8 Document

Queensland Curriculum Learning Guidelines

The Queensland kindergarten learning guideline (QKLG) provides advice for planning, interacting with children, monitoring and assessing, and sharing information in kindergarten contexts.


The Continua of learning and development is a resource that helps teachers assess, reflect and make evidence-based judgments about children’s learning progress. This information is used to plan ways to promote continuity of children’s learning and development.


9 Document

Te Whāriki

Te Whāriki is the Ministry of Education’s early childhood curriculum policy statement. Te Whāriki is a framework for providing tamariki/children’s early learning and development within a sociocultural context. It emphasises the learning partnership between kaiako/teachers, parents, and whānau/families. Kaiako/teachers weave an holistic curriculum in response to tamariki/children’s learning and development in the early childhood setting and the wider context of the child’s world.

1. **Newsletter**  
[Image 556x758 to 595x803]


2. **Website**  
[Image 114x356 to 301x764]

**Early Childhood Australia (ECA)** has been a voice for young children since 1938. They are the peak early childhood advocacy organisation, acting in the interests of young children, their families and those in the early childhood field. ECA advocates to ensure quality, social justice and equity in all issues relating to the education and care of children aged birth to eight years.  

3. **Website**  
[Image 119x152 to 278x287]

**ECTA** provides professional development, information and networking to all colleagues working in early childhood settings.  

4. **Website**  
[Image 153x299 to 259x352]

**The Early Years Count** tips and activists to support early childhood early learning and development.  

5. **Website**  
[Image 119x152 to 278x287]

The **Montessori** approach fosters children’s love of learning and encourages independence by providing an environment of activities and materials which children use at their own pace. This builds self-confidence, inner discipline, a sense of self-worth and instils positive social behaviour. The approach forms the basis for lifelong learning.  

6. **Website**  
[Image 153x299 to 259x352]

**QCAN** is the peak body for Outside School Hours Care Services throughout the State of Queensland. We are leading the School Age Care sector in this State to implement the National Quality Framework. QCAN maintain an active membership base of over 90% of the approved OSHC services in Queensland.  

7. **Website**  
[Image 153x299 to 259x352]

The **Queensland College of Teachers** works with teacher employers, teacher unions, universities and teachers themselves to ensure that only qualified and suitable people are employed to teach in our schools. All school teachers in Queensland must be registered with the QCT  
[http://qct.edu.au/](http://qct.edu.au/)

8. **Website**  
[Image 153x299 to 259x352]

**Raising Children Network** is the complete parenting resource for all stages from pregnancy to newborns to teens. Offering research-based content on hundreds of topics for children and grown-ups.  
[http://raisingchildren.net.au/](http://raisingchildren.net.au/)
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<td>Reggio Emilia Australia Information Exchange (REAIE) draws on the Reggio Emilia experience as the ongoing catalyst for thinking, research and advocacy in Australian educational settings. REAIE has a vision for a just and civil society that values our shared humanity, fosters strong democratic communities, recognises the uniqueness of each individual and appreciates diversity. <a href="https://www.reggioaustralia.org.au/">https://www.reggioaustralia.org.au/</a></td>
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<td>Steiner Education Australia supports, advocates, promotes and represents the free and healthy development of Steiner education in contemporary, diverse contexts. <a href="http://steinereducation.edu.au/">http://steinereducation.edu.au/</a></td>
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<td>A national non government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children. <a href="http://www.snaicc.org.au/">http://www.snaicc.org.au/</a></td>
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<td>the Australian Indigenous Governance Institute. AIGi is an independent, non-government, not-for-profit organisation that is a centre of knowledge and excellence in governance. AIGi connects Indigenous groups, individuals and organisations to world-class best-practice expertise and knowledge, with a focus on building sustainable, effective and legitimate governance on the ground. <a href="http://www.aigi.com.au/">http://www.aigi.com.au/</a></td>
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## Transition Programs and Information

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<td>The Abecedarian Approach Australia is one of the few evidence-based, proven programs that integrates basic principles of human learning and development into a fun, affordable, and effective approach to early childhood education.</td>
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<td><a href="https://3a.education.unimelb.edu.au/about-the-abecedarian-approach">https://3a.education.unimelb.edu.au/about-the-abecedarian-approach</a></td>
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<td>Original Project: <a href="http://abc.fpg.unc.edu/">http://abc.fpg.unc.edu/</a></td>
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<td>Butterfly wings promotes intentional and effective interactions between an educator (or parent) and a child. Butterfly wings provide professional development workshops for Early Years Educators, families and members of the community. We use song, rhyme, oral storytelling and multisensory activities! (Also offer Koala Joey's)</td>
<td>Fee for Service</td>
<td></td>
<td><a href="http://www.butterflywingsearlyyearsconsultancy.com.au/">http://www.butterflywingsearlyyearsconsultancy.com.au/</a></td>
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<td>3</td>
<td>Continuity of Learning: A resource to support effective transition to school and school age care has been produced by the Australian Government Department of Education. This resource has been developed by Charles Sturt University’s Educational Transitions: Continuity and Change research team led by Professors Sue Dockett and Bob Perry, who wish to acknowledge the valuable contribution from a wide range of early childhood, school age care and school settings, and their children, families, educators and communities.</td>
<td>Document</td>
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<td><a href="https://docs.education.gov.au/system/files/doc/other/pdf_with_bookmarking_-_continuity_of_learning_-30_october_2014_1_0.pdf">https://docs.education.gov.au/system/files/doc/other/pdf_with_bookmarking_-_continuity_of_learning_-30_october_2014_1_0.pdf</a></td>
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<td>4</td>
<td>The eKindy program is a comprehensive ‘at home’ kindergarten program for children in the year before Prep. The program is supported by a qualified early childhood teacher and covers 15 hours of Kindergarten for 40 weeks a year (school terms only). The program aligns with the early years learning framework and the Queensland kindergarten learning guideline.</td>
<td>Website</td>
<td></td>
<td><a href="https://brisbanesde.eq.edu.au/Curriculum/ekindy/Pages/ekindy.aspx">https://brisbanesde.eq.edu.au/Curriculum/ekindy/Pages/ekindy.aspx</a></td>
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<td>5</td>
<td>The Families as First Teachers program. Through play based learning, a qualified FAFT facilitator supports families to engage in educational literacy and numeracy activities with their children by encouraging parents to become involved in ‘make and take’ activities. Australia</td>
<td>Fee For Service</td>
<td></td>
<td><a href="http://indigenous.education.qld.gov.au/school/faft/Pages/default.aspx">http://indigenous.education.qld.gov.au/school/faft/Pages/default.aspx</a></td>
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<td>6</td>
<td>The Home Interaction Program for Parents and Youngsters (HIPPY) is a home-based early learning and parenting program for families with young children. Families start HIPPY the year before their child starts school (usually around 4 years old) and continue during their first year of school. HIPPY is a voluntary program and is free for families.</td>
<td>Website</td>
<td></td>
<td><a href="http://hippyaustralia.bsl.org.au/">http://hippyaustralia.bsl.org.au/</a></td>
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</tbody>
</table>
### Kids Matter

Kids Matter TRANSITION resources will give you practical ideas and strategies to help your child make a successful start to school. You will be able to watch a series of KidsMatter videos, as well as access information sheets and other practical resources. To get the most out of the videos it can be helpful to watch them in sequence (1-6) or you might prefer to choose the ones most relevant to you. The information sheets are also available to download as one.

http://www.kidsmatter.edu.au/families

### Let’s Read

Let’s Read is a national early literacy initiative that promotes reading with children from birth to five years.

Let’s Read’s vision is for all Australian children share books, stories, songs and nursery rhymes every day from birth with the important people in their lives. [http://www.letsread.com.au/](http://www.letsread.com.au/)

### Linking Schools and Early Years (LSEY)

Linking Schools and Early Years (LSEY) approach enables communities to work together to provide a continuum of learning and support for children and their families. By working together, in a community partnership approach, communities are able to create learning environments and opportunities that are responsive to individual children and their families.

http://www.rch.org.au/lsey/

### Pal

PaL is a resource based program which uses commercially available children’s picture story books as the base and springboard for each kit. The program is developmentally sequenced across two year levels, with children (aged 3 ½ – 5 yrs) beginning Level 1 in the year before formal schooling and moving onto Level 2 the following year.[http://parentsandlearning.com/](http://parentsandlearning.com/)

### Petriwskyj, Anne (2013) Pedagogies of inclusive transition to school.


Link to eprint document on QUT website

### Playgroup

Playgroup: As a charitable organisation, their Mission is to create and provide opportunities for every child to learn through quality play experiences while supporting parents in their role as first teachers.


### Policy Brief: Rethinking School Readiness


### School Readiness- Australian Research Alliance for Children and Youth

School Readiness – A Conceptual Framework:
This paper presents a broad concept of school readiness, describing in detail three dimensions: children’s readiness for school; schools’ readiness for children; and families’ and communities’ readiness for school. It then proceeds to provide a rationale for the importance of school readiness, not just for individual children, but also for societal and national development more generally. Finally, the paper makes a strong case regarding the costs of inaction for children, families, communities and countries, and addresses international strategies for action.


Starting School – Tips for Facilitating Sessions.
A resource book for schools designed to be read before running a Starting School session with families. Contains background information to assist Session Leaders in delivery.


Transition to School Resource
Website developed by Early childhood Intervention Australia (NSW chapter) Uses the Ready Child Equation (Rhode Island Kids Count, 2005)
http://www.transitiontoschoolresource.org.au/tts

Getting Ready – findings from the national School Readiness Indicators Initiative
Ready Child Equation in depth explanations of study
http://www.rikidscount.org/

Successful Transition - Website

The Supporting successful transitions: School decision-making tool supports schools in meeting a core outcome of the department’s Strategic Plan 2014 –2018, and the vision of Every student succeeding – State Schools Strategy 2014–2018. This tool provides a framework for school reflection on current transition practices. It is designed to assist schools in strengthening their approach to transition and their selection of transition-to-school strategies.


Step up into education is a Queensland Government commitment to better prepare and support children to make the transition to school, and to support parents to become involved in their child’s education. Under the Step up into education initiative 24 Queensland Schools from areas of disadvantage are receiving funding to deliver school readiness and transition initiatives to suit the needs of their local community.

http://education.qld.gov.au/schools/stepup/

Successfully transitioning a child with Autism Spectrum Disorder

Promoting Your Kindergarten Service

Kindergarten promotion in various languages

Parent Resource Sheets
### Strategic Planning Documents

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<th>Document</th>
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Advancing Education, an action plan for education in Queensland

National School Improvement Tool
https://www.acer.org/files/NSIT.pdf

Australian Professional Standard for Teachers
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| 1 | ![Center for Relational Learning](image1) | **Community/Outward facing Schools**
   | The site offers a listing of services. It works as a resource and guide to: improving teaching and learning relationships, building educational partnerships, and developing the skills and dispositions needed for relational leadership.
   | **Schools and Communities Working Together: Best Practice and International Trends** (paper) |
| 2 | ![Catholic Education Melbourne](image2) | Catholic Education Melbourne, **The family-school partnerships** initiative is to support schools to build and strengthen links with families and the local community to improve student learning and wellbeing outcomes.
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<tr>
<td>1</td>
<td><a href="http://www.actforkids.com.au/">Act for Kids</a></td>
<td>Established as the Abused Child Trust in 1988, Act for Kids have grown from just one part-time therapist to a team of almost 200. Services have expanded to include intensive therapy, support for vulnerable families at risk, special workshops to empower kids to speak out and safe houses in remote Indigenous communities.</td>
</tr>
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<td>2</td>
<td><a href="http://www.autismqld.com.au/">Autism Queensland</a></td>
<td>Autism Queensland is a community based organisation dedicated to bringing about positive change in the lives of children and adults with ASD. We are Queensland’s oldest and most experienced provider of specialised education, training and support services for people with ASD and their families, drawing on expertise gained over more than 45 years.</td>
</tr>
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<td>3</td>
<td><a href="http://www.earlyyearsconnect.com.au/">Early Years Connect</a></td>
<td>Early Years Connect provides information, advice and connections to help early childhood education and care educators in Queensland to support children with complex additional needs. When we work together—educators, children, families and other professionals—we can provide children with the best start in life.</td>
</tr>
<tr>
<td>4</td>
<td><a href="http://www.inclusionsupportqld.org.au/home">Inclusion Support, Queensland</a></td>
<td>Inclusion Professionals will support educators to learn more about inclusion, access ISP supports and support diversity. We support all Australian Government funded services including LDC, FDC, OSHC, Vacation Care, Mobile and Budget Based Funded services.</td>
</tr>
<tr>
<td>5</td>
<td><a href="https://www.ndis.gov.au/about-us/our-sites/qld/5-things-about-ndis-qld.html">National Disability Insurance Scheme (NDIS)</a></td>
<td>National Disability Insurance Scheme (NDIS) will progressively roll out across Queensland over a three year period. From 1 January 2016, early transition to the NDIS has been available in the Local Government Areas of Townsville City and Charters Towers Regional Council for children and young people (0-18 years) and all eligible people from Palm Island Aboriginal Shire. From 1 July 2016, the NDIS will roll out across the rest of Queensland geographically.</td>
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<td></td>
<td>Website</td>
<td>Description</td>
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<tr>
<td>1</td>
<td>The Alberta Family Wellness Initiative</td>
<td>Facilitates research into early brain development, and addiction and mental health treatment; and applies this research to policies and practices that support positive lifelong health outcomes. We connect and collaborate with leaders in policy, research, education, and service delivery to turn scientific discoveries and insights into measurable results.</td>
</tr>
<tr>
<td>2</td>
<td>Australian Research Alliance for Children and Youth – ARACY helps children achieve a better life.</td>
<td>They focus on prevention, heading off problems before they arise. They do this by discovering and spreading news on what research tells us are the best practical ways to overcome disadvantage early and set children on a positive future path.</td>
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<td>3</td>
<td>Asthma Australia – Information and support for young children and families with Asthma – Action plans and information</td>
<td>The Australasian Society of Clinical Immunology and Allergy (ASCIA) is the peak professional society of clinical immunology and allergy specialists in Australia and New Zealand. ASCIA has been developing educational information about allergy and other immune diseases for the public and health professionals since the year 2000. This includes ASCIA Action Plans (since 2003) and ASCIA anaphylaxis e-training courses (since 2010), that are used throughout Australasian schools and childcare services.</td>
</tr>
<tr>
<td>4</td>
<td>The Australian Breastfeeding Association (ABA) is Australia’s largest breastfeeding information and support service. Breastfeeding is a practical, learned skill and ABA help more than 80,000 mothers each year. ABA also provides up-to-date information and continuing education for thousands of health professionals working with mothers and babies.</td>
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<td>5</td>
<td>The Center on the Developing Child’s diverse activities align around building an R&amp;D (research and development) platform for science-based innovation, and transforming the policy and practice landscape that supports and even demands change. We do this because society pays a huge price when children do not reach their potential, because half a century of policies and programs have not produced breakthrough outcomes, and because dramatic advances in science are ready to be used to achieve a promising future for every child.</td>
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</table>
The Department of **Communities, Child Safety and Disability Services** is a Queensland Government agency committed to promoting and supporting excellence in the delivery of human services to Queenslanders. Its stated purpose is to strengthen and protect the well-being of Queenslanders, particularly those who are vulnerable and most in need.


**Kidsafe** is a non-government, not-for-profit charitable organisation, dedicated to preventing unintentional childhood injuries and reducing the resulting deaths and disabilities associated with injuries in children under the age of 15 years.


**KidsMatter** is a mental health and wellbeing initiative for children. KidsMatter Early Childhood works with early childhood education and care services to support the mental health and wellbeing of young children, their families and early childhood educators using a promotion, prevention and early intervention framework.

**KidsMatter Primary** provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.


**Murdoch Children’s Research Institute** is the preeminent child health research institute in Australia, and is recognised globally for its child health discoveries.

Researchers at the Institute work side-by-side with doctors and nurses from our campus partners The Royal Children’s Hospital and the University of Melbourne’s Department of Paediatrics. This provides our researchers with much greater interaction with patients for research and gives us the ability to more quickly translate research discoveries into practical treatments for children.


**Child Development & Parenting Australia** Raising Children with Positive Parenting. Parenting ideas use a parenting Australia approach for child development, to help families successfully raise confident, happy and resilient kids. With plenty of positive parenting ideas to remove the trial and error from raising children.


**Queensland Health** - Find health and wellbeing information for the public including links to cancer screening and information about preventative health and some common topics. There is also specific health information for certain population groups, for business and industry, and schools and other educational facilities. You can find out about our forensic and public health science services, and environmental health.


**The Royal Children's Hospital** improves the health and wellbeing of children and adolescents through leadership in healthcare, research and education.

Ted Talks, Vignettes and YouTube

1. **YouTube**
   - **Building Adult Capabilities to Improve Child Outcomes – A theory of Change**
     - This 5-minute video depicts a theory of change from the Frontiers of Innovation community for achieving breakthrough outcomes for vulnerable children and families. It describes the need to focus on building the capabilities of caregivers and strengthening the communities that together form the environment of relationships essential to children’s lifelong learning, health, and behavior.
     - [https://youtu.be/urU-a_Fs5SY](https://youtu.be/urU-a_Fs5SY)

2. **YouTube**
   - **BRAIN BUILDERS**
     - The Alberta Family Wellness Institute developed the video with considerable input from our partners at the Harvard Center on the Developing Child and the FrameWorks Institute. Using metaphors developed by FrameWorks and tested with audiences both in the US and in Alberta, "How Brains are Built" infuses core story concepts with energy, accessibility, and high fidelity to the science.
     - [https://youtu.be/LmVWOe1ky8s](https://youtu.be/LmVWOe1ky8s)

3. **YouTube**
   - **Change the First Five Years and You Change Everything.** A four minute vignette depicting how if we invest in programs that promote learning beginning at birth, the statistics will change, the stories will change, the future will change.
     - [https://www.youtube.com/watch?v=GbSp88PBe9E](https://www.youtube.com/watch?v=GbSp88PBe9E)

4. **Ted Talk**
   - **The Economic case for Preschool - Timothy Bartik** makes the macro-economic case for preschool education — and explains why you should be happy to invest in it, even if you don’t have kids that age (or kids at all). The economic benefits of well-educated kids, it turns out, go well beyond the altruistic.
     - [https://www.ted.com/talks/timothy_bartik_the_economic_case_for_preschool](https://www.ted.com/talks/timothy_bartik_the_economic_case_for_preschool)

5. **Vignette**
   - **How Great Leaders Inspire Action:** Simon Sinek has a simple but powerful model for inspirational leadership all starting with a golden circle and the question "Why?" His examples include Apple, Martin Luther King, and the Wright brothers...
     - [http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

6. **Vignette**
   - **Learning Together: engaging parents and families in school learning**
     - **Student Wellbeing Action Plan**
     - [https://www.youtube.com/watch?v=LG6ih4Dfew0](https://www.youtube.com/watch?v=LG6ih4Dfew0)
### Linking Schools and Early Years (LSEY) approach

The LSEY approach enables communities to work together to provide a continuum of learning and support for children and their families. By working together, in a community partnership approach, communities are able to create learning environments and opportunities that are responsive to individual children and their families.

[https://www.youtube.com/watch?v=lvY4ChKsyrC](https://www.youtube.com/watch?v=lvY4ChKsyrC)

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### The Science of Early Childhood Development

The Science of Early Childhood Development. This video from the Center on the Developing Child at Harvard University (developingchild.harvard.edu) features Center Director Jack P. Shonkoff, M.D., professor at the Harvard Graduate School of Education, the Harvard School of Public Health, and Harvard Medical School addressing basic concepts of early childhood development, established over decades of neuroscience and behavioral research, which help illustrate why child development—particularly from birth to five years—is a foundation for a prosperous and sustainable society.

[https://www.youtube.com/watch?v=tLiP4b-TPCA](https://www.youtube.com/watch?v=tLiP4b-TPCA)

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### Brain Architecture

Brain Architecture provides the foundation for all future learning, behaviour, and health.


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### Serve and Return

Serve and Return

Why interaction between children and significant adults in their lives is one of the most essential experiences in shaping the architecture of the developing brain.


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### Executive Function and Self-Regulation

Executive Function and Self-Regulation a set of skills that are essential for school achievement, for the preparation and adaptability of our future workforce, and for avoiding a wide range of population health problems.


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### Debbie Pushor

Debbie Pushor

Exploring the difference between parent engagement and parent involvement

[https://youtu.be/4dlBObKnMd4](https://youtu.be/4dlBObKnMd4)

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### The Shocking 30 Million Word Gap

The Shocking 30 Million Word Gap

The Shocking 30 Million Word Gap: This YouTube video includes interviews with an early childhood educator, a parent, and a school principal about their experiences using the Statement.

[https://youtu.be/4dlBObKnMd4](https://youtu.be/4dlBObKnMd4)
Predict my Future – The Science of Us One of the most well-known cohort studies, the Dunedin Multidisciplinary Health & Development Study based out of the Queen Mary Hospital in Dunedin, New Zealand, has been running since the mid-1970s and has been regularly collecting near-comprehensive medical data on approximately 1000 people, all of whom are now in their early 40s.

http://www.sbs.com.au/topics/science/humans/article/2016/05/24/exceptional-scientific-study-thats-been-going-over-40-years
https://www.youtube.com/watch?v=2yLNjQyRgVo

Events and Special Occasions

1. Choose an event that suits your community

2. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. http://www.harmony.gov.au/

3. NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander community.

4. Secretariat of National Aboriginal and islander Child Care (SNAICC)
   SNAICC is the national non-governmental peak body for Aboriginal and Torres Strait Islander children. They work for the fulfilment of the rights of Aboriginal and Torres Strait Islander children, in particular to ensure their safety, development and well-being.

* Check this site for information on national Aboriginal and Torres Strait Islander Children’s Day
National Reconciliation Week (NRW) is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey—the anniversaries of the successful 1967 referendum and the High Court Mabo decision.

The week is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.


Relay For Life is a chance for communities to recognise and celebrate those who have overcome cancer or are undergoing treatment, as well as the people who care for them. Relay also provides an opportunity to celebrate the memory of loved ones lost to cancer.

## Professional Development

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<th>Professional Reading</th>
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<td>2</td>
<td>ASCIA anaphylaxis e-training courses for schools and childcare have been developed by ASCIA, the peak professional body in Australasia for allergy and clinical immunology, in conjunction with health, education and children’s services departments and ministries throughout Australasia.</td>
<td><a href="https://etraining.allergy.org.au/">https://etraining.allergy.org.au/</a></td>
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</table>
| 3 | DETE Professional Reading  
- QKindy Magazines  
  - Kindy Age – Information sheets on Play, Reading and Writing, Art and Craft, Routines and everyday experience.  
| 4 | The ECA Learning Hub is your gateway to professional knowledge and networks. It is a web-based platform offering professional learning resources for early childhood educators and other professionals working with young children. It includes quality-assured video and written resources, webinars and online forums | [http://www.earlychildhoodaustralia.org.au/learning-hub/](http://www.earlychildhoodaustralia.org.au/learning-hub/) |
| 5 | The Workforce Council is funded by the Australian Government Department of Education’s Inclusion and Professional Support Program (IPSP) to be the Professional Support Coordinator (PSC) for Queensland. | [http://www.workforce.org.au/](http://www.workforce.org.au/) |
| 6 | The Queensland kindergarten learning guideline (QKLG) professional development materials consist of five modules and a range of resources. The materials support participants to: | [https://www.qcaa.qld.edu.au/28188.html](https://www.qcaa.qld.edu.au/28188.html) |