

# *Great Start, Great Futures:* Engaging Local Partnerships in a Framework for Transition



Queensland Department of Education Training and Employment

Darling Downs South West Region

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# Great Start, Great Futures

## Quality Matters, Continuity Counts

*"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."*  
*Buckminster Fuller*



### Bridging Barriers

Building a shared understanding between ECEC services and schools about what is important for children and families in the early years:

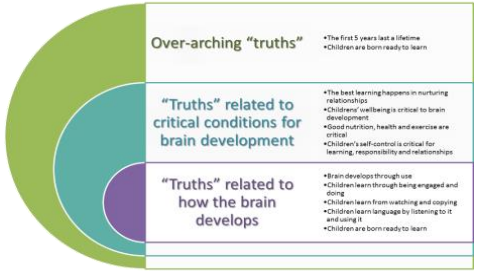
- Shared Philosophy
- Shared Language
- Shared Pedagogy

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## Why Early Investment Matters

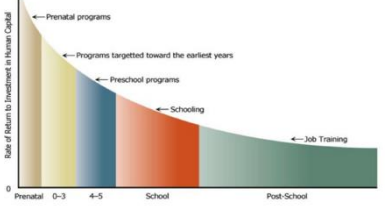
### The Child Development Story

Eleven Principles from Neuroscience, ARACY



### Economics of Human Potential

*"Early childhood development is a smart investment. The earlier the investment, the greater the return."*  
*James Heckman*



Source: James Heckman, Nobel laureate in economics

## Our Vision

Engaging Minds. Empowering Futures.  
 Creating a Regional Approach to Continuity 0-8 years

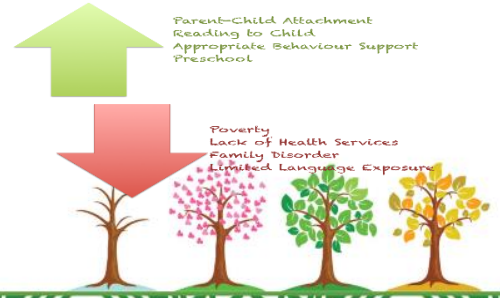
### Ecology of the Child

Bronfenbrenner's Ecological Systems Theory



### Life Trajectories

Protective and Risk Factors



# Great Start, Great Futures

## Lead Model – Transition to School

*“The world as we know it is a product of our thinking. It cannot be changed without changing our thinking”.*  
Albert Einstein

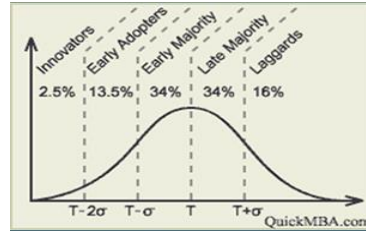
### Operating Principles

Simon Sinnek ‘Start with Why’



### Engaging Principals in a Regional Lead Model

Product Diffusion Curve

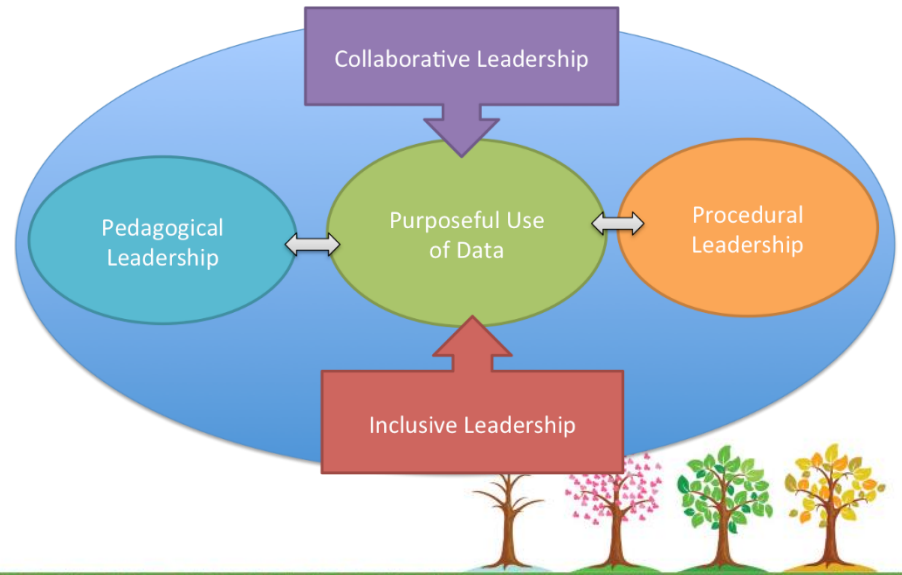


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## Leadership Pillars

Guiding responsive transition to school programs



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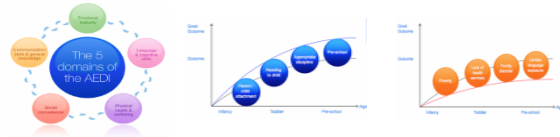
# Great Start, Great Futures

## Collective Impact for Results

From Data to Strategy

### Purposeful Use of Data

Correlating school data with comparative analysis of the AEDI, investigating protective and risk factors.



### Diagnostic Analysis of Collective Data

Understanding the strengths and vulnerabilities of communities and investigating evidence based strategies to ensure all children are the best they can be



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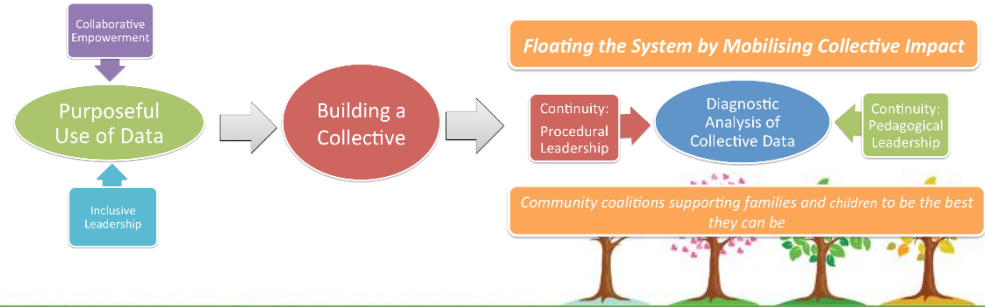
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### Engaged Partners



### From Neurons to Neighbourhood





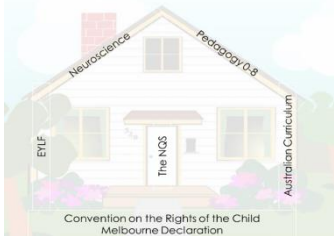
# Great Start, Great Futures

## Continuity of Learning

“Children do not *magically* become different kinds of learners as they move from prior-to-school setting into the first years of school, so there are *principles* of teaching, learning and provision that apply to educators in both sectors.”  
 ECA-ACARA Paper, 2011

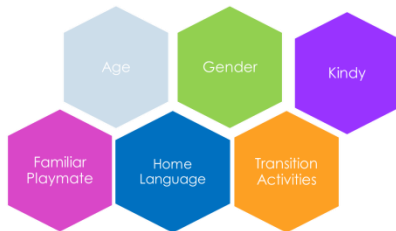
### House of Early Childhood

Bringing education for children 0-8 under one roof



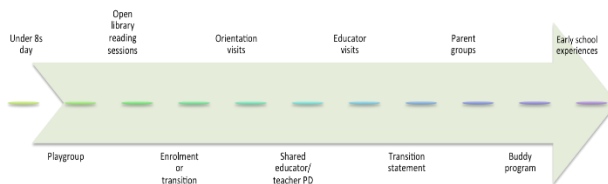
### Factors Influencing Adjustment to School

Kay Marghetts, 2002



### Optimal Transition Practices

Engaging parents, children, educators and community

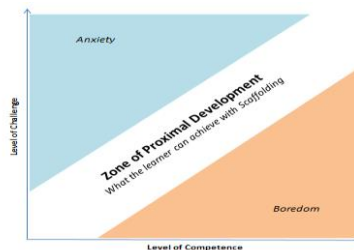


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### Successful Learners

Lev Vygotsky's Zone of Proximal Development



### Reframing School Readiness

Ready Child Equation



### Keeping Learning Switched On

Pedagogical Practices 0-8

