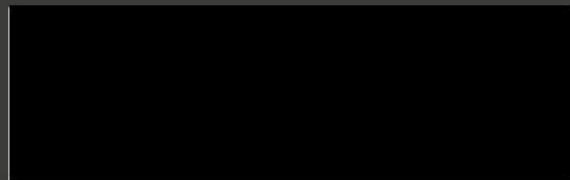
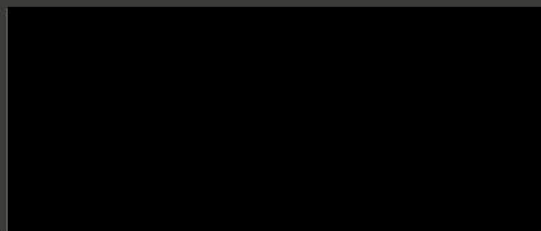
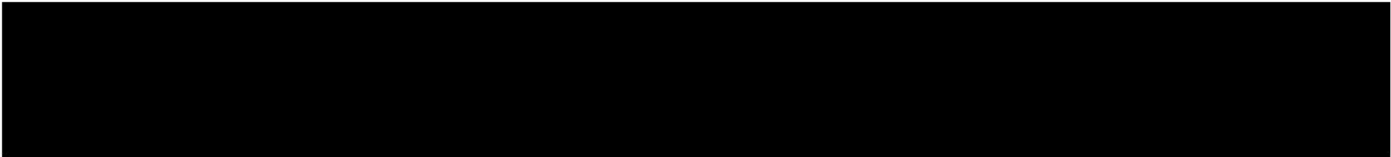




FEEDBACK

Early Years Strategy





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INTRODUCTION

██████████ thanks the Department of Social Services and the Advisory Panel for the opportunity to provide feedback on the Early Years Strategy. ██████████ is Australia's largest Registered Training Organisation. ██████████ delivers both Vocational Education and Training and Higher Education Qualifications in the Early Childhood sector. The feedback collated here has been gathered from Team Leader contributions across NSW in the Early Childhood delivery teams. We hope the feedback is useful to the ongoing work on this project and we congratulate participants for their work on the project to date.



Questions	
1. Do you have any comments on the proposed structure of the Strategy?	It appears unusual that the principles and particularly evidence look as if they feed into indicators. We are wondering if the principles and Evidence should feed into the Vision instead. In this way the Evidence (e.g., research base) informs the principles and then comparatively informs the vision and each component of the strategy.
2. What vision should our nation have for Australia's youngest children?	<ul style="list-style-type: none"> * All children are supported to reach their full potential * Families are supported to care and educate their children * All aspects of children's health, wellbeing and learning needs are met * All children have equity of access to early childhood education and care * Children and families have access to integrated support services that fully support their needs * Access to quality education is a right for all and is accessible regardless of income or location * Children and families are supported in ways that demonstrate respect and honouring of diversity and inclusion * First Nations children and families are prioritised and respected as the first peoples of this country. * First Nations children and families have access to an education and care system that is culturally responsive, provides education in first languages where relevant and supports in place responsive solutions to current barriers to quality education and care * First Nations children and families are empowered to guide all decision making that affects education and care * Children have access to a highly trained, qualified and competent ECEC workforce that is well respected and supported. * The Un Convention of the rights of the child is upheld and has to be considered in all policy decisions impacting the lives of children and their families * Children's voices are included in decisions that affect them and their lives * All children have access to education and care that is responsive to their learning style, development needs and personal dispositions

<p>3. What mix of outcomes are the most important to include in the Strategy?</p>	<ul style="list-style-type: none"> * All children reach their full potential in all aspects of development including physical, social, emotional, cognitive and language domains * Children have optimum health status through access to the best health care and education through having their health care needs met regardless of income or geographical location * Children with disabilities or other forms of disadvantage are able to reach their full potential through having access to the best health care and health resources * First Nations children are able to have full access to their culture and learn in first languages and practice Aboriginal ways of knowing, being and doing * Children are able to have optimum access to community activities and are supported to engage in community activities suitable to their talents and interests * Children are able to have their cultures and diversity celebrated and respected * Children in LGBTQIA+ families have their family context celebrated and respected
<p>4. What specific areas/policy priorities should be included in the Strategy and why?</p>	<p>We agree with those listed at Attachment A</p> <p>We would add</p> <ul style="list-style-type: none"> A voice to parliament so that empowerment is given to First Nations peoples in decisions that affect them Anti-discrimination act UN convention on the rights of the child Policy on removing the Activity test
<p>5. What could the Commonwealth do to improve outcomes for children – particularly those who are born or raised in more vulnerable and/or disadvantaged circumstances?</p>	<ul style="list-style-type: none"> Improve access to wrap-around health and well-being services and quality ECEC services Remove cost barriers and activity test and hours caps on access to wrap around health and wellbeing services and ECEC Improve workforce issues and shortages for ECEC workforce and allied health professionals

<p>6. What areas do you think the Commonwealth could focus on to improve coordination and collaboration in developing policies for children and families?</p>	<p>Communication between Ministers in related portfolios Communication between State and Federal policymakers Increased consistency in policy in ECEC services across the country a less fragmented, cumbersome system Development of policies in consultation with all relevant stakeholders with a truly collaborative cross-sector approach improve national consistency and streamlining of systems and services but also leave strategies flexible enough for place-based solutions Provide ongoing committed funding to services and programs not short project-based contingent funding that runs out and disappears leaving communities vulnerable again.</p>
<p>7. What principles should be included in the Strategy?</p>	<ul style="list-style-type: none"> * Prioritise Child and family voices in decision making * Consider priorities of equity, quality, accessibility and affordability in all decision making * Consider implications on meeting the UN convention on the rights of the child in decision making * Ensure a diversity of voices are included and visible * Strength-based approaches that acknowledges diverse ways of knowing, doing and being * Streamlined systems that can be responsive to place-based needs and solutions
<p>8. Are there gaps in existing frameworks or other research or evidence that need to be considered for the development of the Strategy?</p>	<p>* We feel you should add First Nations concepts on knowing, being and doing and approaches to learning such as the “8 ways of learning”. This consultation should take place with place with SNAICC and other relevant Aboriginal and Torres Strait Islander organisations Also, ECA have a number of frameworks regarding children’s education that should also be considered where appropriate. Also include early childhood intervention Australia and other relevant organisation to inform strategies for learning for children with disabilities and diverse learning needs</p>
<p>General comments</p>	<p>Grammar error on page 16 first sentence should be evaluate not evaluated.</p>



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