

TASMANIAN GOVERNMENT SUBMISSION Early Years Strategy

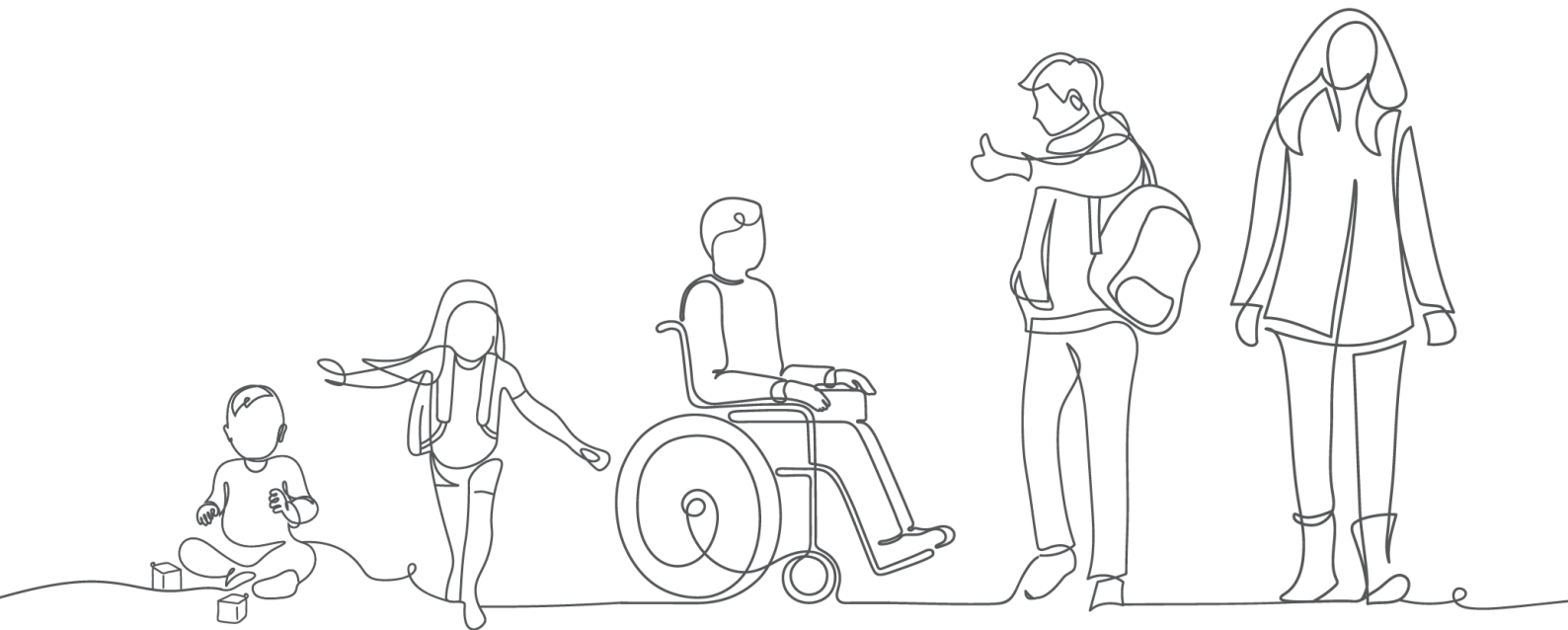


TABLE OF CONTENTS

TASMANIAN GOVERNMENT SUBMISSION	1
Introduction	3
Tasmania’s Early Years Context	3
Kindergarten.....	3
State-funded projects (pregnancy to four years)	4
Education and Care Services	6
Expansion of Early Learning	7
Strong Partnerships	7
Structure of the Strategy.....	7
Our Vision for our Children and Young People.....	8
Outcomes for Inclusion in the Strategy.....	8
Specific Areas for Inclusion in the Strategy	9
Improvement of Outcomes for Children.....	10
Improvement of Coordination and Collaboration	11
Principles for Inclusion in the Strategy.....	11
Gaps in Existing Frameworks or other Research or Evidence for Consideration	12
Conclusion	13

Introduction

The Tasmanian Government welcomes the opportunity to provide a Tasmanian Government submission to the Australian Government's Early Years Strategy (the Strategy). The Tasmanian Department for Education, Children and Young People (DECYP) and the Department of Health Tasmania (DoH) have a collaborative relationship to deliver cross-portfolio early years programs, in recognition of the fact that the early years are vital to a child's health and learning. This Strategy is an opportunity for the Commonwealth to be national leaders of change for a more holistic approach to early years.

The importance of a child's early years cannot be understated; a child's experiences, relationships and environments in the first few years of life have a major impact on their development and can have a long-term effect on the lifelong wellbeing of a child. Therefore, it is critical that in the development of the Strategy, it is recognised that the early years require a holistic approach. This strategy must recognise the importance of cross-agency, cross-sectoral and inter-jurisdictional collaboration in the early years and be designed together with children, parents, and community.

The Tasmanian Government continues to co-design initiatives with children, parents, services, and community. An example of this holistic approach is reflected in Tasmania's [Child and Youth Wellbeing Framework](#) and [Child and Youth Wellbeing Strategy](#). Our Strategy, 'A Tasmanian Village', was developed as a whole-of-government initiative. It has a specific focus on the first 1000 days of a child's life with a vision that 'children and young people in Tasmania have what they need to grow and thrive'.

It is important that the Strategy, and any subsequent implementation or action plans, are supported by appropriate resources, allow for flexibility in accordance with jurisdictional priorities and contexts, and do not duplicate actions already underway or create an inappropriate reporting burden for jurisdictions.

Tasmania's Early Years Context

Kindergarten

Tasmania's early learning context is unique in that we are one of only two jurisdictions that provide Kindergarten in schools. It is a highly successful delivery model, with high enrolment and attendance rates. This is attributed to a positive cultural attitude that schooling starts from Kindergarten, with our parents seeing Kindergarten as the first year of school.

Tasmania provides Kindergarten for 600 hours a year through over 150 public schools and 60 non-government schools. Ten hours per week are funded by the State, with the remaining five hours per week funded through the [Preschool Reform Agreement \(PRA\)](#). In 2021, quality early childhood education programs were delivered in just over 120 long day care centre-based services. However, because these were not registered Kindergarten programs, they did not attract PRA funding. We know that the cost of early childhood education and care (ECEC) is a financial barrier for families. Tasmania's high number of disadvantaged families who could not afford to participate in ECEC services was a significant factor in the 1968 decision to embed Kindergartens in the school system. There was evidence that the children who were most in need of a Kindergarten education were those most likely not to be receiving it and attaching Kindergarten to the school system was a successful strategy in alleviating this risk with almost all eligible children in Tasmania attending Kindergarten since then. The effectiveness of this approach was illustrated in the 2019 Nous review of the National Partnership Agreement on Universal Access to Early Childhood Education where Tasmania met all the benchmarks that were able to be measured – the only jurisdiction to do so.

Other than the PRA, no Commonwealth childcare subsidies/rebates are paid in respect of the Kindergarten year in government schools in Tasmania.

State-funded projects (pregnancy to four years)

There are six existing state-funded projects which focus on early learning education during the pre-Kindergarten years (pregnancy to four years). These programs are not funded under the PRA or through other Commonwealth funding streams. They support participation in early learning and access to support services for those families living in disadvantage and facing vulnerability, and Indigenous children. These projects are outlined below.

Launching into Learning

Launching into Learning (LiL) is a program available in all government primary schools for children from birth through to age 4. LiL aims to give Tasmania's youngest children the best possible start in life by:

- Supporting families as their child's first and most influential teacher,
- Reaching families with highest need,
- Facilitating a positive transition into Kindergarten.

A state-wide Early Learning team supports consistent approaches to the ongoing implementation of the Early Years Learning Framework (EYLF), which underpins the work of LiL teachers.

A longitudinal study of LiL shows that children from all socioeconomic backgrounds made significant gains in educational performance from regular participation in LiL. However, children from disadvantaged and low socioeconomic backgrounds benefited most.

Child and Family Learning Centres

Child and Family Learning Centres (CFLCs) focus on improving early learning, and health and wellbeing of Tasmania's very young children by supporting parents and enhancing accessibility to services in the local community. In the 2018 State election, the Tasmanian Government committed to build on the success of the CFLC model by building six new early learning hubs across Tasmania with all six to be open by early 2024. Building on the success of the existing 12 CFLCs, these new facilities will provide greater access for more families to relevant early years' services, with a strong focus on improving place-based service delivery to communities around Tasmania.

The 18 CFLCs continue to form part of the existing continuum of DECYP services and supports available to young children and their families. The design and service delivery model of CFLCs is through a co-design process with Local Enabling Groups established in each community at least 2.5 years before the CFLC opens. This process continues to be very successful in engaging and working in partnership with families, services, and community to design a place-based service that is responsive to the local community needs.

The goals of the Child and Family Learning Centres are to:

- improve the health and educational outcomes for children – pregnancy to five years.
- provide a range of early years services in the local community to support the development of children birth to five years.
- build on the existing strengths of families and communities and assist in their educational needs.
- increase participation in early years programs such as those offered through LiL.
- build community capacity by developing partnerships with parents, carers, and the community.
- respond to child and family needs in a seamless and holistic manner.

The Aboriginal Early Years Program

The Aboriginal Early Years Program emphasises early literacy, language development and transition into school. The program has been running since 2005. Aboriginal Early Years Education Workers (AEYEWs) provide professional learning and high-level advice to early years' staff and agencies to enable successful implementation of departmental and Closing the Gap strategies.

AEYEWs are situated around the State in CFLCs. They work closely with families of Aboriginal children from birth to four years of age to engage their children in a wide range of early years' activities and programs that nurture and stimulate young children's learning. AEYEWs play a key role in building connections between schools and families with young children by supporting families to engage in CFLCs and other early years providers.

Working Together – supporting early learning

Working Together (WT) provides free, quality early learning for eligible children in the year before they start Kindergarten and support for their families. This initiative is addressing barriers to participation experienced by Indigenous and vulnerable and disadvantaged children, by funding places in quality early learning centres (up to 400 hours per year for each child). WT works in partnership with families, early childhood educators, government agencies and community services to provide holistic support to help children to thrive. WT also provides professional learning opportunities for the ECEC sector so they can assist these children and their families in the best way possible. The initiative is supporting three-year-olds, along with their parents and carers, through the transition from home into ECEC, and then into Kindergarten.

B4 Early Years Coalition (B4)

B4 aims to connect, support, engage with, and encourage individuals and organisations to take action and work together to ensure all children in Tasmania in the early years (pregnancy to 4 years) are nurtured through their early years, no matter what. B4 has a particular focus on the first 1000 days (being the period from pregnancy to 2 years of age) a critical period of a child's development. By working together, Tasmanians can create strong, positive communities that support families to provide experiences and environments that allow their children to thrive – and when every child thrives, all Tasmanians benefit.

Early Childhood Intervention Service

The Early Childhood Intervention Service (ECIS) supports children with a disability or developmental delay from birth to school entry, and their families. ECIS builds on opportunities for learning and development that are provided at home or through birth to four years programs and assists with transition to Kindergarten.

ECIS is a state-wide service of DECYP. ECIS has bases in Hobart, Launceston, Burnie, and Devonport. ECIS supports children and families to access and take part in early years programs and supports in their community. This maximises learning and supports successful transitions through appropriate adjustments. ECIS recognises that families are children's first and most important teachers. Families are the primary role model in children's learning and development.

The service focuses on partnering with families in education and community settings to plan for each child's inclusion. Inclusion means all children can successfully take part in quality learning programs, that acknowledge their individual strengths and interests. This provides all children with the chance to learn and interact with their peers.

ECIS provides early years inclusion support in educational settings. ECIS works alongside the National Disability Insurance Scheme (NDIS) Early Childhood Approach (ECA), that provides therapeutic intervention for children with a developmental delay or disability. By implementing a whole of community approach, in

collaboration with other support services, and in partnership with families, DECYP aims to deliver better outcomes for children and families.

DECYP is committed to providing a more inclusive education system for all children with a developmental delay and/or disability. This commitment aligns with Commonwealth legislation and Disability Standards for Education 2005.

DECYP promotes high quality inclusion for all children through a whole community, shared approach by:

- Collaborating with all services to support families accessing local early learning environments
- Making appropriate adjustments to meet the child's development needs
- Connecting families in their local community
- Promoting community awareness of inclusion for all children with diverse needs
- Supporting successful transitions for children and families through collaboration
- Building a team around the child by working with other early childhood intervention services, including the National Disability Insurance Scheme (NDIS) Early Childhood Approach (ECA)

Education and Care Services

The Early Childhood Education and Care sector plays a vital role in the Tasmanian community, supporting children and families by providing safe and caring environments in which children can play, learn and grow.

Tasmania has 74 providers who operate 226 approved education and care services, comprising:

- 216 centre-based care services:
 - 129 long day care, and
 - 87 outside school hours care, and
 - 10 family day care services, 9 of which are currently operating.
- Data below gives a breakdown of the management types of providers in Tasmania.
 - Private for Profit – 65
 - Private not for profit community managed – 118
 - Private not for profit other organisations – 11
 - State and Local Government Managed - 24
 - Independent schools – 6
 - Catholic schools – 2

The Education and Care Unit (ECU), and the Regulatory Authority regulates education and care and childcare in Tasmania. The Education and Care Services National Law Act 2010 and Education and Care Services National Regulations outline the regulatory authority responsibilities and powers that the ECU is delegated by the Secretary of DECYP.

The ECU works collaboratively and in partnership with DECYP colleagues, other agencies and organisations, the community and the ECEC sector to support a sustainable, quality, and professional sector that provides high quality education and care opportunities for Tasmanian children.

Expansion of Early Learning

In 2022, the Premier of Tasmania announced his aspiration for universal access for all 3-year-olds to early learning in the year before Kindergarten, to help set them up for a great start in life and learning. Research and evidence support this as a vital time in a child's life and an important foundation for physical, social, emotional and cognitive development.

The Tasmanian Government's approach to designing and implementing universal access is through co-design with relevant services including ECEC providers, families, and the community. This approach has already heard there are many opportunities to expand access to early learning using a place-based and co-design approach. However, stakeholders have also told of a range of local and structural challenges including workforce issues. Parents have been very clear that having access to early learning and relevant early years services in their community is crucial for their children to thrive and the CFLC model is working very well to achieve this. Tasmania is already working with the Australian Government to implement the National Workforce Strategy – Shaping Our Future, along with a number of Tasmanian initiatives.

Tasmania will continue to engage and co-design with stakeholders to deliver on the aspiration of providing access to early learning for every 3-year-old.

Strong Partnerships

DECYP and the Education and Care community are committed to working in strong partnerships to ensure the best outcomes for Tasmania's children and families. The [Strong Partnerships Framework](#) shows how DECYP and the Education and Care community work collaboratively for the children and families at the centre of our work.

The Framework provides a range of tools and resources, across seven domains, to support all DECYP and Education and Care services, whether co-located or not, to work in stronger partnerships.

Structure of the Strategy

Tasmania supports the proposed structure of the Strategy (as evident at attachment B) in principle, noting the structure is very high level with outcomes, policy priorities, indicators, principles, and evidence to be determined at a national level. The structure of the Strategy may also need to be iterative to adapt to the feedback through this consultation process and other reforms/inquiries such as the Productivity Commission Inquiry, ACCC Inquiry, ECEC Vision consultation, and draw strong alignment to the Priority Reforms and Targeted Outcomes from Closing the Gap National Agreement.

This is the first opportunity for the Tasmanian Government to engage with the Strategy and therefore how the Implementation Action Plan is developed in alignment with State and Territory priorities and initiatives and translated to local context is critical. An important element in the success of this Strategy is that it must ensure that all children are treated equitably and the principles in the United National Rights of the Child is fundamental in its development.

Inclusion of the proposed governance structure would be helpful in the final strategy design, particularly in relation to the inclusion of stakeholder (non-Commonwealth government) advisory groups. Consideration is needed to ensure innovation and movement away from silo initiatives is achieved, whilst better integrating and coordinating of functions. National Agreement on Closing the Gap four Priority Reforms and the priorities of Secretariat of National Aboriginal Islander Child Care (SNAICC) should be included in the final strategy design.

Regarding consultation for the development of the strategy, the discussion paper mentions there will be various opportunities to contribute, however it is unclear if there will be further consultation beyond the discussion paper, for instance, an opportunity to review the draft Strategy. Tasmania strongly supports the opportunity to review the draft Strategy.

There also needs to be additional strategies for consulting with parents, families and carers, particularly in low socio-economic areas where the standard approach of requiring a response to a discussion paper, is not accessible. Tasmania recommends a co-design process rather than consultation to ensure successful strategies that are place based and responsive to family and community need

Our Vision for our Children and Young People

The Tasmanian Government's shared commitment is that every child and young person is known, safe, well and learning. Tasmania considers it critical that principles of quality, affordability, accessibility, inclusion, safety, and equity are embedded in the shared short, medium and long-term vision of the Strategy and informs the development of the vision's outcomes.

The Tasmanian Government notes the vision for the Strategy extends beyond the Commonwealth Government's vision for the ECEC sector, but recognises there will be significant cross over of initiatives/long term vision for the early years sector including:

- Long term vision to support parents and carers' workforce participation and deliver improved learning and development outcomes for children, environment concerns within the sector and progression of aligned workforce initiatives.
- Collaboration with other jurisdictions to identify and address workforce issues, develop strategies to address workforce concerns within the sector, and progression of aligned workforce initiatives, including accelerating the national Children's Education and care Workforce Strategy.
- Coordinated effort by governments is critical to ensure work is progressed in a collaborative manner to ensure the delivery of greater outcomes for key beneficiaries - children, families, carers, professionals and services, and objectives for the sector, including supporting parents' workforce participation and improving learning and development outcomes for children.

Outcomes for Inclusion in the Strategy

Although it is challenging to determine the outcomes without the vision being outlined in more detail, Tasmania supports the outcomes identified in the discussion paper and suggests the inclusion of the following:

- Children are safe, well, known and learning;
- Children are born strong and healthy;
- Children can thrive in their early years;
- Children are not disadvantaged based on where they are located;
- Children are engaged and participating in their learning;
- All young Australian children's cultural identities and their differences are valued and supported;
- First Nations children are engaged in early childhood services that are designed, led, and owned by Aboriginal Community Controlled Organisations; to work in real partnerships to drive change within systems to improve the lives of Aboriginal and Torres Strait Islander children;

- There is an expansion of a high-quality workforce to deliver ECEC;
- Families facing vulnerability and living with disadvantages have supports to overcome barriers to receive specialised interventions when identified;
- Children have a strong sense of identity, are connected to their world, have a strong sense of wellbeing; are confident, empowered and engaged learners and can communicate effectively;
- Children and families are healthy and have access to good nutrition;
- Early intervention ensures that children’s needs are identified early and addressed appropriately;
- All children have regular access to culturally safe, developmentally appropriate programs;
- Appropriate support is provided for families, no matter where they live or their circumstance; and
- The Strategy encourages supportive, responsive and positive relationships with families, with the recognition that outcomes are just as important for parents.

Specific Areas for Inclusion in the Strategy

Specific areas or policy priorities that should be included in the Strategy include:

- A framework that establishes common goals that enable every individual or organisation working with young children and families to identify what they can do to help and offers them the tools and other resources they need to contribute actively, effectively and in collaboration. Public libraries are experienced in working collaboratively and in partnership with communities, enabling collective approaches to early years programs;
- Effective and accessible early interventions;
- Culturally responsive support for First Nations and culturally and linguistically diverse children;
- Better integration of data and sharing protocols and systems.
- At a national and state level, workforce strategy should be a policy priority to address issues relating to workforce shortages. This is a particular challenge for Tasmania in regional areas. As the National Children’s Education and Care Workforce Strategy focuses on addressing the long-term and persistent issues with the attraction and retention of the ECEC workforce, accelerating the actions is unlikely to result in immediate improvement to workforce shortages. Jurisdictional workforce initiatives, complementary to The National Workforce Strategy 2022-27, will continue to play an important role in addressing workforce shortages.
- Action towards keeping children and young people safe is the Premier’s priority in Tasmania and should be reflected in the Strategy in recognition of the ongoing work nationally and in the ongoing implementation the Royal Commission into Institution Child Sexual Abuse recommendations, nationally and in each jurisdiction, and the Safe and Supported Framework.
- All Australians should have access to the support they need to develop numeracy and literacy. In the first 5 years, parents and families and carers need to be supported in their role as first educators. Education is fundamental to improving social and economic outcomes, including health, life expectancy and productivity, together with overcoming inter-generational and regional disadvantage.
- Tasmania supports a focus on the first 1000 days for the Strategy. The first 1000 days is an underpinning concept for Tasmania’s Village Child and Youth Wellbeing Strategy which recognises this timeframe as a critical phase of human development in determining future wellbeing. Key

priorities should focus on investment in the first 1000 days including infrastructure, support services for parents and carers and resources etc.

Any policy implemented must be child-centred, focused on the Rights of the Child, with children being heard and taken seriously and take into consideration current workforce shortages and ensure that there are appropriately qualified staff to support programs required.

Improvement of Outcomes for Children

To improve outcomes for children, particularly those who are born or raised in more vulnerable and/or disadvantaged circumstances, the Commonwealth should fund systems to effectively deliver services and provide financial support for families to access those services. Suggested considerations, services, programs, or initiatives include:

- Programs that are relevant to what communities and families want and need.
- Building up skills in community rather than programs imposed externally.
- Programs that are culturally safe.
- Closing the Gap priority reforms and targets with Aboriginal and Torres Strait Islander Community Controlled Organisations funded and empowered to shape and drive initiatives for First Nations children.
- Programs and services are universally accessible where there are high needs to ensure no community is disadvantaged.
- Providing funded spaces to families to ensure that children have the opportunity to undertake an optimal amount of quality early childhood experiences prior to full time schooling.
- Resourcing more targeted wrap around supports for families.
- Early interventions are resourced and available.
- Family and parent education is critical because 'you don't know what you don't know'.
- Funding place-based outreach programs to connect with and engage our most vulnerable families to have equitable access to services, particularly those children most at risk developmentally.
- Providing funding to implement a CFLC model or similar across the country, to provide a 'one stop' solution to families accessing services.
- Promoting engagement in early childhood programs prior to full time schooling, including tracking the number of visits to ensure that children are getting sufficient exposure to high quality educational experiences to have a lasting impact.
- Improving the health of mothers during pregnancy through support and education.
- Providing support for families to ensure children are accessing appropriate nutrition.
- Regular monitoring of child health and development, to ensure that interventions happen early and address underlying causes.
- Guaranteed access to maternal and infant health services provision. This must be complemented with boosting the health services workforce.
- Providing support to families to encourage talking and reading with children from birth.

- Children supported to regularly engage in developmentally appropriate, play based learning environments.
- Community development using asset mapping approach and strengths-based approaches.
- Providing health and literacy education for parents during pregnancy, supporting them to guide their child's development.

Improvement of Coordination and Collaboration

To improve coordination and collaboration in developing policies for children and families the Australian Government should:

- Ensure a focus on cross-agency coordination and collaboration with significant input from States and Territories including allowing sufficient time to provide considered and meaningful input and provide effective advice to decision makers.
- Work in partnership with State and Territory governments to meet the goals of the Strategy.
- Break down silos between services, unify practice between sectors and implement policy across systems.
- Raise the profile of the importance of strong investment in the early years.
- Enable information and data sharing where appropriate and safe to do so.
- Provide better resourcing for services such as public libraries as key players in place-based approaches to joined-up, long-term child and family-centred programming and services, including use of library spaces. Public libraries:
 - connect young children and families to information, heritage, ideas and each other;
 - have a community approach to engagement, information and service provision;
 - provide free and universal access to collections that inform parents and carers about early childhood including information about early years health;
 - design, deliver and evaluate informal, evidence-based early learning and family literacy programs that honour childhood, develop skills and abilities that set them up for the future, and complement other more formal programs;
 - have a service reach across a range of geographic locations (urban, regional, remote) and demographic cohorts;
 - have governance and policy connections to local and/or state governments; and
 - provide culturally safe, inclusive, and welcoming spaces and places.

Principles for Inclusion in the Strategy

Tasmania emphasises the position that having similar principles across different strategies and visions will support cohesiveness of approach to the early years; especially considering the power of positive work currently underway. We support the principles from the ECEC Vision being included in the principles for the Strategy:

- Access to, and participation in free, culturally inclusive programs and information services that foster knowledge-building and lifelong learning, creativity and social connectiveness and enhance individual, family and community empowerment.

- Implementation of any program must ensure that children and families are emotionally and physically safe.
- Systems are created with the child's needs and positive outcomes as paramount considerations.
- There must be adequate funding and resources to ensure the services are available and accessible for all children that need them.
- Young children have access to basic materials; health, food, housing, access to early childhood mainstream or intervention services and access to schools. Economic impacts on families are minimised for children.
- The Rights of the Child are central to all decision making. Children's voices are heard and acted on across policy development and service delivery, providing systems that work and do no harm.
- A clear focus on the first 1000 days, where wrap around services provide the best support for all children and their families. In recognition of the data regarding return on investment, investing strongly in the early years will have a long-term future benefit for families and the country.
- Closing the Gap targets for Early Childhood Education, where 95% of our First Nations children are enrolling in early childhood education, are met, or exceeded. Providers should ensure that First Nations children are not only enrolled but are attending regularly, providing access to culturally safe, developmentally appropriate programs. First Nations Children have strong links with their community and have access to essential services within their community.
- Programs provided for all children need to be child and family centred. Place based approaches should be implemented that meet the needs of families and communities, recognising their strengths with warm referrals to services and support for families to engage with providers.
- An ecological model that is needs based is critical for success. Family engagement with education and access for families, with recognition of the importance this has on children's outcomes in life. Families are recognised as the first and most important 'teacher'.
- Children need access to high quality ECEC and pre-school learning opportunities, no matter where they live or what their circumstance. These programs need to provide for the wide-ranging needs of children and their families and must be planned within a play-based, inclusive, and developmentally appropriate framework.
- Health needs to be a priority, supporting families through pregnancy and ensuring babies and children have access to ongoing, consistent, and appropriate health care, no matter where they are in our country.

Gaps in Existing Frameworks or other Research or Evidence for Consideration

Tasmania considers the provided existing frameworks are suitable for the Strategy but recognises the current data gaps that exist in the early years and reinforces the importance of the Strategy being underpinned by data and evidence. Gaps in existing frameworks or other research or evidence that needs that be considered for the development of the Strategy includes:

- Continuing the research into impact of early years pathways taken by families, and the link of these pathways on the appropriate risk and protective factors (including understanding the amount of sustained engagement in ECEC for different cohorts) to reduce vulnerability.

- Develop a developmental measurement framework that details early years developmental domains, and then sets out the age-appropriate developmental milestones for each age cohort from birth until 8-years-old, so that the milestones are measured on a continuum, enabling the breakdown of subtle data and information sector silos, to provide summary data at system and child-levels over time.
- Support for research and evidence by philanthropic and other organisations.

Tasmania supports recognition of The Nest as an evidence-based approach, as well as the Bronfenbrenner ecological model in the Discussion Paper.

Some additional resources that could inform the Strategy include:

- [National Quality Framework](#)
- [National Quality Standard](#)
- [Early Years Learning Framework](#)
- [Connected Beginnings](#)
- Tasmanian Government - *It takes a Tasmanian village* – [Child and Youth Wellbeing Strategy](#), August 2021.
- M McDonald, M O’Byrne & P Prichard, [Using the Family Partnership Model to engage communities - Lessons from Tasmanian Child and Family Centres](#) – Murdoch Children’s Research Institute, August 2015.

Conclusion

The Tasmanian Government supports the Strategy and reinforces the importance that every child and young person is known, safe, well and learning. The early years require a holistic approach, with principles of quality, affordability, accessibility, inclusion, safety, and equity are embedded in the shared short, medium, and long-term vision of the Strategy. The Strategy must recognise the importance of cross-agency, cross-sectoral and inter-jurisdictional collaboration in the early years and be designed together with children, parents, and community.

This Strategy is an opportunity for the Australian Government to lead change for a more holistic approach to early years. It is important that the Strategy, and any subsequent implementation or action plans, are supported by appropriate resources, allow for flexibility in accordance with jurisdictional priorities and do not duplicate actions already underway or create an inappropriate reporting burden for jurisdictions.