



Connecting children's early learning

Giving all children a great start is a priority for the Queensland Government.

We know children's early learning experiences lay crucial foundations for their future education.

Effective learning happens over time enabling children to practise, master and then build on their knowledge and skills.

Focusing on the capabilities that each child brings to school supports their transition and informs planning to ensure they experience a great start. This approach underpins our Every student succeeding - State Schools Strategy and Inclusive Education Policy ensuring every child receives the support they need and the learning challenges that lead to social, cultural and academic success.

The sharing of consistent and aligned practices across early childhood services and schools encourages children to develop confidence as learners. Valuing and incorporating family and community perspectives in the decision making of schools and services strengthens reciprocal relationships and supports continuity of learning.

Our focus is strengthening continuity of learning across the early years from kindergarten to Year 2 (K-2) to ensure all children and families experience a positive transition to school and children become successful learners now and into the future.

Early childhood education and care (ECEC) services and schools are both committed to providing:

- high quality teaching and learning
- safe and supportive learning environments
- sustained collaborative partnerships with families, communities and other agencies.

We are building on this shared focus through the *Enhancing K-2 Continuity and Alignment Program*.

The program is helping early childhood services and schools develop shared understandings about quality teaching and learning practices that promote continuity of learning.

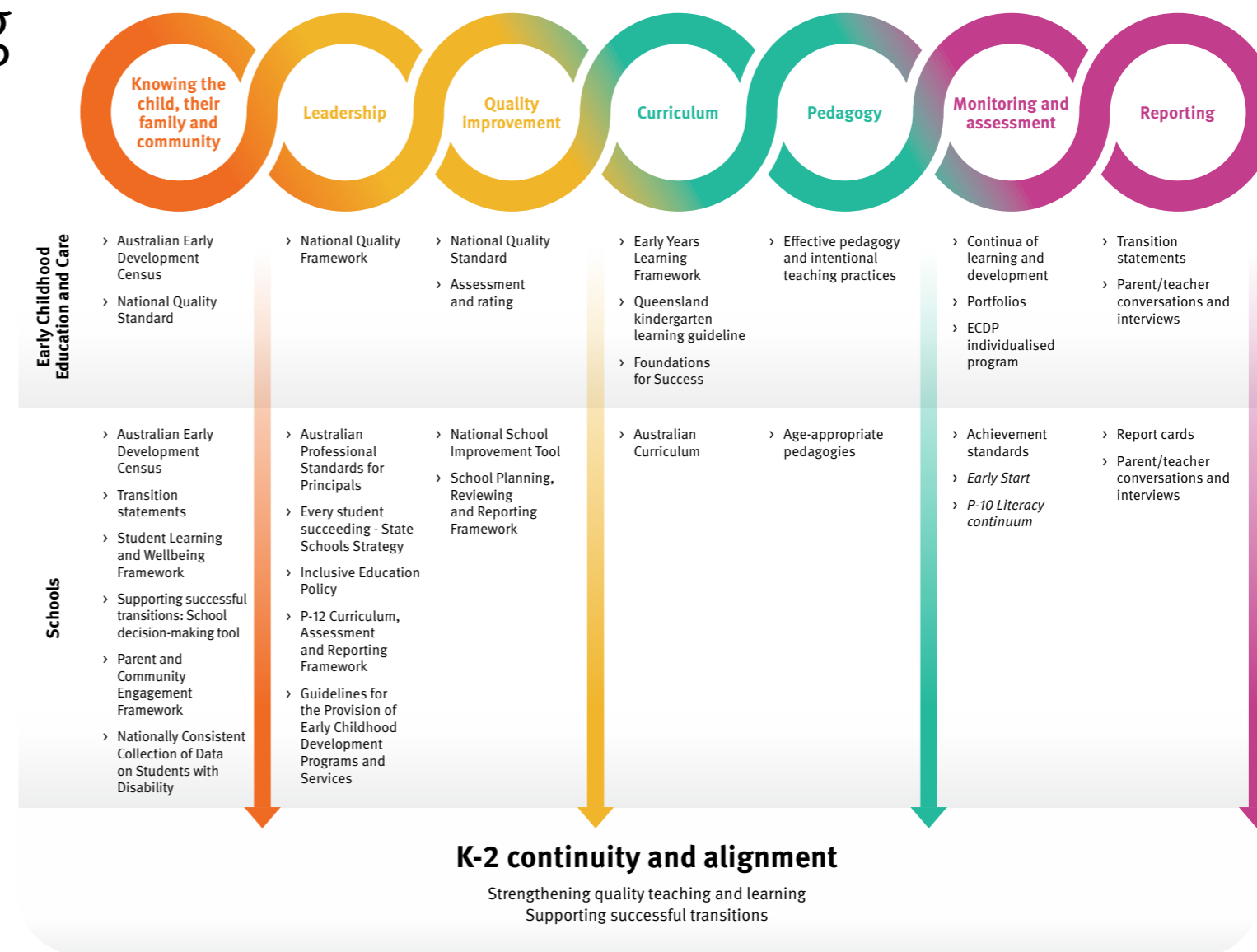
We know when our schools acknowledge and build on the teaching and pedagogical approaches of kindergarten, children feel more connected and comfortable in their new school environment. This promotes their sense of wellbeing, confidence and belonging in the classroom.

Strong leadership is critical to building and sustaining continuity of learning and alignment between early childhood services and the early years of school (Prep to Year 2).

Through the *Enhancing K-2 Continuity and Alignment Program*, leaders within the department, in schools and in early childhood services are taking additional steps to work collaboratively to acknowledge and value the contribution each makes to a child's learning.

We will also provide clear direction to schools about the factors that contribute to continuity of teaching and learning for all children in their first years of school.

Our program will drive enhanced teaching and leadership at all levels to improve the learning and development outcomes for all young learners in Queensland.



A great start

The *Enhancing K-2 Continuity and Alignment Program* is a blueprint for developing strong connections between kindergarten program providers and schools. Its focus on children acts as an anchor for our decision-making about their learning and development with the goal of ensuring all Queensland children experience **a great start to learning in the early years**.



Our plan

- strengthen multi-level leadership and coaching capability in the early years
- deliver a coordinated and cohesive approach to align K-2 priorities within the department
- align theory and practice within the early years to ensure the benefits of kindergarten carry over into school and beyond
- foster shared responsibility for quality teaching and learning outcomes for young learners in Queensland
- support greater collaboration between ECEC services and schools to strengthen positive transitions to school.
- enhanced continuity of learning and development for young learners
- more children and families experience a positive transition to school
- children identified as 'adapting well to school' through AEDC data
- engaged and successful learners.

The benefits for children

Our actions

Building capability

Enhancing teaching and learning in K-2 through:

- providing targeted capability development for regional leaders and their teams on early childhood teaching and learning practice across kindergarten and the early years of school
- supporting regional leaders and their teams to further their knowledge of existing tools and strategies for enhancing learning outcomes of young learners
- embedding the factors that support and promote K-2 continuity and alignment within the department and across kindergarten and the early years of school
- providing statewide consistent messaging to inform regional and school-level actions that promote continuity of learning across K-2.



Building leadership

Committing to continuity and alignment through:

- acknowledging early childhood services and schools as pivotal in enhancing continuity of learning and development for children
- consistent messaging and providing a clear line of sight to the factors that support continuity
- engaging leaders at all levels within the department about the importance of K-2 in supporting positive learning outcomes
- encouraging regional leaders to guide school teams to reflect on current practices and the suite of supporting tools and resources available to support continuity of learning for young learners
- articulating why continuity and alignment are important so our system-level leaders have a common framework for school improvement conversations in the early years
- supporting school teams to demonstrate how they are maximising continuity through local decisions and practices.



Building continuity and alignment

Making a difference for young learners through:

- strengthening continuity of children's experiences from home and across education settings as they progress through the early years of schooling
- building connections between curriculum and learning guidelines, effective pedagogies, assessment and monitoring practices, and physical learning environments
- strengthening the commitment from schools and early childhood services to look to, and build collaborative partnerships based on shared factors:
 - understanding the connection between child development and learning
 - drawing on knowledge of the child's family and culture to inform teaching and learning
 - demonstrating a commitment to improving learning outcomes through knowledge of the curriculum, effective pedagogy and focused assessment practices
 - attending to the physical, temporal and social environments, routines and procedures that shape learning spaces.

