E4Kids – Effective Early Educational Experiences

Prof. Collette Tayler
Melbourne Graduate School of Education
The University of Melbourne
Research Areas of Interest

• ECEC programs and family support - program effectiveness on children’s development and learning, health and social inclusion, over time. The independent contributions of programs and components of programs in varied ECEC settings, including homes.

• What is a quality early childhood program in the Australian context?

• What are the effects of different program types on learning, development and wellbeing?

• What program features work and do not work to promote learning, development and inclusion?

• What affects parental participation and social inclusion?

• What are the benefits and costs of the effects for children, families and policy?
Research Findings

- **Participants**: stratified random sample 2,500 x 3-4 year olds; recruited through Victorian/Queensland centres/schemes (metro/regional/remote). No program controls (NPCs) from FTB/CCB database (DEEWR/FaHCSIA)

- **Wave 1 data (Apr-Oct 2010): Direct assessment**: Baseline Child height/weight/girth, development & learning (WJIII), friendships & social inclusion, carer/child interaction; **Program - Pedagogy** (CLASS/ECERS-E/R…) Aust quality variables (centres/homes); **Covariates - Survey**: Parents, directors, teachers/carers.

- **First results**: end 2010

- **Wave 2-5**: 2011-2015
Nested Research & Research Higher Degree projects

Disabilities study (Vic)
Access to kindergarten (Qld)
Specific programs for vulnerable/’at risk’ children
Validity studies - quality ratings

RHD projects
Indigenous participation/outcomes
EYLF (VEYLDF) Early Learning & Development Framework / Curriculum
Measures development : adult-child interaction, quality/pedagogy
Mental health and care quality
Programs: emotional domain: e.g. conflict/children’s disputes

Follow-up studies of specific interventions/trials