Developing a Charter for Children’s Learning at the Royal Children’s Hospital

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Research Areas of Interest

Development of an evidence-based Charter for a hospital-wide approach to promoting children and young people’s learning as an important dimension to their health and development.

Research questions

1. How can the Royal Children’s Hospital maximise its capacity to create a dynamic and flexible learning culture for children and young people?

2. In what ways can the RCH best foster shared learning between children and their parents; and promote the educative role of parents during their children’s hospital admission?

3. What processes and spaces hold the most potential to promote children’s learning within this health care environment?

4. What are effective approaches to promoting engagement and a deeper understanding of children’s learning within the health professions?

5. What does the Charter offer for inclusive approaches to learning for children in schools and out-of-school settings more broadly?
Research Findings

- **Informing The Charter: 3East Education Project**
  - *Developmentally appropriate learning spaces*
  - *Authentic learning opportunities and inquiry-based learning*
  - *Teachers as part of multidisciplinary team*
  - *Netbooks*

- **Issues:** hospital-wide gaps, parents & learning spaces, diverse needs of learners, flexible use of spaces
Research Findings

Charter for children’s learning at the RCH

- Educational theory + practice + policy on creative use of spaces to stimulate learning (children 3-18 years AND parents)
- Learning Issues & Strategies Framework
- Parent survey and consultation – what do parents need to engage with children in meaningful literacy/numeracy/learning activities at RCH?
- Development of Charter for Learning:
  - Principles
  - Key directions and action areas for new RCH
  - Knowledge translation strategy
  - Additional research opportunities
Future Research

Leadership role to generate knowledge at health-education interface:

- What are effective approaches of early years (0-8) education and learning for children at risk of poorer outcomes due to health conditions? How can this cohort make a successful transition to school?

- Young people with health conditions – what works in supporting YP to stay engaged with learning in senior years of schooling; how effective are these interventions over time?

- Minimising time lost from learning – due to health care

- Implementing the Adolescent Model of Care at new RCH: research agenda and partnerships