

Starting School in Scotland

"The bairns are daein' fine!"



Connecting Policy & Practice Conference Canberra

Aline-Wendy Dunlop
Marion Burns
Rob Mark
Lynn McNair

Scottish Government



Wisdom



Justice



Compassion



Integrity

Policy Ambitions for Children & Families

OECD

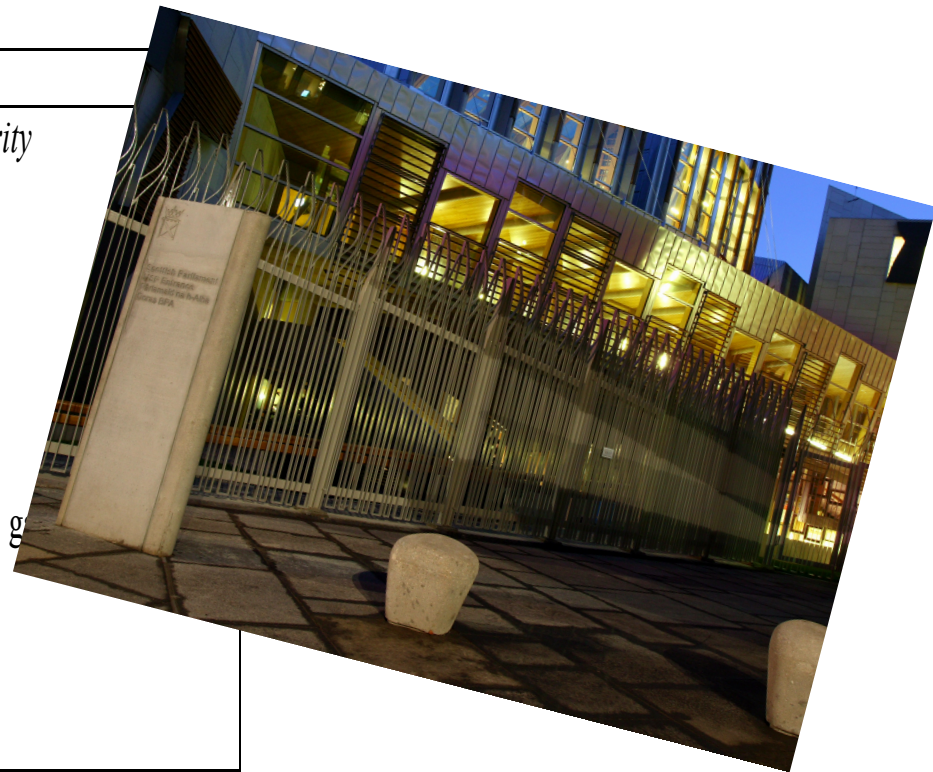
Scottish
Legislation

UNCRC

Government
Policy



Devolved Matters	Reserved Matters
<ul style="list-style-type: none"> • agriculture, forestry and fisheries • <i>education and training</i> • environment • <i>health and social services</i> • housing • <i>law and order</i> (including the licensing of air weapons) • <i>local government</i> • sport and the arts • tourism and economic development • many aspects of transport 	<ul style="list-style-type: none"> • <i>benefits and social security</i> • immigration • defence • foreign policy • <i>employment</i> • broadcasting • trade and industry • nuclear energy, oil, coal, gas and electricity • consumer rights • data protection • the Constitution



Devolved and reserved matters

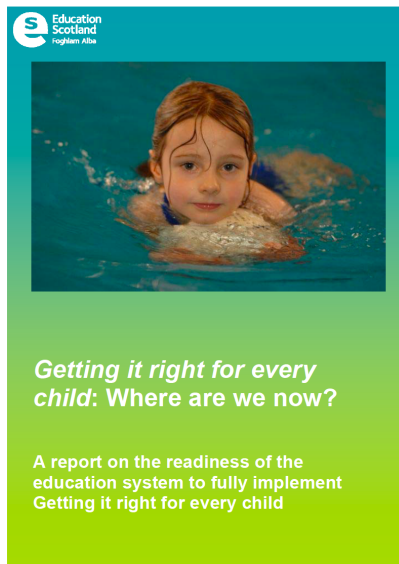
The main issue is how devolved and reserved matters sit together

Benefits, social security, employment issues could sit better with education and training, health matters and local Government

Recourse to legislation

Tapping the local

Day-to-day guidance

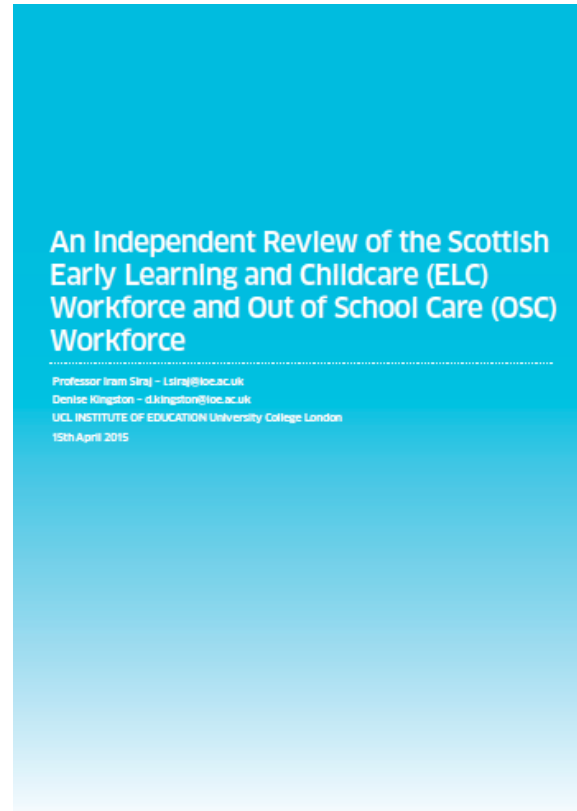
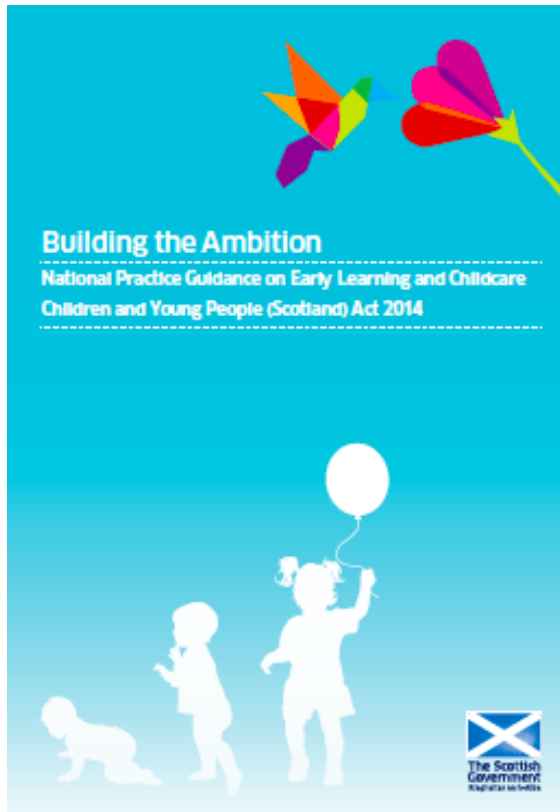


a curriculum for excellence
building the curriculum 2

active learning in the early years

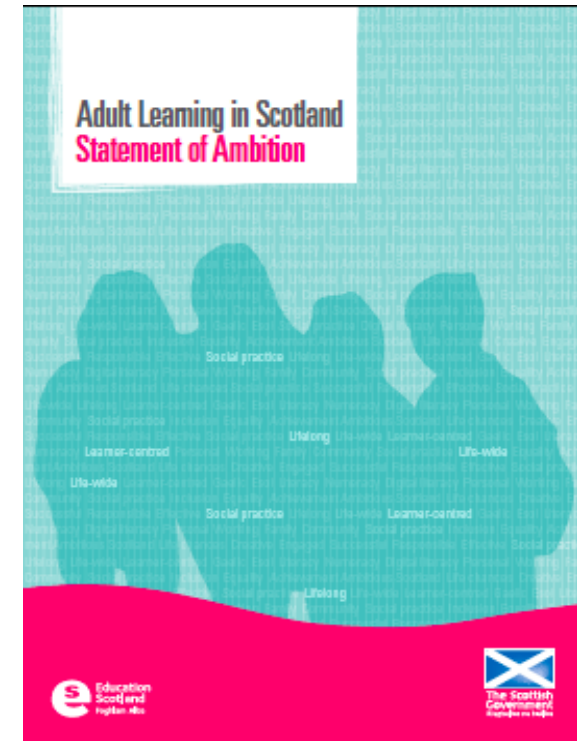


Aspirations



Entitlements
Opportunities
Expectations
Participation

- Building the Ambition
- Sustaining the Ambition
- Lifelong Ambition



How good is our Early Learning and Childcare? Learning Provision Quality Indicators



Workforce & Families: at the heart of bairns doing fine

The functions of the Children's Workforce in Scotland

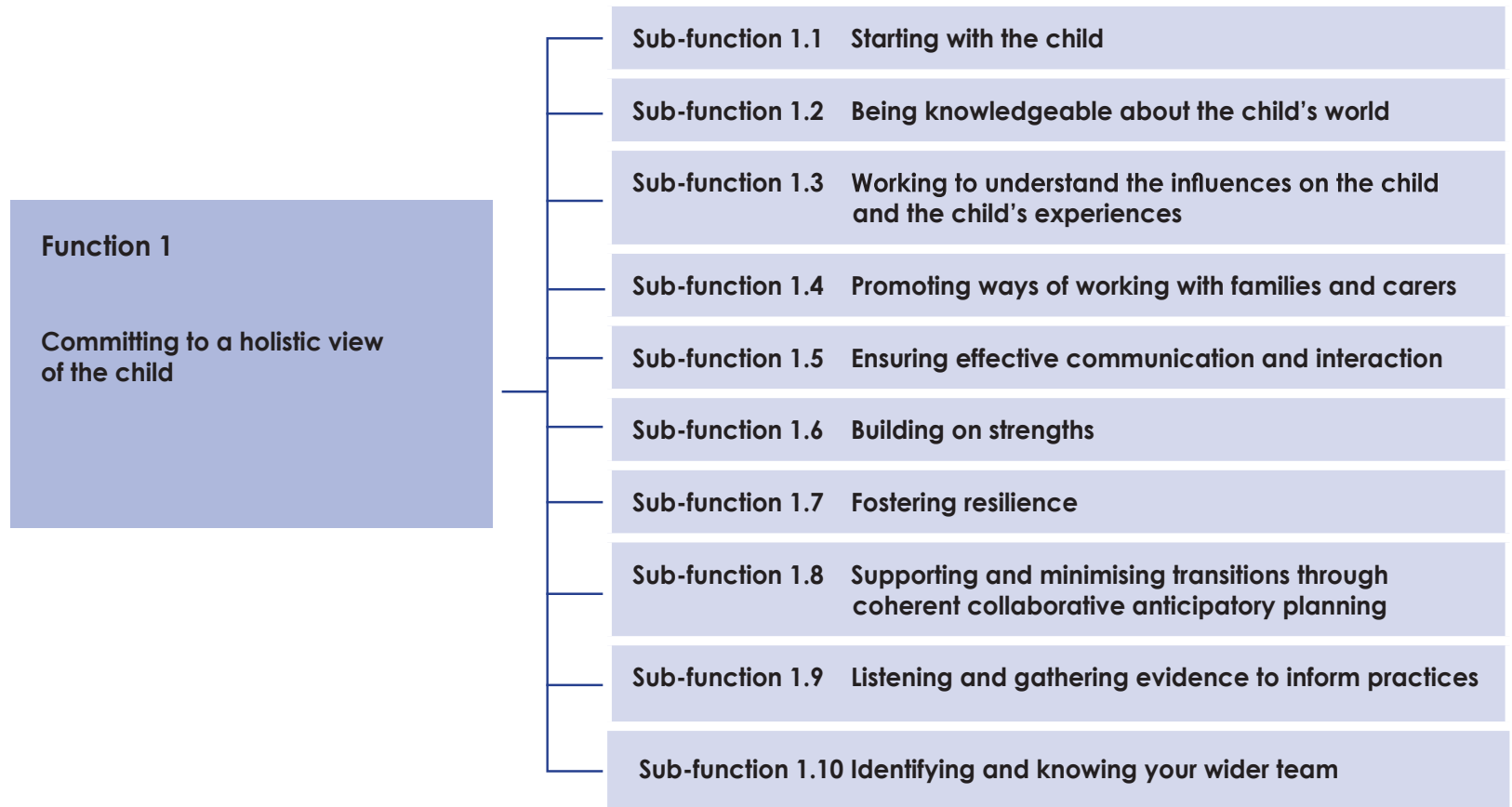
A single aim for the Children's Workforce

The single collective aim of the Children's Workforce in Scotland is to ensure all children's wellbeing and improve outcomes in order to tackle the unequal childhoods that lead to unequal lives.

The 10 Functions of the Children's Workforce

1. Committing to a holistic view of the child
2. Working inclusively with children and families
3. Planning, assessing, reflecting, and implementing strategically
4. Working in partnership with other agencies
5. Sharing information ethically
6. Promoting and supporting children's learning and development
7. Ensuring children's physical, emotional and social well-being
8. Identifying risks, preventing injury and weighing benefit
9. Protecting children and young people
10. Building capacity

A holistic view of the child



Scottish POETS

Professional Identities, Beliefs and Practices	Family Engagement at Times of Transition	Children's Learning Journeys & Landscapes
Transitions in Professional Identities, Beliefs and Practices for Early Years Pedagogues	Infant-Maternal Mental Health: Best Possible Start	Active Learning in the Early Years, Curriculum 3-6 & 3 year follow up study
An Audit of the Contribution of the GTCS-registered teacher as part of the Early Learning and Childcare Workforce	An Intergenerational Approach to Family Engagement & Transitions	Babyroom & Toddler Room Practices as part of the learning journey
Childminding and young children's transitions: the experience and expertise of childminding practitioners	Taking Learning to School: Working Theories and Learning Journeys in a Scottish Context	Transitions to school: 1) Continuity & Progression in curriculum journeys 2) Children's perspectives in the transition to school

'Rules, rules, rules and we're not allowed to skip'

Lynn McNair

Priming events (Corsaro & Molinari, 2000, 2005) are introduced:

- discussions with children / parents and other family members
- mind-mapping sessions
- drawings
- invitations to other school children
- use IT to connect to school
- invite schools to send their handbook
- visits to and from school

'A transition is a process that requires a 'before' and 'after' in order to be conceived (e.g. Fabian, 2007) this makes an important part of the transition' (Lago, 2014:28).



An analysis of the data yields that *power* is a central concept in understanding transitions.

Connecting Policy, Research and Practices: Transitions as a tool for change

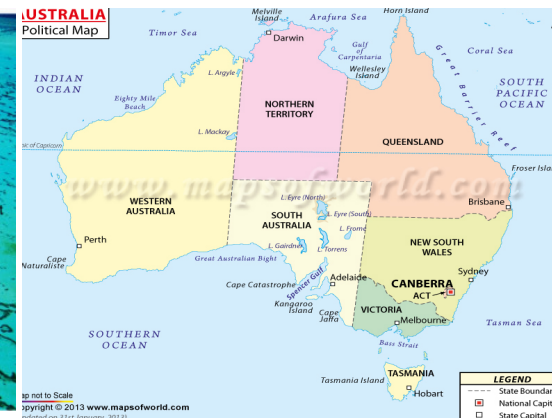


A National focus on transitions

Connecting Scotland & Australia

Early Years Framework (2007)
30 hours pw for 38 weeks =1140
Fully qualified workforce
Integrated Early Learning &
Childcare & Primary Education
through
Continuous curriculum

Early Years Reform Agenda (2007)
15 hours p.w. (Government subsidy)
Challenges with qualifications
Separate ECE & School Education
(Fran Press, 2014)



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