

Flying Start

Lifting Quality



Acknowledgement of Country

We acknowledge the Aboriginal Peoples as the first peoples of South Australia and as custodians of the lands, waters, skies and communities where we live, learn and raise children.

We recognise Aboriginal Peoples as having the longest living culture, raising children safe and strong in their identity, Community, culture, and connection to country.

We pay our deep respects to Elders past and present, and their role as the first knowledge sharers for children.

We follow in their footsteps.

Aboriginal Peoples, working with and for children, are central in shaping our work.

Their wisdom, advice, and guidance enrich our practices, creating a more inclusive and culturally safe environment for children and families.

We respect Aboriginal Peoples' ways of being doing and wise practices guiding our continual learning.

Together we walk and build stronger, more supportive Communities for all children.





3 Priority Focus Areas

For a Flying Start

Research and sector expertise show that the greatest positive impact on children's learning and development comes from services focusing on three key priorities.

- Warm and Welcoming
- **Committed to Quality**
- Acting Early, with Others.



Committed to Quality



Agenda

For all partners

- Flying Start Enhancing Quality
- Provisionally Registered Teachers

For mid-year and 2027 partners

- Preschool Toolkit
- Professional Networks
- Leaders Forum



Flying Start Enhancing Quality

Professional learning and development

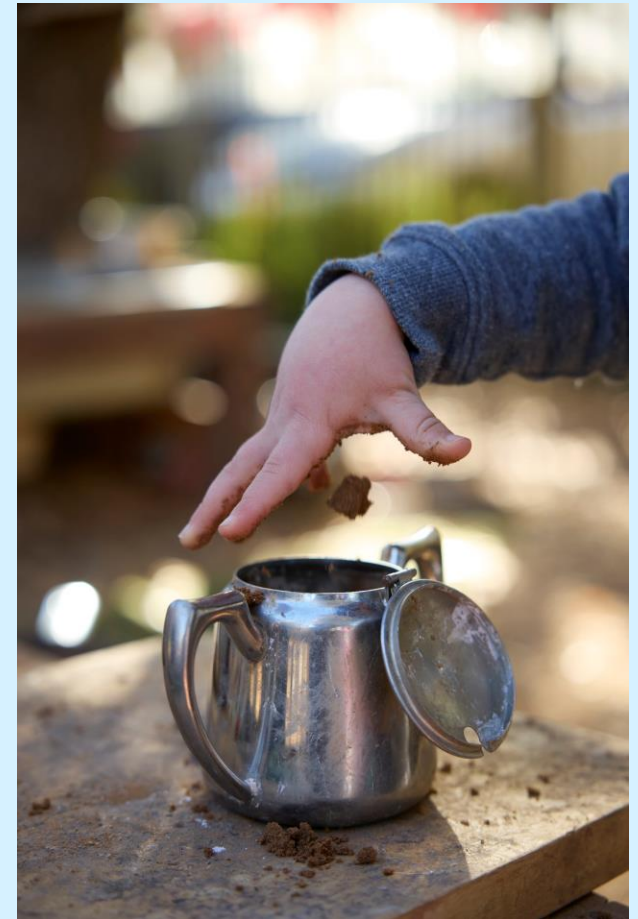


The **Enhancing Quality** program provides access to funding for Flying Start partner preschools to undertake **learning and development** that aligns to their strategic quality objectives.

Focusing on service-level goals allows services to lift the quality of their whole program and target key areas of concern.

There are three key **focus areas** for the Enhancing Quality program, reflecting research and evidence, and based on the National Quality Standard:

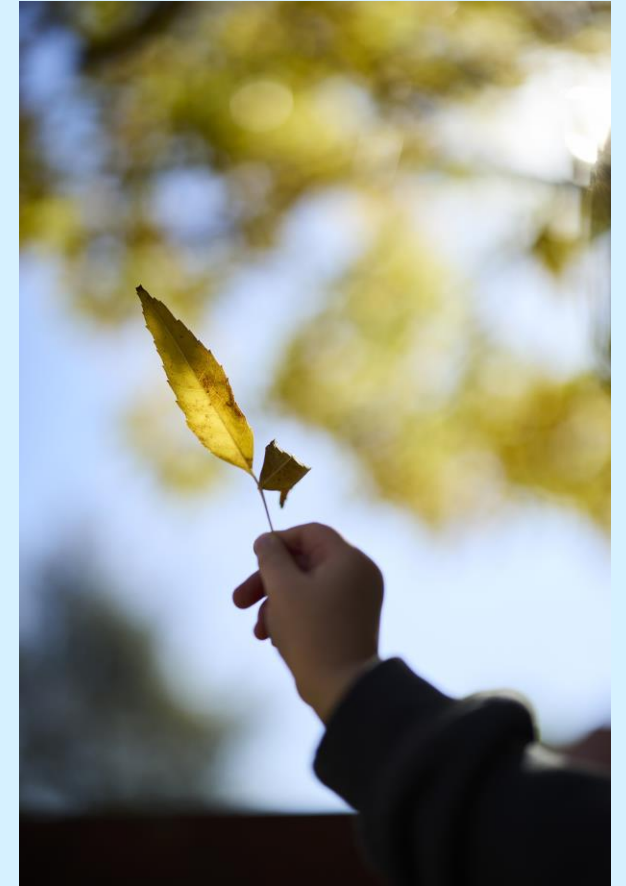
- Educational program and practice
- Relationships with children
- Leadership and governance



Enhancing Quality

Administration

- Services will receive an allocation based on their size, regionality, and SEIFA rating.
- Services can choose to use any percentage of their allocation for backfill.*
- The program will be integrated into the new **Flying Start Partnership Plan**, so that services can plan for **Preschool Boost**, **Ready Set Preschool** and **Enhancing Quality** all at once.
- There will not be a menu for services to choose from, choices will be based on the service's quality goals and the **Professional Learning and Development Framework**.



The Framework



Enhancing Quality Professional Learning and Development Framework

The Framework has been developed to provide guidance for early childhood leaders, teachers, educators and teams, to make informed and effective decisions when selecting and embedding high-quality professional development.

Structure:

- Purpose of Professional learning
- What is Professional learning
- Focus Areas*
- Whole service approach
- Reflection, self-assessment and planning
- Tools and resources





COMING SOON!

Provisionally Registered Teachers Mentoring Program

The **Provisionally Registered Teachers Mentoring Program** will support PRTs to move to full teacher registration through opt in, tailored support at different levels of intensity, based on individual circumstances and triaging.

- Program delivered by Early Childhood Australia (ECA)
- EOIs will **open late July – places are limited**
- The first round of the program commences in Term 4 2026
- Duration of the program is between 6-12 months
- Open to **PRTs as mentees**, and **experienced ECTs** as mentors
- Services with staff members participating will receive PRT Mentoring Program funding
- The PRT Mentoring Program is **free for all** participants

Program Guidelines will be released soon, and more info will be provided on the OECD and ECA website.

Preschool Toolkit



Tranche 1 and 2

Supporting high-quality preschool for 3- and 4-year-old South Australian children

The Toolkit includes **physical and online resources**, complemented by **professional learning** to strengthen understanding and increase knowledge, confidence and capability of educators and teachers.



Preschool Toolkit

6 themes, 6 booklets, 18 reflection on practice cards and additional resources



Leadership: Strong leadership sets the tone and creates opportunities to develop inclusive, high-quality environments where children, families, and educators can thrive together



Curriculum design: Designing curriculum in early childhood settings is a dynamic, relational process. It is grounded in purposeful play, careful observation, and meaningful documentation.



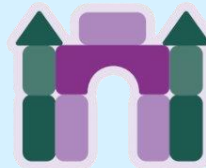
Relationships: Engaging families in preschool as genuine partners through meaningful, shared communication that is strengths-based and welcoming.



Inclusion, diversity and cultural responsiveness: Inclusive early childhood education and care recognises the right of every young child to be welcomed, valued, and actively participate in everyday learning and play.



'Being Me' – Learning and development: Exploring how preschoolers learn through play, relationships and exploration with a focus on child development.



Environments for learning: High quality, language rich environments promote children's security, engagement and sense of belonging.

Booklets



Reflection on Practice cards 3 per theme

Environments for Learning

Flying Start
Preschool Toolkit

Transitions and routines in preschool

Exploring routines

Routines should be predictable but responsive to individual needs. As *Relational Pedagogies and Learning in Early Childhood* highlights, connection is so constructed in the everyday—through shared mealtimes, toileting, and play. These are the moments where children learn to 'be' with others and develop a sense of themselves in their community.

As with most adults, understanding **what** happens and **when** can provide comfort and predictability. There will be certain routines, such as eating, groupwork and home time that will have consistency and support children to manage the day with more confidence.

There are other nuanced routines such as personal care and toileting that also need to be considered. Preschoolers have varying abilities and are developing at different rates and as such routines should be.

Environments for learning

For 3-year-olds, environments for learning are not just physical spaces; they are emotional, social, and relational landscapes that shape how children **feel, connect and grow.** The environment becomes a crucial foundation for security and engagement.

Thoughtful consideration must be applied to the whole space, including interactions, to ensure children feel a sense of connection and belonging.

Drawing on **The Circle of Security**, educators are encouraged to be emotionally available and predictably responsive. When educators provide predictable routines and consistent responses, children feel secure to explore their world, knowing they can return to trusted adults for connection and reassurance.

This secure base supports each child to confidently move out to learn and come back for emotional check-ins throughout the day. The Early Years Learning Framework (EYLF) reinforces the importance of consistent routines and daily rituals in children's lives that support the development of essential skills like self-regulation and social understanding needed for positive interactions.²

Support transitions

Environments play a role in developing relationships. A relational approach helps make transitions smoother, reassuring for children. Safe, relationships and are thoughtfully woven together. It respects each child's home and family rituals, the preschool is a place where children are settled and ready to learn.

When children feel seen, safe, and supported, they are more able to **explore their world.**

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Environments for Learning

Being Me (Learning and Development)

Exploring characteristics of 3-year-olds and identifying developmental milestones and strengths

Developmental milestones are helpful indicators of young children's growth and progress. **Recognising** each child's unique strengths builds their confidence and engagement, while **understanding** milestones supports developmentally appropriate practice that nurtures holistic learning and wellbeing.

It is important to remember that developmental milestones are guides to typical stages of development, not prescriptive checklists; they should inform and support each child's individual learning journey.

Key Messages

- Children's learning is ongoing, and **every child develops at their own pace** and in their own unique way. Learning does not always follow a set path.
- Plan for individual children, small groups, and the whole group** using developmental milestones, the Early Years Learning Framework and your deep knowledge of each child to enhance your planning.
- Offer children **multiple opportunities to demonstrate their strengths** and abilities in developmentally appropriate, authentic, play-based contexts.
- Developmental milestones can be used to recognise and build on children's strengths and interests, while also guiding **thoughtful conversations** with families and colleagues.

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Reflection

- In what ways can we use developmental milestones together with the EYLF principles and practices to guide our decisions and support each child's learning and development?
- How can understanding developmental milestones support us to plan and provide differentiated learning experiences that meet each child's unique strengths and needs?
- Would every educator describe a child's skills and development in the same way? How can deeper collaboration with families and colleagues help us recognise and build on each child's strengths and capabilities?

Applying to practice

- Partner with a colleague and compare the developmental milestones for children aged 2 to 3 years (pages 12-13) with the milestones for those aged 3 to 5 years (pages 14-15). Think about the key differences and how you can differentiate your service's approach to supporting preschoolers' development.
- Discuss your observations of key milestones for children in your service. Map these against the **Developmental Milestones** and discuss strengths and suggestions for extending children's development. Consider the different ways in which children can achieve developmental milestones.
- The EYLF states "Children's learning is ongoing, and each child will progress towards the outcomes in different and equally meaningful ways" (EYLF, p. 18). Discuss in your teams how your planning, environment and teaching strategies reflect this statement. How could you strengthen these practices?

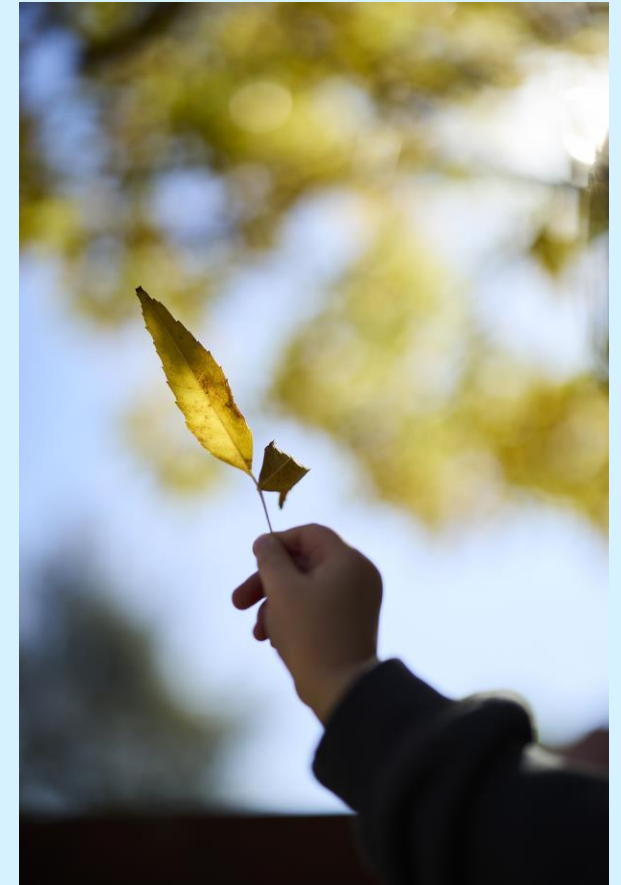
Other resources

Developmental milestones and the EYLF/NGOS

Preschool Toolkit

Next steps...

- Physical Toolkit will be **delivered** to all partner services
- **Emails** with information about the Plink portal. Services will need to register an account.
- Non-partnered services will have access to **online toolkit** and online professional learning.



Professional Networks

Overview



Strong, connected networks will support the Early Childhood Teacher workforce, lifting the quality of preschool programs and creating a better education and care system for children and families.

Professional Networks aim to:

- Build and maintain collaborative partnerships
- Promote reflective practice
- Enable shared learning and problem solving
- Utilise data and local knowledge to address member identified priorities
- Translate policy into practice through peer-to-peer learning

Aboriginal Professionals Network

The **Flying Start Statewide Aboriginal Professionals Network**, led by Tauondi Aboriginal College will create a culturally strong and collaborative space for Aboriginal Professionals working at all levels within the sector to build stronger connections, share practice and support each other.



Professional Networks



What to expect & what to do



MEMBERSHIP

- Place-based local services
- Focus on Early Childhood Teachers responsible for implementing 3-year-old preschool
- Connections with community services & allied health



FACILITATED & SCHEDULED

- Led by a variety of local organisations engaged by OECD to lead each Professional Network based on local, member identified priorities.
- 2-3 hour quarterly meetings



SUPPORTED

- OECD Local Teams representative attends network meetings
- Partner Services are funded to attend & participation is required



Professional Networks



What to expect & what to do



FUNDING

- Contribution to backfill made through preschool grant funding
- Attendance reported to OECD by Network Lead



ALLOCATION & ATTENDANCE

- Mid-year 2026 Partner Services allocated to relevant Professional Network
 - Attendance from Term 3 2026
- 2027 Partner Services will be notified of their formal allocation to their Professional Network in early Term 3.
 - 2027 Partner services may attend in 2026 prior to formal partnership
 - Funding commences from beginning of partnership

About the Leaders Forum

Overview



Bringing together leaders from partner services to connect, learn, and build confidence to deliver 3-year-old preschool

The OECD delivers two half-day Flying Start Leaders Forums each year to support service leaders for partner services. The forums are designed to build leadership capability, strengthen governance and quality practice, and support the successful implementation and ongoing delivery of 3-year-old preschool.



Leaders Forum

Why the Forums Matter



Building Strong Leadership

- Strong leadership is essential to successful implementation
- Supports governance, service quality and continuous improvement
- Enables leaders to confidently lead change within their services

Learning and Capability Development

- Understand program requirements and expectations
- Strengthen leadership and governance practices
- Access practical information and implementation guidance

Connecting Leaders Across the Sector

- Share experiences and challenges.
- Learn from peer services
- Expand your network



Leaders Forum



Key discussion topics



LEADERS FORUM 1:

- 26th June 2025
- Leadership Impact: Leading through change



LEADERS FORUM 2:

- 26th November 2025
- Leadership Impact: Leading forward and sustaining change



LEADERS FORUM 3:

- 21st May 2026
- Leadership Impact: From intention to impact

Leaders Forum

Next Forum...



10 November 2026

While the event is still being refined, it is likely to include:

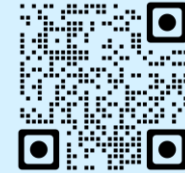
- Practical strategies for translating policy into practice
- Service-led examples and sector insights
- Opportunities for reflection, discussion and peer learning
- Expert perspectives on early childhood practice and reform
- Approaches to strengthen quality and continuous improvement
- Action-focused leadership development activities

The forum will continue to balance practical implementation support with opportunities for collaboration and professional learning.

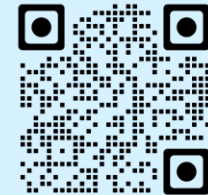


Stay updated & connected

Visit the **Flying Start Partner Page** for key information, and resources to support you in delivering Flying Start Preschool. **Password:** FlyingStart!



Stay up to date with our fortnightly **Flying Start partners e-bulletin**, delivered straight to your inbox. Direct **families** to the **OECD website** and encourage **families** to **download** the **Early Years app**.
www.flyingstart.sa.gov.au

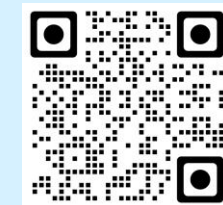


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Thank you



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