

2014 Economic and Social Outlook Conference

Pathways to Growth

How to get early childhood education right

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Australian Research Council Centre of Excellence for Children and Families over the Life Course

preventing deep disadvantage: realising life's potential



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Life's toolkit

Capability is enhanced when individual's possess

Emotional regulation

Exploratory behaviour

Communicate effectively

Self direction

Intellectual flexibility

Introspection

Self efficacy in meeting challenges

Life's toolkit

These skills support self-productivity & dynamic complementarity

Emotional regulation

Exploratory behaviour

Communicate effectively

Self direction

Intellectual flexibility

Introspection

Self efficacy in meeting challenges

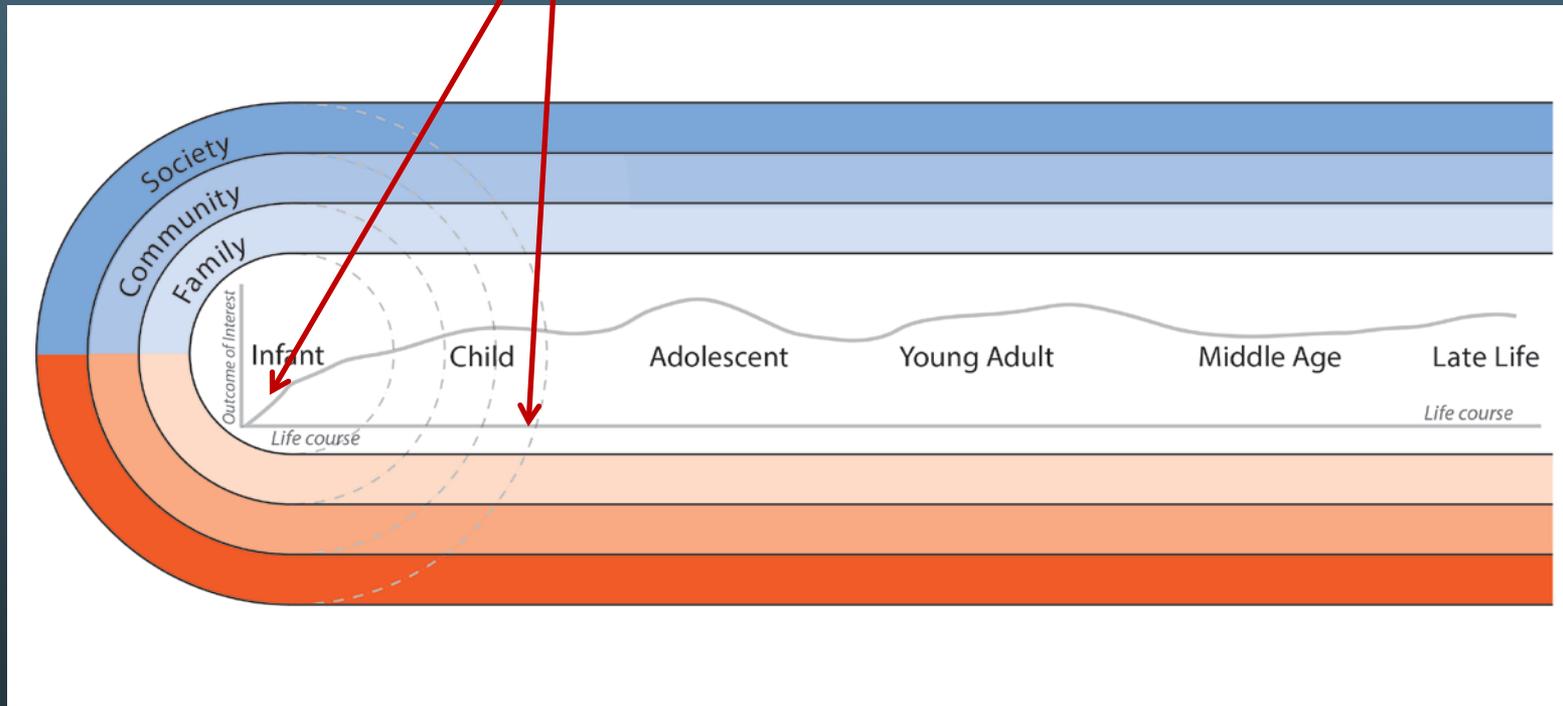
Life's toolkit

Early developmental capability enables onward capability

“Starting thresholds” are important for children

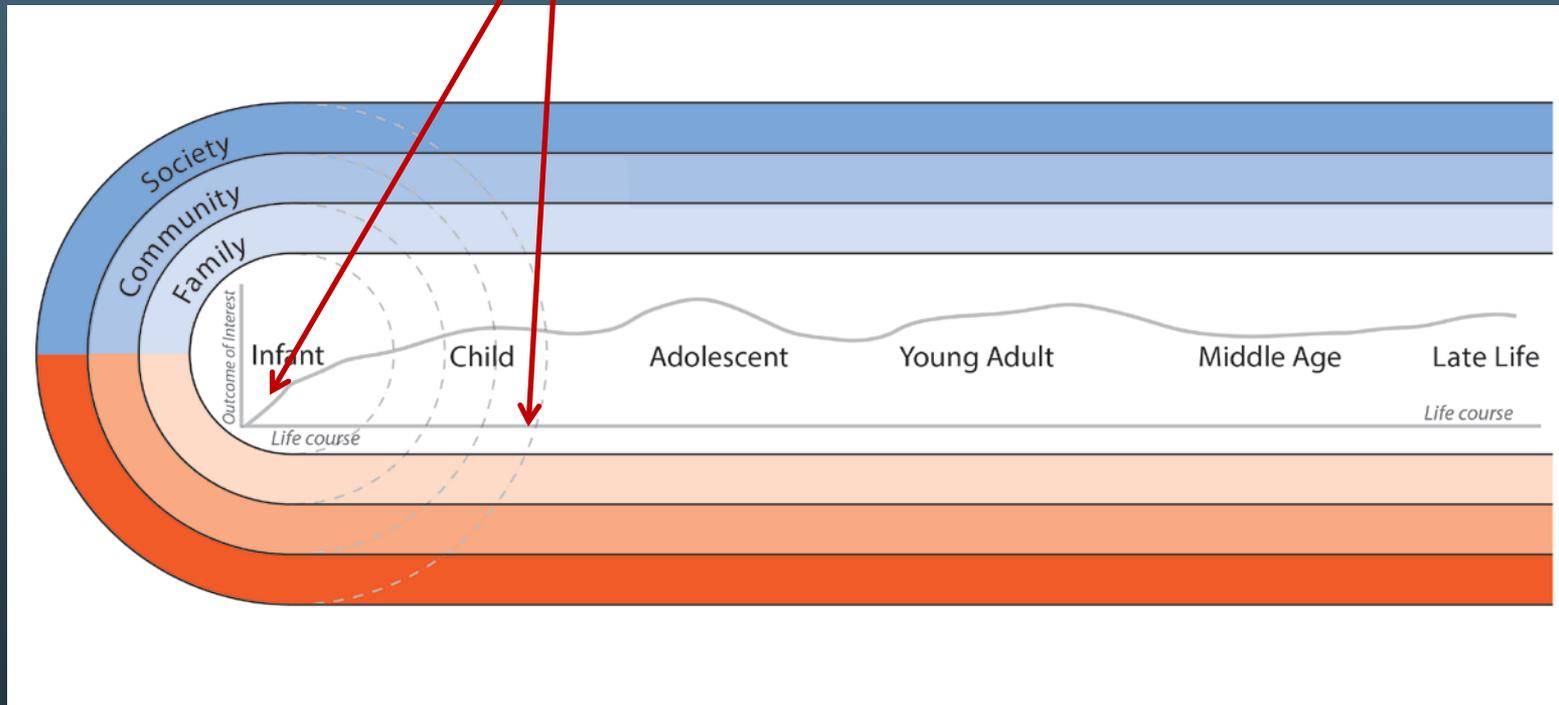
Early “gaps” in capability are likely to produce multiplier effects

Childhood poses particular policy challenges



Childhood poses particular policy challenges

How do we understand policy reform in this epoch? Whose “obligated” to manage?



Education as a developmental event

Mandated by legislation

Explicitly organized to change development

It's developmentally powerful because:

- Close to the child

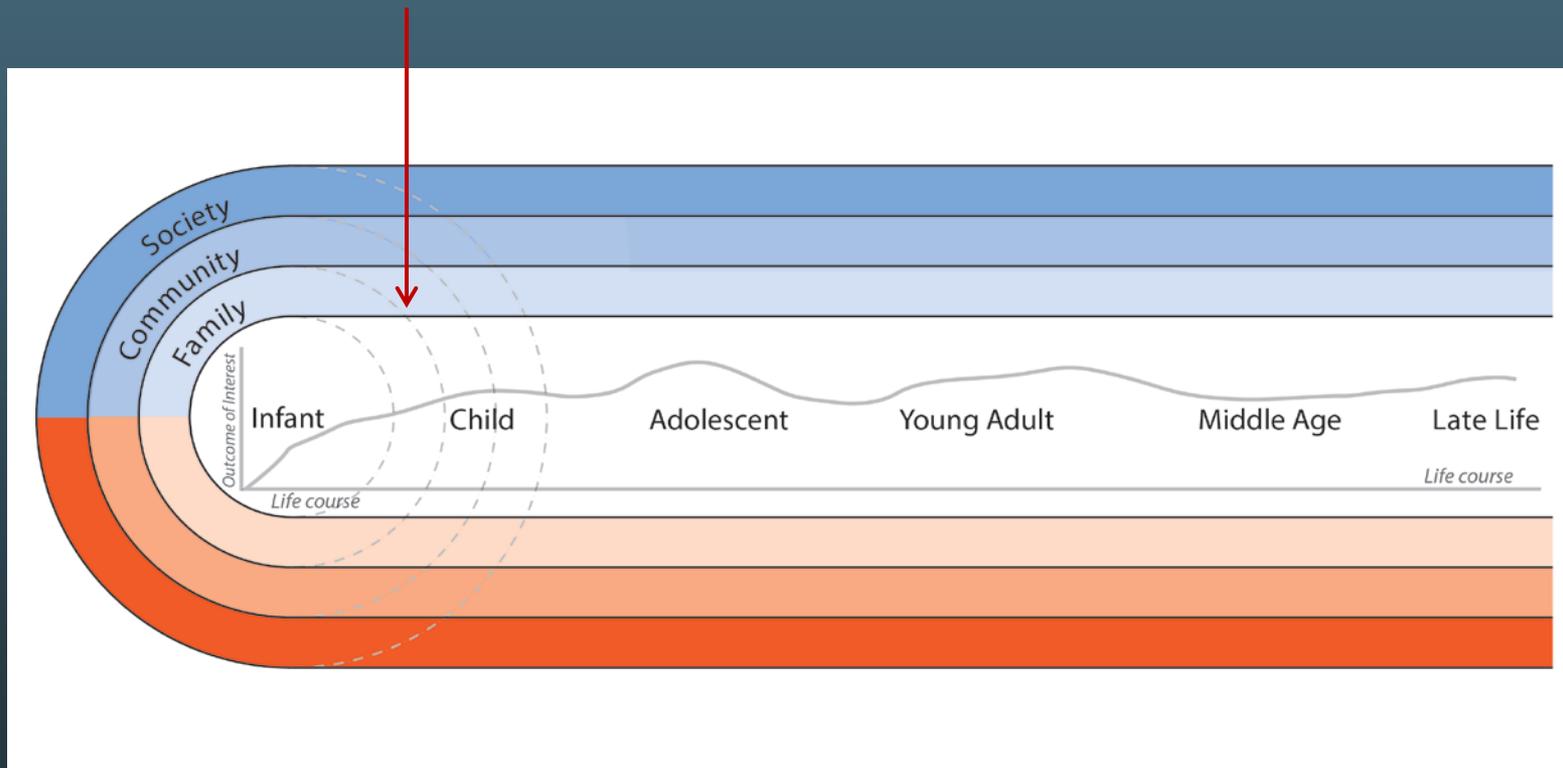
- Fairly regular

- Over and extended period

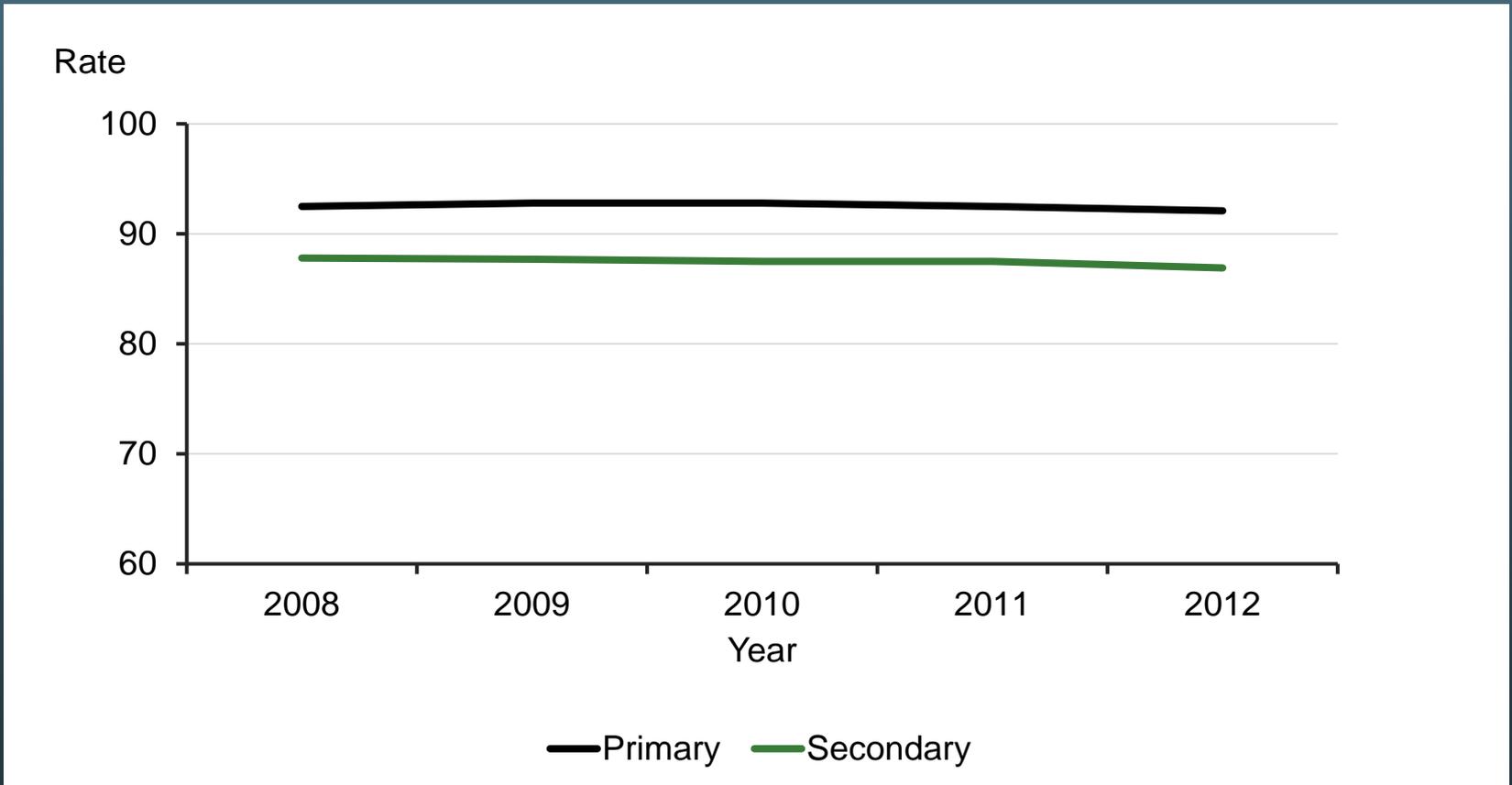
- Reciprocal

Childhood poses particular policy challenges

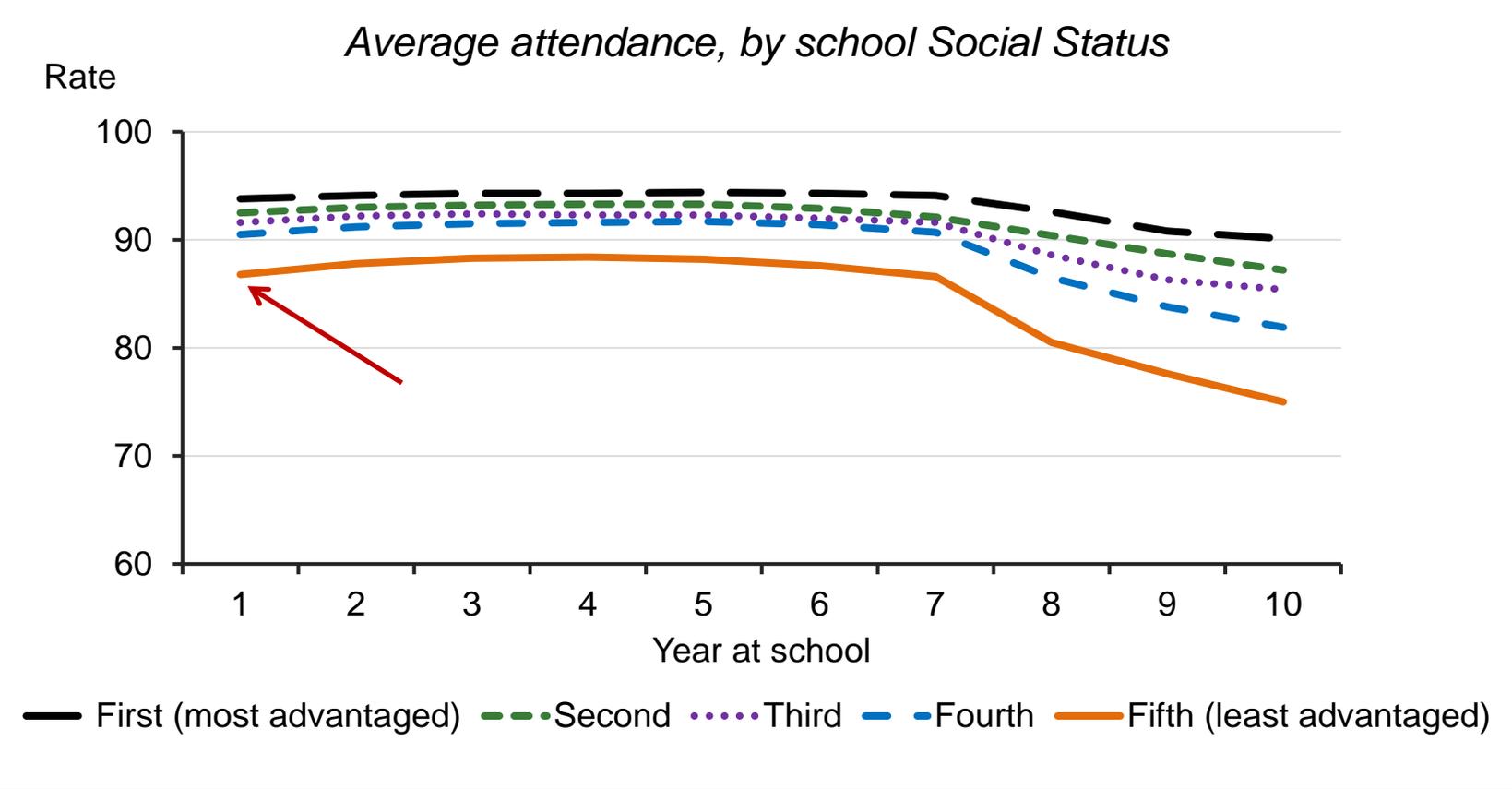
3 sectors of education, 8 jurisdictions, 2 levels of government



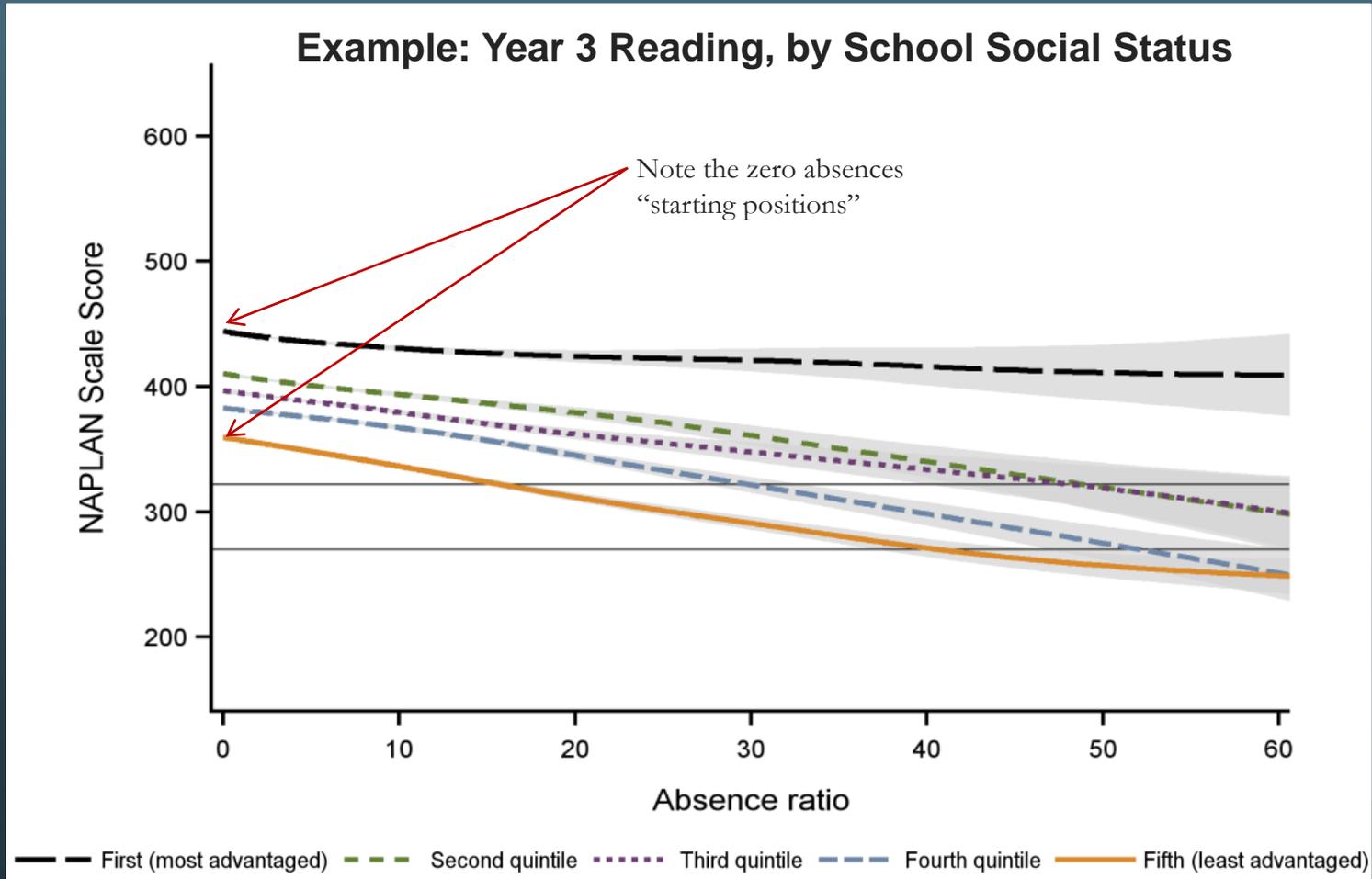
School attendance has been stable over time



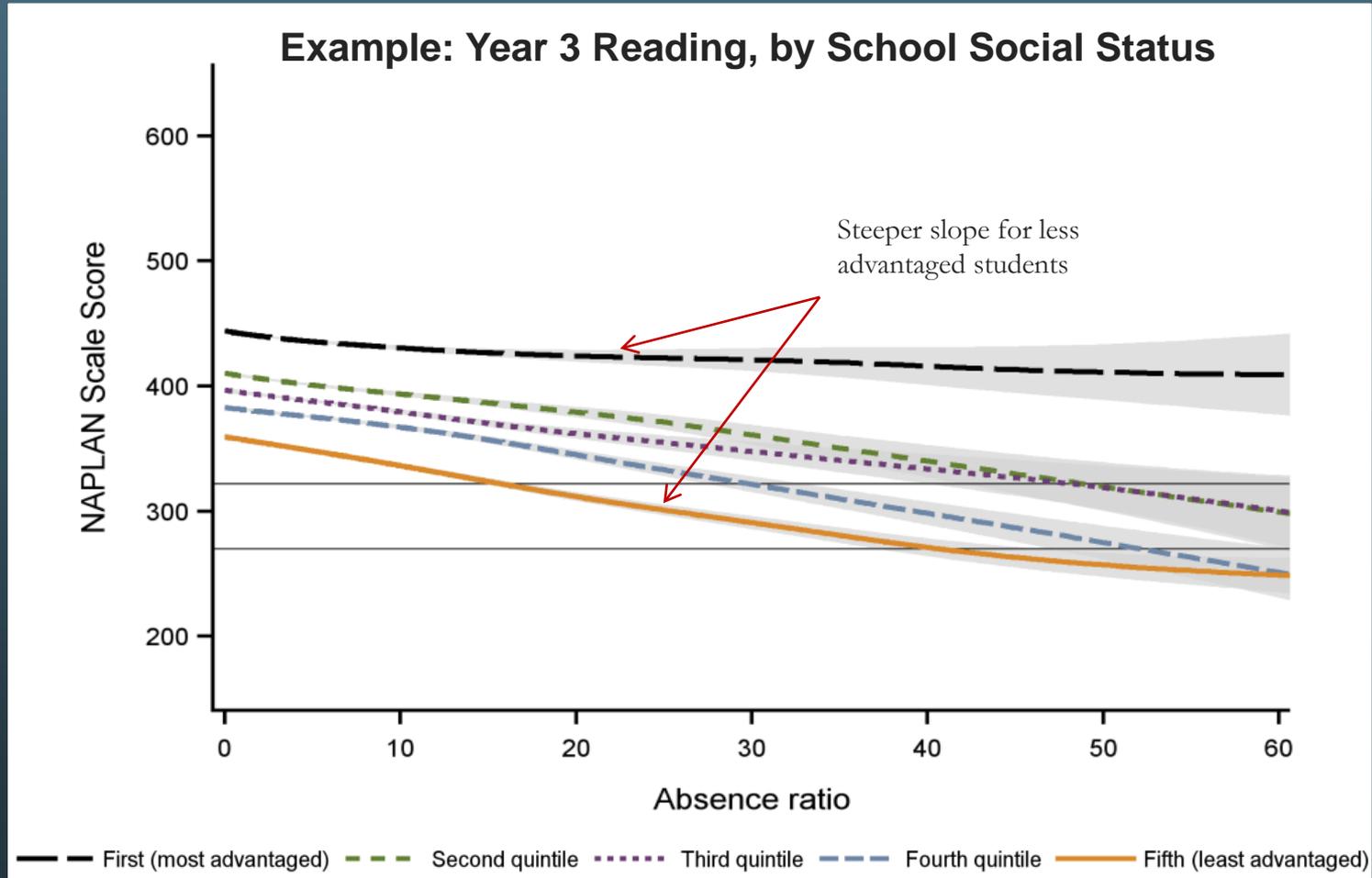
Students in disadvantaged schools have poorer attendance



Children with perfect attendance who are in disadvantaged schools perform more poorly



The performance of children in disadvantaged schools is affected more when they are absent



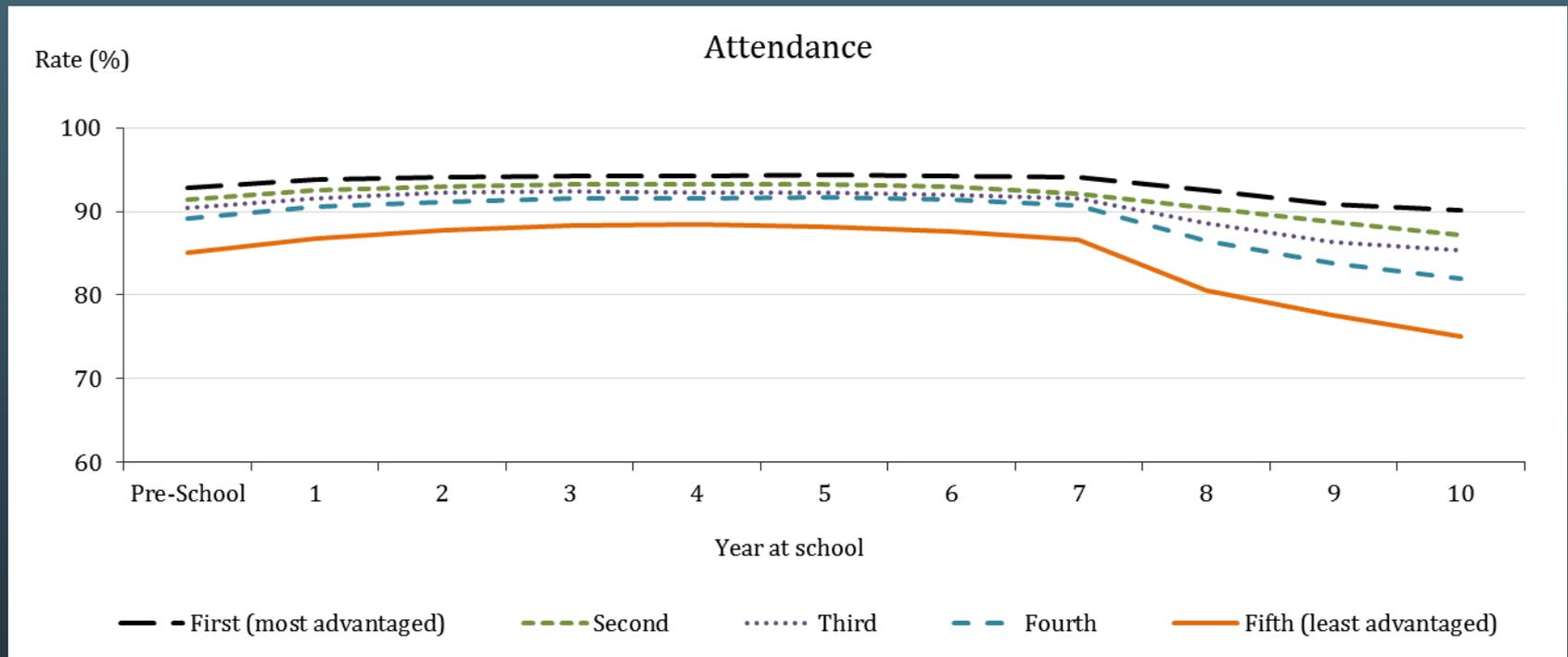
2012 numeracy

The effect of disadvantage

Disadvantaged children are one year behind their advantaged counterparts— this difference increases onward to Year 9

<i>Factor</i>	<i>Effect on numeracy score (Cohen d)</i>
School SEI quintile (2012)	
1 st (most advantaged)	0.0 points
2 nd	-19.9 points (0.2)
3 rd	-31.5 points (0.4)
4 th	-32.0 points (0.4)
5 th (least advantaged)	-48.9 points (0.6)
	(~1 year behind)

Disadvantaged pre-schoolers have poorer entry attendance



Some points

Disadvantage is persistent

Disadvantage children spend more of their developmental careers with their disadvantaged colleagues – they are excluded from a range of expectations and opportunities

Developmental heterogeneity matters

Some points

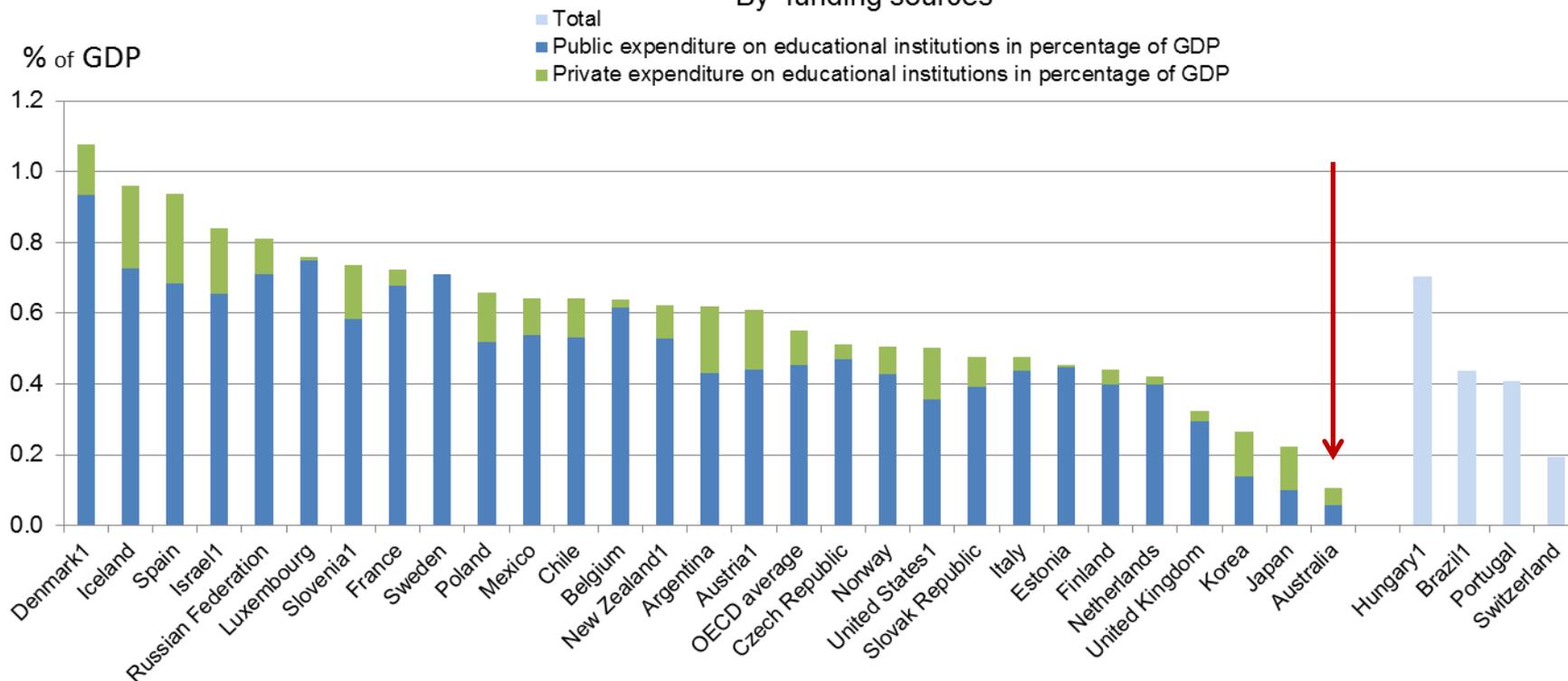
A school outcome tells us nothing about what the school was pushing against to achieve this

What did the children and families bring by way of human (and other) capital to the school?

And the principals and teachers?

Chart C2.3. Expenditure on early childhood educational institutions as a percentage of GDP (2010)

By funding sources



Countries are ranked in descending order of public and private expenditure on educational institutions.

1. Includes some expenditure on child care.

Source: OECD. Argentina : UNESCO Institute for Statistics (World Education Indicators Programme). Table C2.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Some points

Education should be a game-changer for all children

we need to change the dynamic of how kids get selected for the team

Conclusion

- Disadvantage is persistent and evident from the earliest “contact” points in early childhood education
- Our current institutional arrangements are supporting persistent disadvantage
- “Residualisation” occurs between sectors and within sectors

Conclusion

If resources are to be increased:

- Insure that resources are provided to schools on the basis of proportionate universalism – “need” is more than just a head count
- Publically report by school on how these resources are being allocated in addition to reporting “outcomes”

Conclusion

- We require more fidelity and coherence in policies and institutional arrangements for children in the period 2 years prior to entry to formal school – “join some dots”
- This requires the identification of who carries the obligation and authority to manage this period of child development

