



Presented by ..... Di Chandler

# High Expectations for Every Child





## High expectations for all!!





## (VEYLDF and EYLF 2009)

All children have the capacity to succeed regardless of diverse circumstances and abilities. Educators make the commitment to work with every child's unique qualities and abilities.

Working with high expectations of every child requires us to move beyond preconceived expectations about what children can do and learn.

“Every child has the right to learn and develop. Having high expectations is especially important in achieving better outcomes for the most vulnerable children. Some children require additional supports and different learning experiences and opportunities to help them to learn and develop.” (VEYLDF P10)



## Children and educators

- For children in early childhood programs questions children might ask
- What do we as educators want for children?





## Why are '*high expectations*' for every child so important in early childhood learning, development and teaching?

1. Children learn best when they are 'expected' to succeed
2. Low expectations affect how children see themselves
3. High expectations promote resilience
4. Taking responsibility for children's learning - planned individualised learning opportunities



## Promoting self

- provide for active participation
- opportunities to role model and 'own' competence'
- supported in setting and reaching their own goals
- helping others
- taking on responsibilities
- participating in cooperative experiences
- seen as a participating member of the group



## Promoting self.....

- Raising children's "I can..." level
- Relate group learning/ activities to familiar or mastered skills
- Break down tasks into manageable steps
- Allow practice
- Allow time
- Promote independence in completing tasks



## “Messages from the environment”

- This is a good place to be
- I belong here
- This is a place I can trust
- I can do many things on my own and be independent
- I can get away and be by myself when I need to
- This is a safe place to explore and try out my ideas
  - Diane Dodge and Laura Colker (2002)



# The importance of environment

- **physical**
- **Social**

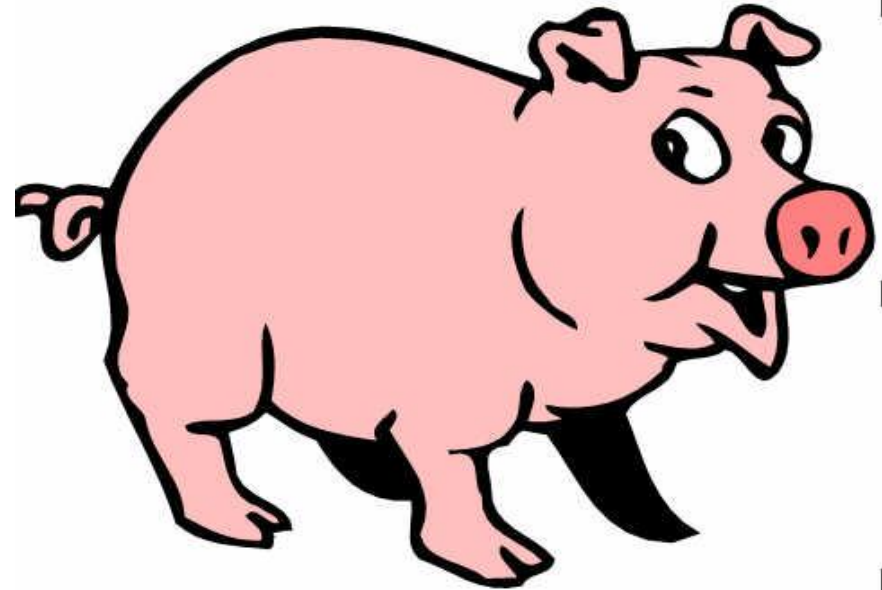




## Achieving best practice

1. Reflect
2. Communicate
3. Advocate
4. Use strength based approaches
5. Differentiated learning
6. Reciprocal and respectful relationships
7. Educators high expectations





# THE PIGGY BANK

WITHDRAWALS AND DEPOSITS



## High expectations/ professional ‘agency’

### ***For educators:***

Professional Development opportunities

Team approach

Recognising the importance of relationships in learning

Seeing all children as capable and confident learners

Engaging with the VEYLDF



## High expectations /child agency

### ***For children:***

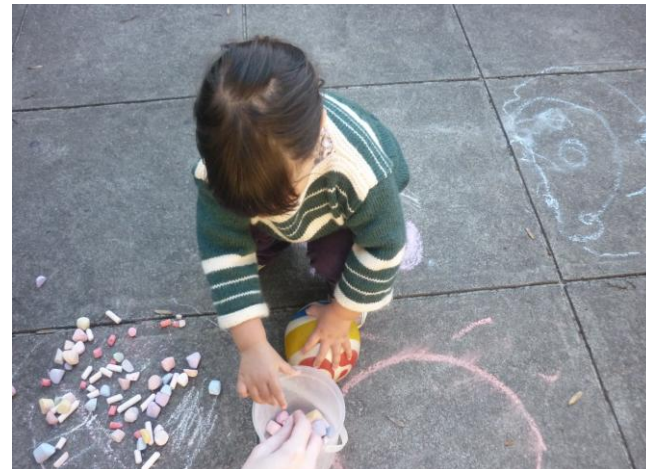
- Believing that each child is capable of learning
- Communicating high expectations to children and parents
- Taking responsibility for children's learning
- Reflecting on teaching practice



## What does this mean?

Examples when you have had high expectations of yourself as an educator.

An example of when you have had high expectations of a child





## Teaching life skills

- Social competence
- Communication skills
- Valuing self and others
- Independent thinking
- Problem solving
- Conflict resolution





## Early childhood professionals and parents together

- **High expectations enhances**
  - children's resilience, achievement, motivation and self belief
- **Low expectations**
  - Impacts directly on children's self confidence, belief in their own abilities sense of agency and academic outcomes



## High expectation recognises .....

“.....that each child is different and has a unique learning trajectory – each child will require unique support to reach his or her full potential”



