

# Alice Springs (Mparntwe) Education Declaration











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**Goal 1: The Australian education system promotes excellence and equity**

Australian Governments commit to promoting excellence and equity in Australian education.

This means that all Australian Governments will work with the education community to:

- provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination
- recognise the individual

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**Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community**

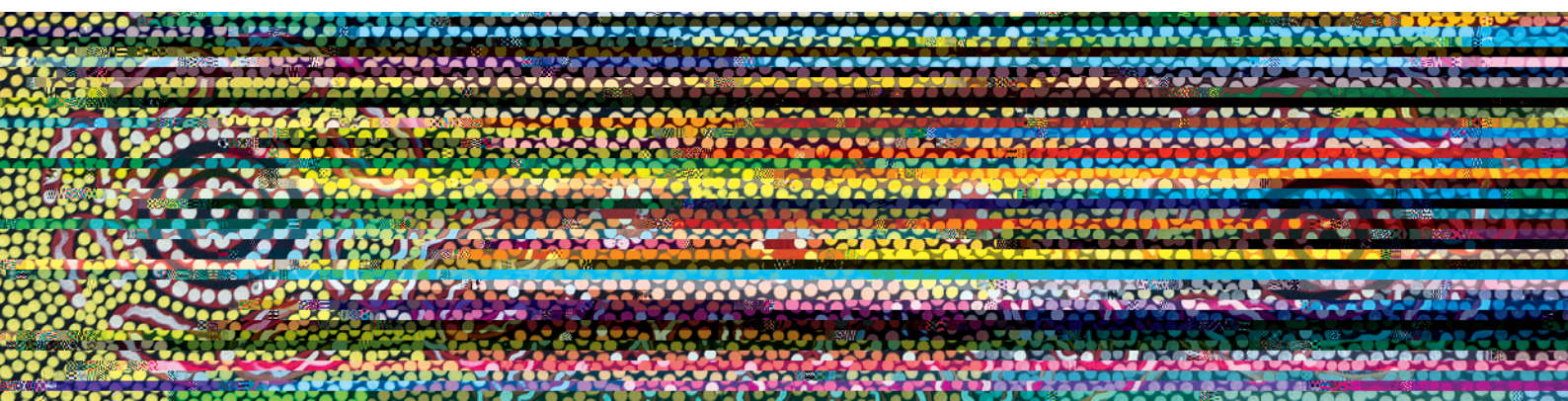
Australian Governments commit to working in collaboration with the education community to support all young Australians to become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

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Confident and creative individuals who...

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
- develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
- are resilient and develop the skills and strategies they need to tackle current and future challenges
- are able to recognise, adapt to, and manage change
- have a sense of optimism about their lives and the future
- show initiative, use their creative abilities and are enterprising
- have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- understand their responsibilities as global citizens and know how to affect positive change
- have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as friends, family, community and workforce members
- embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions
- have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.



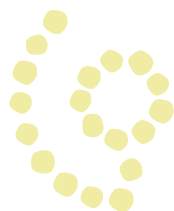




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Active and informed members of the community who..

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia's system of government, its histories, religions and culture
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.





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## Developing stronger partnerships

Parents, carers and families are the first and most important educational influence in a child's life. They have a critical role in early development, including social, emotional, intellectual, spiritual and physical wellbeing. They instil attitudes and values that support young people to access and participate in education and training, and contribute to local and global communities. It is critical for the education community to work in partnership with parents, carers and families to support a child's progress through early learning and school.

Partnerships create opportunities for young Australians to connect with their communities, business and industry and support the development and wellbeing of young people and their families. These connections and associations can facilitate development, training and employment opportunities, promote a sense of responsible citizenship and encourage lifelong learning.

These partnerships should aim to enhance learner engagement, progress and achievement.

In particular, the development of partnerships and connections with Aboriginal and Torres Strait Islander communities will greatly improve learning outcomes for Aboriginal and Torres Strait Islander peoples and benefit all young Australians. Effective partnerships are based on culturally supportive and responsive learning environments.

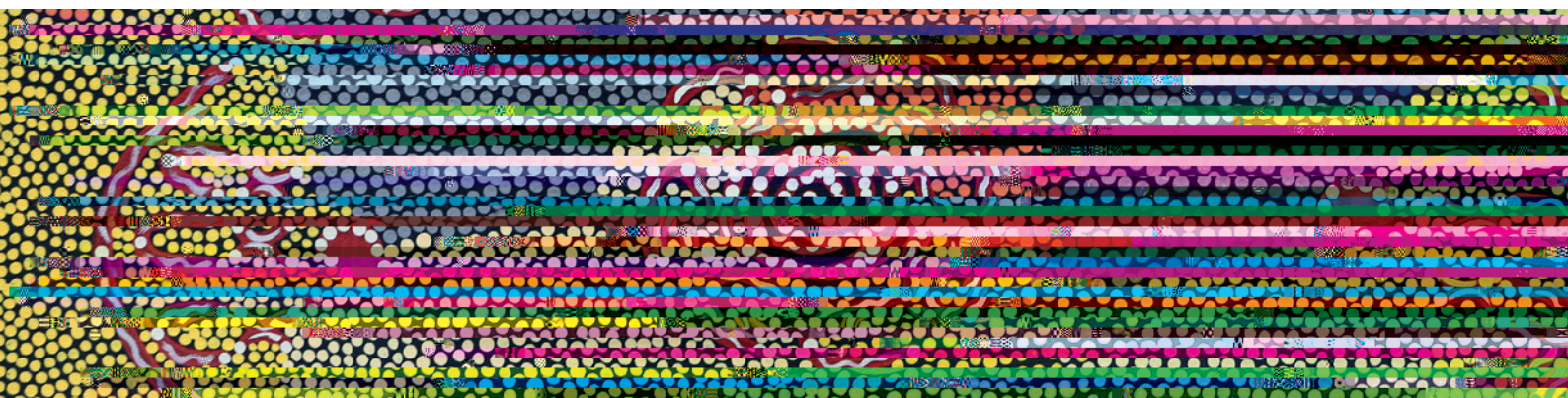
Welcoming and valuing the local, regional and national cultural knowledge and the experiences of Aboriginal and Torres Strait Islander peoples will help the education community to build authentic partnerships with local communities and teach young Australians the value of our nation's rich history. More importantly, it will foster a culturally supportive learning environment where all young Australians can thrive educationally and in all facets of life.

Australian Governments commit to building partnerships that support learners' progress through the education system, and to provide them with individualised, high quality learning opportunities and experiences, and personal development. Further, Australian Governments commit to fostering these partnerships to support young Australians as they continue their learning throughout their lifetime.



Supporting quality  
teaching and leadership

Teachers, educators and leaders  
are vital to achieving these  
education goals for young



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## Strengthening early childhood education

The early years of life are a period of rapid growth and development as children form their language, social, emotional and physical skills, and undergo significant cognitive development. These years provide the foundation for learning throughout school and beyond. The key to children's earliest learning and development is the quality and depth of interaction they experience; between adult and child and between child and child. These interactions take place both within and outside formal early childhood education settings. Age appropriate approaches and supports for learning and development help children grow and develop during this formative stage.

The importance of the early years has been recognised through collaborative national efforts and state and territory reforms to improve quality and improve participation and access. The Early Learning Reform Principles, agreed by the Council of Australian Governments, outline the commitment of all Australian Governments to early childhood and the connection between high quality early learning and positive outcomes throughout life. Strong regulation focused on improving quality in education and care settings has been established through the National Quality Framework, which emphasises

learning process and structural quality across all early childhood settings. Australian Governments have implemented the Early Years Learning Framework which provides guidance to the early childhood education workforce to enable it to support young children to learn and develop through play-based learning.

Australian Governments have worked together to provide access to 15 hours of early childhood education per week to all Australian children in the year before full-time school. This provides a solid foundation for development and learning and we need to build on the success of the collective efforts of governments and stakeholders to ensure sustainable ongoing outcomes.

The important link between educators and quality early childhood education experiences is recognised through the National Quality Framework, including through professional qualification requirements and educator to child ratios. Increasing the capability of the early childhood education workforce remains a priority to build quality, as does providing parents, carers and the community with advice and support to help children learn and develop wherever they are and regardless of their circumstances.

**Australian Governments commit to continuing to build quality and access to early years learning and development in environments that meets the needs of all Australian families. Australian Governments also commit to providing support and advice through a range of channels on how to support children to develop and flourish, including partnering with families, the broader community and other services for children.**

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## Building foundational skills through the primary school years

Building upon a strong foundation from early childhood learning, primary school is critical to further develop foundational skills which form the basis for ongoing learning throughout school and beyond. Having a positive and successful start to school gives children the confidence and motivation they need for continued learning success. It is important that primary school continues to understand, provide the right environment for, and respond to the needs of young learners to discover, explore, play, create and express themselves.

Primary school is a key stage for children as they enhance their communication skills, establish and grow peer relationships, and have a growing understanding of their place in the world. This period of significant change and growth also sees children develop resilience and adaptability and strategies to manage themselves in different situations.

The beginning of school is an important time to have in place effective early intervention and support strategies to ensure each young person has the necessary skills, knowledge and confidence to thrive as they move through school.



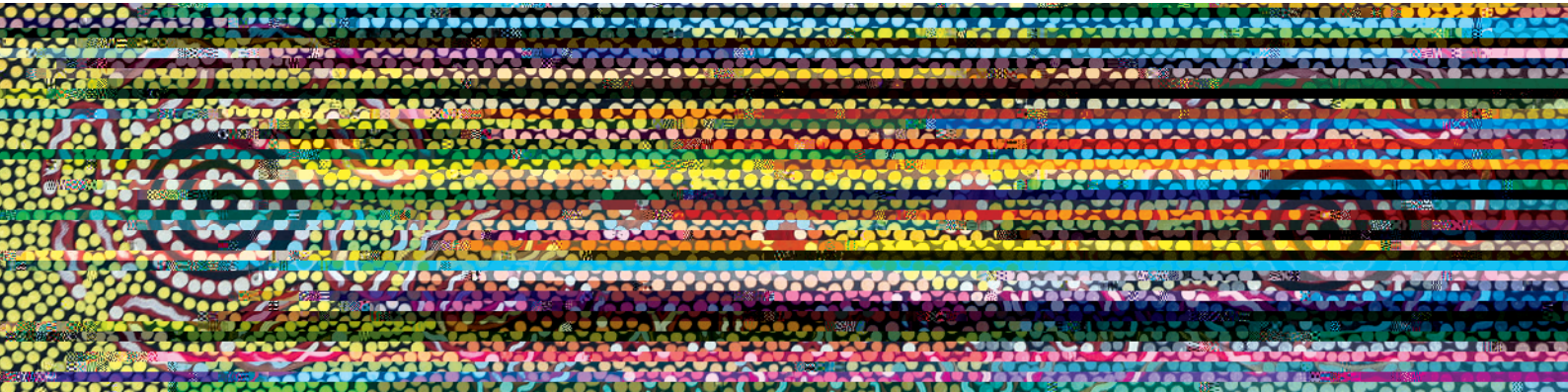




Supporting Aboriginal and Torres Strait Islander learners to reach their potential

Aboriginal and Torres Strait Islander cultures, knowledge and experiences are fundamental to Australia's social, economic and cultural wellbeing. Across Australia, the education community need to focus on imagining what is possible and promoting Aboriginal and Torres Strait Islander leadership, knowledge and learnings. All Aboriginal and Torres Strait Islander young peoples must be empowered to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as Australia's First Nations peoples.

Educational outcomes for Aboriginal and Torres Strait Islander young peoples remain behind those of other learners in a number of key areas. Meeting their needs and fostering access, engagement, progress, and achievement for their educational performance requires strategic effort and investment



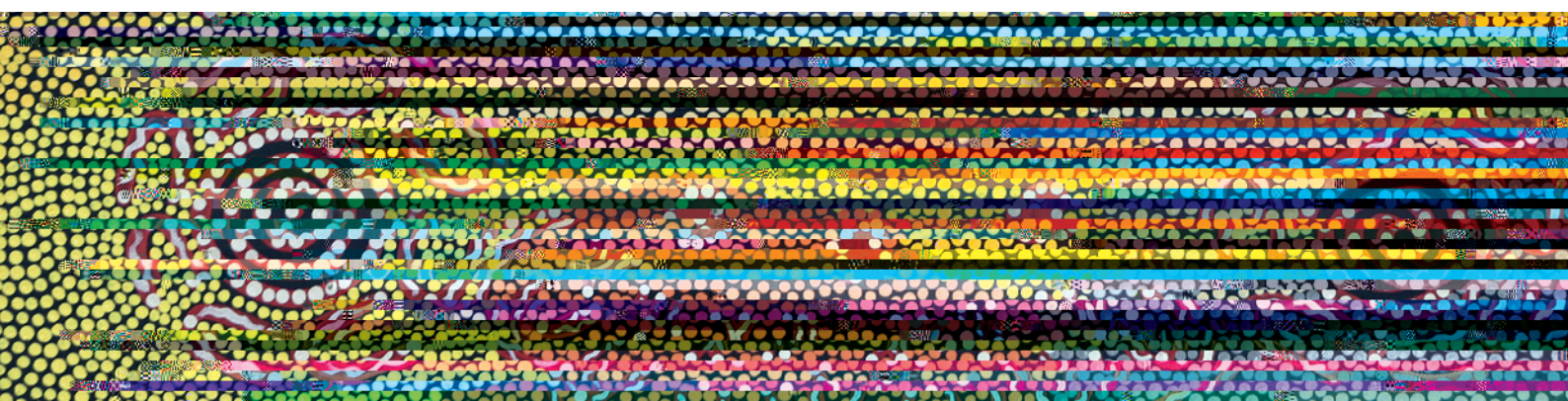
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Supporting all  
young Australians at  
risk of educational  
disadvantage

For Australia's education system to promote excellence and equity, governments and the education community must improve outcomes for educationally disadvantaged young Australians. We must also encourage them, their families and their communities to hold high expectations for their future.

Learners experiencing disadvantage are more likely than their peers to start school developmentally vulnerable and less likely to have attended early education in the year before school. Targeted support can help learners such as those from low socioeconomic backgrounds,

those from regional, r10 00 1717 1 (s edsus6 eETEMC /)



Strengthening



# Achieving the Educational Goals for Young Australians

With shared commitment and sustained efforts of Australia Governments and the education community, working in partnership with young Australians, their families and carers and the broader community, all young Australians will have the opportunity to reach their full potential.

The commitments outlined in this Declaration will be implemented through the efforts of all Australian Governments, working collectively together through the Council of Australian Governments Education Council and individually in their own areas of responsibility.

Australian Governments will collectively invest in national reforms to give all young Australians equal access and opportunity to become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

National reforms are outlined in national agreements, and national data collection and reporting is undertaken to track the progress towards achievement of the educational goals for young Australians.

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## Biennial Forum

There continue to be many innovative and collaborative educational reforms developed across the education community, jurisdictions and at a national level, and there is potential for these ideas to be shared and adapted across the nation.

Education Council will convene a national forum biennially with education stakeholders to showcase best practice, success stories, and progress against the goals outlined in the Declaration.

## Acknowledgements

Ministers would like to acknowledge those individuals and organisations that were involved in the consultation process. Over 260 submissions were received in response to the discussion paper and the exposure draft declaration, and over 900 people attended the consultation events. This extensive consultation shaped the Alice Springs (Mparntwe) Education Declaration.

Ministers would also like to thank the members of the Working Group responsible for developing this Declaration.

The Working Group also received significant drafting assistance from the University of Melbourne.

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