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Promoting educational futures in early childhood

How a social marketing approach can weave education connections
with community



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Getting an early start to aspirations

Understanding how to promote educational futures in early childhood.

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Early Start Institute | School of Education

Funded by the Australian Research Council



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Educational futures

Refers to the idea that an individual's future must be inclusive of education in all its myriad forms.

This is to include not just the *formal* and officially sanctioned sites of education, but also to take in the compass of education sites that exist in numerous ways.

The importance of Aboriginal Protocols in promoting educational futures

Aboriginal protocols are central to informing and guiding our approach in this research project.

We recognise the importance of learning from local Aboriginal Elders and of building relationships, establishing respect and conducting research in ways that ensure their rights to maintain intellectual property.

What are we doing and Why?

Understand how LSES children and their families imagine and aspire to educational futures

Children from low socio-economic status (LSES) backgrounds are, for a range of reasons, far less likely to attend university. Many of these children are ‘smart enough’ to attend university, but there are barriers to attending, including knowledge about education or believing it is possible.



Social Marketing

What's been done before?

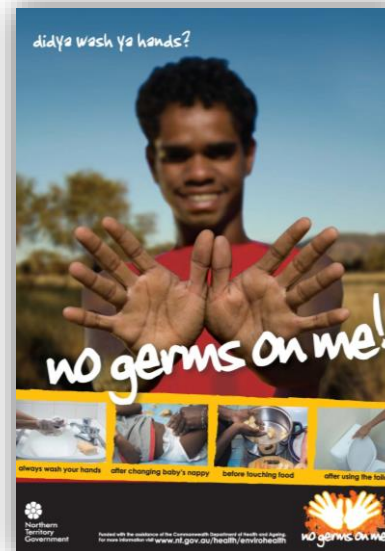


Get your life back Campaign
Centre for Health Initiatives, UOW

US Dept of Labor
<https://www.osha.gov/SLTC/heatillness/edresources.html>



Kick the Habit Campaign –
Dubbo
<http://www.purplegoat.com.au/portfolio/kick-the-habit-dubbo/>



No Germs on me! Campaign –
NT
http://www.health.nt.gov.au/EnvironmentalHealth/No_Germs_on_Me_Campaign/index.aspx#CampaignMaterial

The conundrum of promoting educational futures

Research by Harwood and Murray (2016) into promoting educational futures in early childhood reveals how parents from LSES backgrounds who have not experienced further education, and many of whom left schooling early, strongly value the role of schools and education.

At the same time, these parents describe having problematic feelings toward education and educational futures. This clearly is not the same as not valuing education.

Our Research

149 Participants

Formative Study

63 Participants

Longitudinal study

**still in progress – 4yr*

32

Child Care Educators

Research collection phase we found;

1. Parents that are accessing Playgroups
2. Parents that are accessing Childcare services and services that use buses
3. Parents that are NOT accessing Playgroups or Childcare services

AIM:

Produce an educational promotion strategy for the early years that includes Parents, Caregivers and family members caring for young children.

Q. What do you think about Education?

C: It's the start of the future I suppose.

(Small regional city, central NSW, GAESTA)

S: Its good.

L: Its important.

**T: No I think it's incredibly important for –
especially for the early years so up until, I don't
know, a certain age that it's incredibly important so
that there's some form of education.**

(Coastal regional city, NSW, GAESTA)

Identifying segmentation

Getting involved in education is ‘pushing’

Involvement in education

- Letting children drive the situation
- Kids directing when they choose/ want to do something

Employment Focus

- Been brought up with values that a job is more important than education
- Securing low skilled employment positions

Educational System

- Dislike educational system
- Cultural/integrational history
- It's school responsibility (norm)

Happiness over learning

- Kids need to be kids
- Will help encourage in the future only if the child wants to
- Happy time is not when you are learning or doing homework

Proposition statement

A proposition is the 'offer' to the target segment. It describes the behaviour as having greater benefits and lower costs/fewer barriers than the existing behaviour

It is possible to lead your child's learning. It only takes a little time and can fit in with everyday activities. You can encourage your child's learning without having specific knowledge of a topic AND it gives a child the happy experiences of valuing and enjoying learning.

Lead My Learning - logo



**Artist Acknowledgement: JACK
RAYMOND JOHNSON, a
Warumunga/Wombaya man from the
north of Australia**

- Designed based on formative study comments
- Large feet = supportive and nurturing of the child
- Little feet/ bright colours = child learning
- Multiple colours = diversity



LEAD MY LEARNING



Lead My Learning Social Marketing Campaign



www.LEADMYLEARNING.com.au



SHARE



ENCOURAGE

Start now for my future

It only takes a few minutes in your day to share and encourage learning



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Share Learning



You can share learning when
your doing your everyday
activities



SHARING

Start now for my future

You can share learning with me when you're doing your everyday activities.

- **Cooking?** M is for Milk. Let's add some more to the mixture!
- **Washing?** Can you pass me 3 pegs?
- **Shopping?** Can you find me a red and a green capsicum?
- **Out and about?** Just talking and explaining what you see to spark curiosity.

Lead my learning is all about turning everyday activities into opportunities to lead a child's learning.

It only takes a few minutes in your day to share a learning moment.

Sharing learning moments makes a fun learning relationship.

 Looking for some more ideas?
www.leadmylearning.com.au


LEAD MY LEARNING



Encourage Learning



ENCOURAGING

Start now for my future

You can encourage my learning by giving me:

- High fives
- Fist bumps
- Thumbs up
- Or even a big smile

You can encourage me for trying as well as for getting it right.

Lead my learning is all about turning everyday activities into opportunities to lead a child's learning.

Everyone's an expert at encouraging learning.

The trick is to lead the child to feel good about learning. Encouraging moments build confidence in our learning relationship.



Looking for some more ideas?
www.leadmylearning.com.au



ENCOURAGE

Everyone's an expert at encouraging learning. You can encourage my learning by giving me:

HIGHFIVE

FIST BUMP

THUMBS UP

OR EVEN A BIG SMILE



In appreciation and recognition to the Duguthuti Elders Council representing the Duguthuti people and their contributions to the research project. The Duguthuti Elders Council asks that this material is not reproduced and is treated with dignity and respect.



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Our campaign placement



Playgroups

11 sites

Childcare Centres

4 sites

Community

1 community and 1 waitlist controlled

Regions in NSW AU

1. Far North Coast
2. Mid-North Coast
3. Far North West
4. Far South Coast
5. South Coast



Marketing Mix

Products

Variety of product to
increase high frequency of
message.

Sponsorships

Local sports and sewing
groups

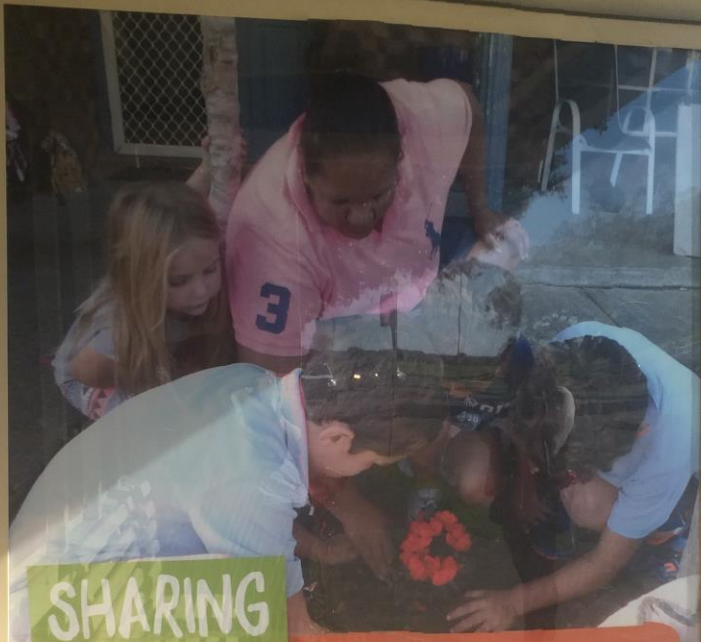
Advertisement

Bus Shelters, Taxi,
Posters, radio ad,
Corflute's

Supportive resources

Website, social media,
information booklet





SHARING

Start now for my future

You can share learning with me when you're doing your everyday activities.

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SHARE

You can share learning
when you are doing your
everyday activities

- COOKING •
- WASHING •
- SHOPPING •
- OUT & ABOUT •



ENCOURAGE

Everyone's an expert at encouraging
learning. You can encourage my
learning by giving me:

- HIGHFIVE •
- FIST BUMP •
- THUMBS UP •
- OR EVEN A BIG SMILE •

Start now for my future

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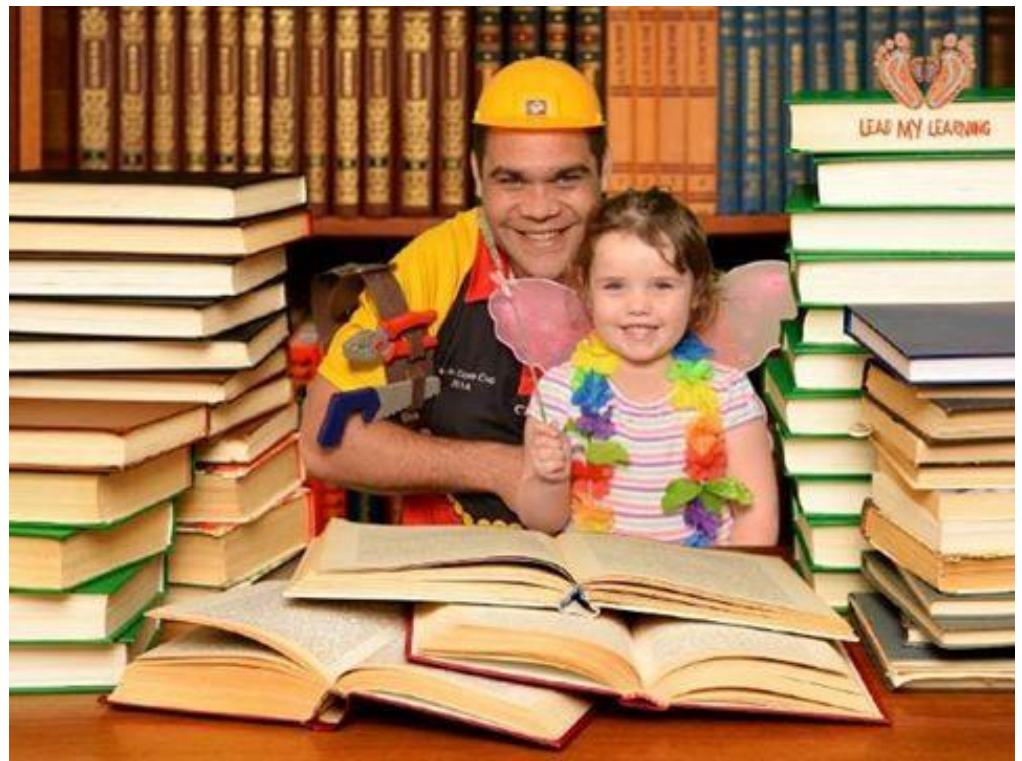
SHARE ENCOURAGE

Share

You can share learning when you are doing your everyday activities

Encourage

Everyone's an expert at encouraging learning







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d like to advise that by
taken today, you are
email address and photo
longong for marketing
poses.



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when you are doing your
everyday activities

Encourage

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expert at
encouraging
learning



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and _____ did this worksheet

SHARE AND ENCOURAGE

Talk, Draw, Write. What's happening here?

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MY NAME IS:

LEAD MY LEARNING





EVERYDAY ACTIVITIES
ARE OPPORTUNITIES TO
SHARE AND ENCOURAGE
LEARNING

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 **SHARE**

 **ENCOURAGE**

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When you take the clothes off the line, give the pegs to your child, get them to stand a short distance from the peg container, and see if they can throw them into the container.

Have child name the owner of the clothes as they go on or off the line.



Smiles – you're so good at sorting clothes!

That's great! Thank you for being such a good little helper!

When shopping ask your child to compare heavy and light items, ask them to name items that you put in the trolley or have them tick off a list.

What is the biggest animal you can think of? Could you weigh that animal on the scales in the shop?

Using items in the garden or outside ask your child to create something in the dirt. Encourage the child to create, and you be the helper.

Could we make a tower out of just grass? What about if we used just leaves? Why not?



Pat on the back –What a great thing we made!



Lots of thumbs up – Yes, that's right!

Bath time is a great opportunity to talk about colours you see on bath toys or use the bath toys to demonstrate actions like washing or swimming.

- SING A SONG •
- TELL A STORY •
- PLAY A GAME •

EVERYDAY ACTIVITIES ARE OPPORTUNITIES TO SHARE AND ENCOURAGE LEARNING

#leadmylearning

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LEAD MY LEARNING

Lead my Learning is all about turning everyday activities into opportunities to lead a child's learning.

Children love to learn and they'll love the moments when you lead their learning.

You can start now. Sharing and encouraging learning creates a fun learning relationship to builds a child's future. Any time is a good time to start!



Look for learning moment you can encourage

Lead My Learning integrates leading learning into daily life. It is accessible and free to include in daily activities.

Everyone can lead my learning and contribute to children's educational futures for a lifetime.

 **SHARE**

You can share learning when you are doing your 'Everyday Activities'

- COOKING •
- WASHING •
- SHOPPING •
- OUT & ABOUT •

Sharing can be as simple as asking a question to spark curiosity

It only takes a minute to create a learning moment. Learning moments happen in our every day life. Share and Encourage – it's that simple!

Take a second to find something to share in the activity you are doing



 **ENCOURAGE**

Everyone's an expert at encouraging learning. You can encourage my learning by giving me:

- HIGHFIVE •
- FIST BUMP •
- THUMBS UP •
- OR EVEN A BIG SMILE •

Want more ideas?

www.leadmylearning.com.au



It is powerful for children to watch and see you learn. Talking about what you're doing helps them to learn about learning!



Launch Report – Week 1

24 September 2016



Users organically reached

4010

Post Engagement

250

Page Likes

132

Page Views

60



Photos taken

230

Photo participants

518

Our campaign partners

Dunghutti Elders Council

Collaboration agreement

NFP Services

High influence

Dept. Premier & Cabinet

Government full support

Childcare services

major research facilities

Family and Community Services

Government rolling out the campaign

Add here

Australian research universities (ERA 2012)

Research Design Question

Understanding how to promote educational future in early childhood

Playgroup

Parents attend playgroup – will there be impact of the campaign via the direct experience of the campaign at the playgroup? What does the playgroup modality afford and how do the parents experience this?

Child Care (bus)

Parents are less physically connected to the ECC as the bus services are the conduit for attendance. What will be the impact of the campaign that is designed around the buses and connecting between home and ECC.

Community

Connecting with parents via multiple points in the community setting. What is the impact of community focus and which components are the most beneficial/effective



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24th RECE Conference 2016

Re-weaving theories and practices to re(construct) critical questions, new imaginings and social activism

Wairakei Resort – Taupo, New Zealand

Professor Valerie Harwood

Miss Nyssa Murray



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