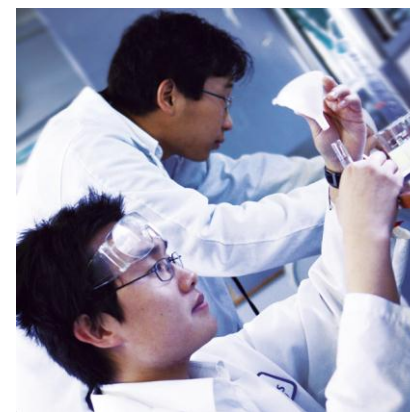
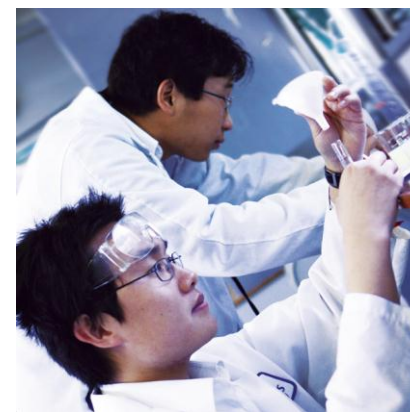


Who Knows What Makes Traffic Safety Education Effective?



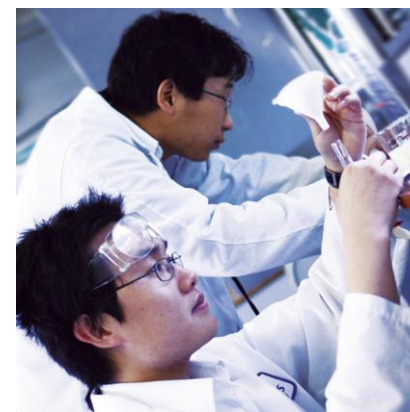
This paper brings together current research knowledge and educational understandings about key traffic safety education approaches to support practitioners to deliver appropriate road safety education programs in early childhood settings and schools.



Lack of clarity

Traffic Safety Education and Road Safety Education

**Community education and learning and teaching in early
childhood settings and schools**

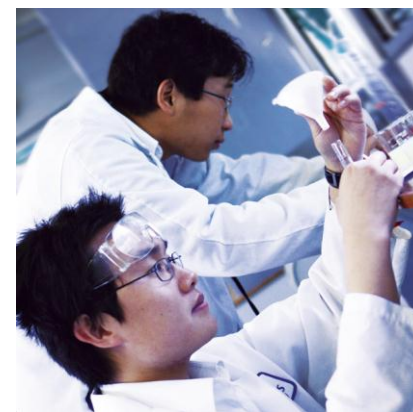


Clarity

“Teachers are perhaps the most important element of educational systems and a key ingredient in the success of students” (Pianta 2013)

“.....we need to work with teachers and teacher education institutions to ensure true clinical professional practice” (Rickards 2013: Forward)

to ‘see’ learning through the eyes of the learner (Hattie 2009)

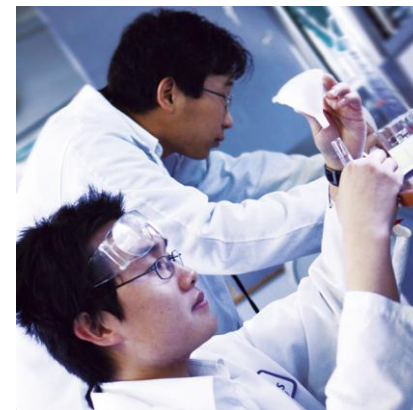


The guidelines

Early Years Learning Framework (DEEWR 2009)

**Australian Curriculum, in particular the Health and
Physical Education curriculum (ACARA 2013:2)**

**Principles for School Road Safety Education (SDERA
2009)**



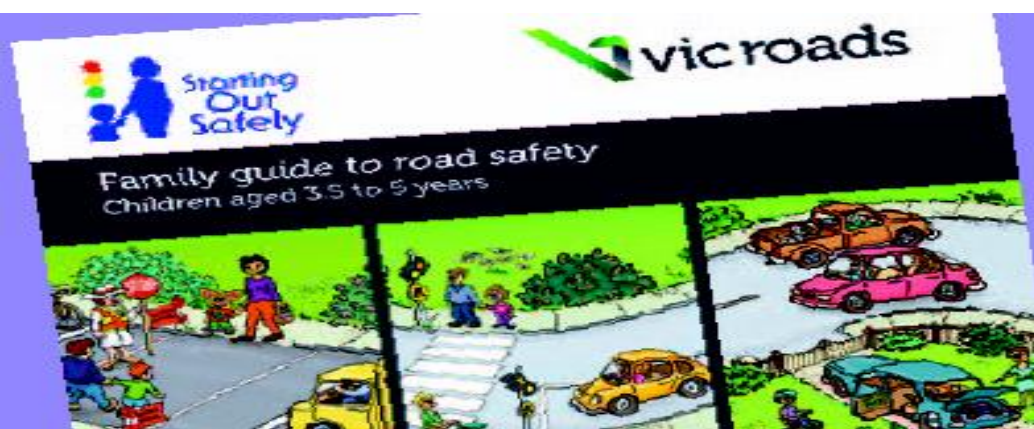
Victorian implementation - Victorian road safety education portal (<http://roadsafetyeducation.vic.gov.au>)

Key Windows of Opportunity

Early childhood/early years (F-2): passenger (e.g. safety door and booster seats) and pedestrian safety (e.g. holding hands, crossing procedure – Stop! Look! Listen! Think!). This includes parents as an audience.

Middle years (5,6): more independent travel – pedestrian safety, passenger safety, public transport (waiting for, getting on and off the bus, train travel), cycling (on and off road skills and safety knowledge)

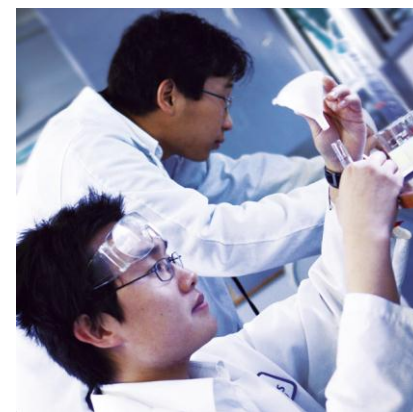
Later years (10): pre-licence education – (road law, consequences of road crashes (ripple effect), peer pressure, fatigue, distractions, speed, alcohol and drugs, etc.(not driving skills)



Curriculum issues

“[Too often] most curriculum materials that currently exist focus primarily on impoverished ideas about student learning or are based on no model of learning at all, and few, if any, follow a development perspective” Krajcik (2011:156)

“Beware of false knowledge; it is more dangerous than ignorance” George Bernard Shaw



General issues

GOVERNANCE – partnerships + co-ordination = transparency + accountability

POSITIVE MODELS (not deficit models) = empowerment

ROLE CLARITY – Who is good at what + how TSE fits the Safe System = consistency of messages

EVIDENCED BASED DEVELOPMENT

