Early Years(EY) & School Age Care (SAC) Sectors Workforce Plan for Tasmania 2017-2020

EYSAC Workforce

Early Childhood Australia
Tasmania Branch

Tasmania
Explore the possibilities

VISION

A professional, proficient and activated Tasmanian early years and school age care workforce now and into the future

Key Question

What role can government, in partnership with the EY & SAC sector play in supporting these priority areas to align with the objectives of the Tasmanian Strategy for Children - Pregnancy to 8 years? Outcomes of this project are critical for the EYSAC sector, to support children to thrive and flourish, but also broader workforce participation and the sustained growth of the Tasmanian economy.

Critical to engagement and ongoing success of the project are the; Innovation Network, Online Hub, Project Manager. This will be evident as the complexity and inter-relatability of the Project Manager; Innovation Network and the online HUB progressively emerges across the breadth and life of the project.

The Innovation Network aligns with the Collective Impact approach and is a strategy for activation now, and sustainability into the future. It provides an avenue for self-determination "Nothing about us, without us", and authentic engagement. Working with the Project Officer, it provides for responsive, reformative and transformative change.

The EYSAC online workforce HUB provides an inclusive and accessible space for all stakeholders. It is a multi-dimensional tool, which will support and bring to life a range of enterprises in relation to desired outcomes. This includes but is not limited to:

- achieving 'right fit' and retention
- employment register
- employment initiatives, including pre-employment programs
- career information for a range of clients
- vocational and non-vocational training information
- information on professional learning
- workforce planning tools

These enterprises will be guided by research and relevant up to date information. [Refer to *1, EYSAC Tasmania, EY &SAC Sectors Workforce Plan for Tasmania 2017-2020, p.12]. There are 4 stages in the development of the online HUB with stage 1 and 2 funded through the Tasmanian Department of Education, Education and Care Unit.

Priority Area 1 – Professional

GOAL

A valued and professional workforce

Strategies

1.1   **Increase community awareness and understanding of workforce roles, responsibilities and career pathways.**

1.2   **Professionalisation of the EYSAC sector workforce.**

1.3   **Develop explicit and strong relationships with the EYSAC sector and broader education and employment sector.**

*The actions in Strategy 1.1 are relevant across all priority areas and strategies as they are integral to creating and sustaining outcomes across the EYSAC Workforce Plan 2017-2020.

Strategy 1.1   Increase community awareness and understanding of workforce role, responsibilities and career pathways

GOAL

- Raise the status of the Early Years and School Age Care workforce
- To be a profession of choice

Funding support first and second year: Tasmanian Department of Education, Education and Care Unit

#	Actions
1.1.A	Establish Innovation Network & ongoing facilitation of Meetings
1.1.B	Develop communication strategy
1.1.C	Develop engagement strategy
1.1.C	Online Hub conceptually developed to support Workforce Plan year one and subsequent years initiatives with Web designer Create in consultation with stakeholders an EYSAC logo (sector owned) Online HUB implementation plan completed with feedback from stakeholders Design and Implementation of 1st of 4 stages of Online Hub – see Online Hub Framework
1.1.D	Facilitation of Regional meetings (refer to engagement strategy)

Strategy 1.2   Professionalisation of the EYSAC sector workforce

GOAL

- A professional career pathway

#	Actions
1.2.A	Develop for promotion (multi-media and print) narratives and the variety of pathways people have undertaken, to demonstrate the possibilities and diversity of people and pathways
1.2.B	Connect with B4 Coalition to leverage advocacy
1.2.C	Development of resources for schools/colleges and students depicting multi career pathways and core skills and attributes required. Note a diverse range of materials (digital, virtual reality, augmented reality, hands on experiences) will be required to be responsive to a broad and diverse audience from Primary School children onwards. (links with 1.2.A, 3.1.A & 3.1.B)
1.2.D	Consult with the EYSAC sector and other key stakeholders regarding options for professional registration for Diploma and Early Childhood Teachers (ECT's)

Strategy 1.3   Develop explicit and strong relationships between EYSAC sector and broader education and employment sector

GOAL

- Achieve the right fit

- Skill match to multiple career pathways

#	Actions
1.3.A	Develop a Career Advice Framework to ensure up to date and accurate careers advice to enhance awareness of the range of roles and possible career pathways
	Develop informative, accessible material that can be used flexibly across multi-media
	Develop interactive material for use at Career awareness sessions for students (high school and colleges)
	Develop EYSAC Career Awareness sessions tailored for specific cohorts
	Information sharing and collaboration with teachers who are implementing My Education Curriculum
1.3.B	What is 'right fit'?
	Research project
1.3.C	Scope resources already available that support achieving right fit at entry points
	Collaboration across Employment service providers, Job seeker agencies, RTO's and the EYSAC sector to identify gaps
	Develop tools and resources to address the gaps in achieving 'right fit'
	Co-design a range of tools including, consistent checklists across all entry points to support 'right fit' for career pathway planning
1.3.D	Map college units to Certificate III and Diploma of Early Childhood Education and Care to support career pathways
1.3.E	Research employment 'taster' programs to inform the design of a specific EYSAC program across generations

Priority Area 2 – Proficient

GOAL

A skilled, knowledgeable, qualified and future proof workforce

Strategies

2.1   **Support clear and achievable pathways into, across and through qualifications and careers.**

2.2   **Support the development of robust approaches to lifelong learning; achieving skills, knowledge through qualifications matched to the 'work'.**

2.3   **Strengthen leadership capacity.**

Strategy 2.1   Support clear and achievable pathways into, across and through qualifications and careers

GOAL

A workforce with clear and achievable qualification and career pathways

A workforce that continues their qualifications post minimum Certificate III

#	Actions
2.1.A	Develop a consistent tool/resource for all stakeholders that increases understanding and promotion of the role of traineeships in developing a career pathway and a skilled workforce (multi-media and print)
	Scope resources already available that identify trainee, workplace and training provider responsibilities -Identify gaps and strategy forward
	Develop a strategy to increase traineeship completion and continued upskilling to higher level qualifications
	Creation of resources that support transition and articulation through prevocational, Certificate III, Diploma, Associate Degree, Degree
	• Flow charts
	• Mapping variety of pathways
	Co-design a variety of prevocational sessions/resources including
	• Career awareness
	• Consistent tool for assessing LLN and employability skills for use by employers and training providers, Employment providers and Job agencies.
	Advocate for continued priority to subsidised qualifications and skill sets to support accessibility and affordability
2.1.B	Collaboration between Registered Training Organisations (RTO's) and the EYSAC sector to
	• Develop a strategy to support collaboration between RTOs and the sector for shared understanding of workplace requirements, skills gaps, preferred delivery methods
	• Co-design pre-enrolment screening tools (2.1.A)
	• Co-design an RTO consistent assessment strategy and tool validated by the sector
	• Resource to provide clarity of roles and expectations of 'on the job' and 'off the job' opportunities to learn, practice and be assessed.
	• Development of a range of RPL tools that support robust and consistent assessment, that honour portability of previous qualifications and relevant work experience
2.1.C	Engagement with MyEd unit (1.2.A, 1.2.B)
	Participation in the MyEd curriculum
	• Develop informative, accessible material that can be used flexibly across multi-media; video, brochures, interactive gamification or virtual reality scenarios
	• Host material on Online Hub

Strategy 2.2 Support the development of robust approaches to lifelong learning; achieving skills & knowledge through qualifications matched to the 'work'

GOAL

Workforce knowledge and skills match professional roles

Workforce & employer commitment to lifelong learning and up to date evidence-based practice (continuous improvement)

Targeted skills development, professional development and networking to support educators to respond to the demands of their role

#	Actions
2.2.A	Create shared understanding across all stakeholders of the training package, assessment requirements, and of workplace challenges and opportunities (2.1.B) • Roundtable discussions • 'Back to sector' program developed for RTO's • Co delivery from workplace representatives
2.2.B	Undertake research to identify consistent skill gaps across Certificate III and Diploma employees • Develop a strategy to address the skill gaps • Map skill gaps against current qualifications, and sector types • Develop a strategy to improve delivery and assessment of sector required knowledge and skills to address skill gaps (2.1.B, 2.2.A)
2.2.C	Sector consistent Literacy and Numeracy screening tools codesigned for **each level of qualification**; include options to seek further support to enable successful study (2.1.A)
2.2.D	Develop a strategy or action research into barriers and solutions to workforce planning and ongoing development to support a planned approach
2.2.E	Scope and develop workforce development tools/resources reflective of service types and financial considerations

Strategy 2.3 Strengthen Leadership Capacity

GOAL

Leadership capacity increases at all levels

#	Actions	Funding source
2.3.A	Undertake leadership skill mapping research across EYSAC including; • Pedagogical, Management, Entrepreneurial, Business, Team leader, Service leader, Organisation leader • Identify skill gaps • Develop strategy /tools /resources to address building leadership capability	
2.3.B	Scope possible leadership initiatives within the state and national context	
2.3.C	Co-design with sector a leadership mentor and upskilling program	
2.3.D	Building and delivering a system/program/tool to support intentional skill development through coaching relationship	

Priority Area 3 - Activated

GOAL

An innovative, agile and efficient workforce

Strategies

3.1   **Build a sustainable and diverse EYSAC workforce.**

3.2   **Develop and promote unity in workforce planning and development.**

3.3   **Support remote and regional communities to strengthen and grow their EYSAC workforce.**

3.4   **Engage and utilise the capacities of a multi-generational workforce.**

Strategy 3.1   Build a sustainable and diverse EYSAC workforce

GOAL

An innovative, agile and efficient workforce.

#	Actions
3.1.A	Respond to the opportunities and challenges of the span of generations in the workforce Sector professional learning
3.1.B	Scope workforce planning tools/resources (2.2.D, 2.2.E) Develop a suite of resources to audit and codesign systems for • recruitment • induction • onboarding • workforce planning and development • update the Qualifications Guides developed in previous Skills Plan • codesign multiple, responsive tools for multimedia use
3.1.C	Innovative approaches to achieve mandated regulations; minimum qualification requirements of National Law including Certificate III, Diploma and Early Childhood Teachers by 2020

Strategy 3.2   Develop and promote unity in workforce planning and development

GOAL

A united sector that drives the Innovation Network and Online Workforce HUB

#	Actions	Funding source
3.2.A	Explore options and appetite in the Tasmanian context for developing or aligning with a professional body for registration.	

Strategy 3.3   Support remote and regional communities to strengthen and grow their EYSAC workforces

GOAL

Remote and regional communities have a skilled and knowledgeable EYSAC workforce.

#	Actions
3.3.A	Collaboration across Employment providers directly with regional and remote EYSAC sector to increase effective utilisation of available services specific to their communities.

Draw on RDA Tasmania Regional Plan and workforce development plans for South East Regional Development Association (SERDA) group of councils (Sorell, Glamorgan Spring Bay, Tasman and Clarence) and the Southern Central Subregion (SCS) group of councils (Brighton, Derwent Valley, Central Highlands and Southern Midlands). They have identified "issues around access to childcare for parents seeking employment" … and offer numerous synergies to explore together (1refer to https://www.rdatasmania.org.au/client-assets/documents/documents-and-reports/SCS_Workforce_Planning_Final_Report%202017.pdf

Contextualisation of products, systems and tools already referred to throughout this Action Plan to support specific regions …

- 'Grow your own'
- Australian School Based Apprenticeships (ASbA)

Strategy 3.4   Engage and utilise the capabilities of a multi-generational workforce

GOAL

A highly skilled multi-generational workforce

#	Actions
3.4.A	Codesign strategies with the EYSAC workforce and broader employment, training and education, government and agencies.