

Australia's early childhood education and care workforce: advocating for the early years

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Australian Children's
Education & Care
Quality Authority





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**We acknowledge the traditional
custodians of all lands across
Australia**

**We recognise and celebrate the
contributions of Aboriginal and
Torres Strait Islander peoples as the
first Australians, including their role
in the education and care of
children**

Our Goal

Educators and teachers in top performing countries are treated like professionals, are expected to work to professional standards, and are producing professional results in a professional work environment

Goal shared nationally

A sustainable, high-quality workforce of teachers and educators - highly respected and valued by the community.

Professional recognition

Workforce professional standing, including pay and conditions, registration, and community perceptions and value.

Data and evidence

Enhanced national data collection, analysis, and strategic discussion.

Qualifications and career pathways

Supporting quality, improving consistency and reducing complexity, as well as enabling flexible career progression.

Attraction and retention

Workforce diversity, including attracting the right people into the sector, and valuing and retaining high calibre staff.

Leadership and capability

Workforce culture, including professional development, leadership and mentoring, and management capability.

Wellbeing

Helping service providers to have strong mental health and wellbeing supports for their workforce.



Professional recognition depends on:

- Public value
- Mandatory qualifications
- Professional registration
- Professional standards
- Professional learning in-service skills development – induction, mentoring, networks
- Autonomy
- Career and leadership development
- Curriculum, assessment of and accountability for results

How is Australia doing?



- Mandatory qualifications 😊
- Professional registration 😐
- Professional standards 😐
- Professional learning in-service skills development 😐
- Autonomy 😐
- Career and leadership development 😐
- Curriculum, assessment and accountability for results 😊
- Public value 😐

Public value: ECEC = School?



- Language used 'childcare' vs early learning and development
- Universal access 'rights of the child'
- Citizenship
- Visibility of NQF/NQS
- Concept of when learning starts
- Focus on negative
- Misunderstanding 'play-based'
- 'School ready' assessed and defined

Why is professional recognition important?



A high social regard for, and positive views of, teachers' and educators' knowledge and expertise reflected in:

- public surveys
- Public and private statements/support
- compensation comparable with similar professions
- voice of and for the profession

Where are the voices?

Service providers

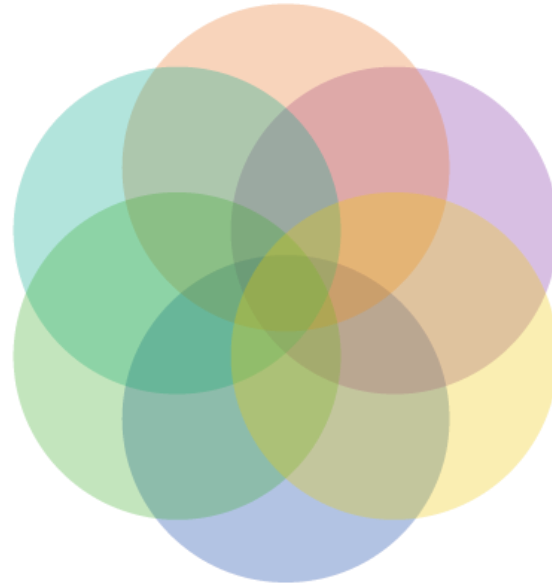
Responsible for attracting and retaining, and supporting and developing teachers and educators.

Regulatory bodies

Responsible for developing integrated policy and responsive regulation.

Peak associations

Responsible for representing the sector through advocacy, policy advice and promotion of best practice.



Governments

Responsible for systemic supports through funding, policy and regulation.

Education and training providers

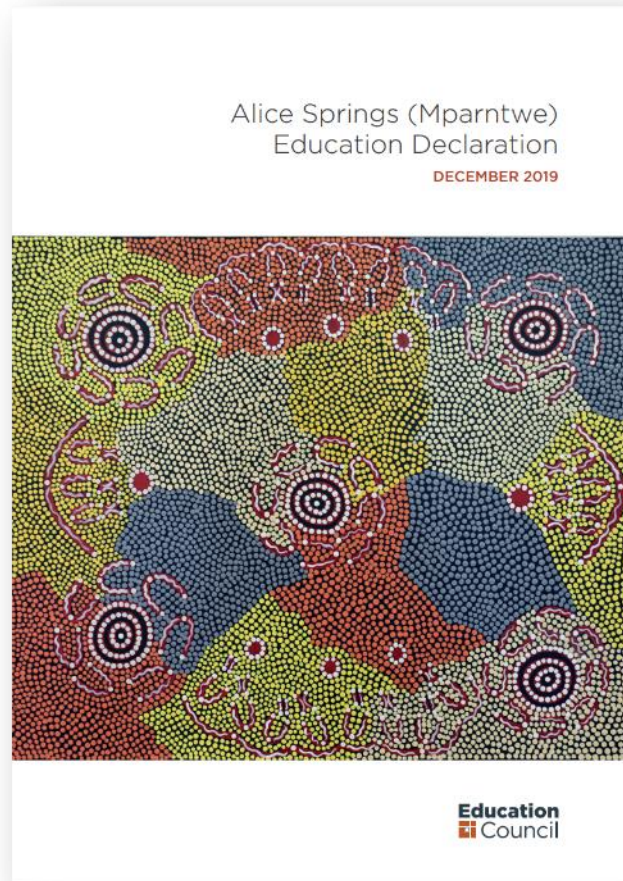
Responsible for influencing supply and quality of teachers and educators, and providing attractive and flexible study opportunities.

Educators and teachers

Responsible for understanding own professional needs and engaging in ongoing learning and development.

Success will rest on collective action from everyone

Education system



Australian governments work with the education community to **attract, develop, support and retain** high-quality teachers, educators and leaders in Australia's education system

We advocate for children



Our children deserve the best society can do or give them to flourish