



EYSAC
Workforce

EARLY YEARS & SCHOOL AGE CARE WORKFORCE STRATEGY

TASMANIA 2021 & BEYOND



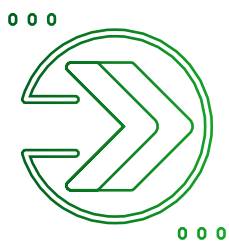
Early Childhood Australia
Tasmania Branch

SUPPORTED BY



Tasmanian
Government

This strategy was developed through a series of state-wide and regional forums with early years and school age care stakeholders and communities. It was facilitated by the EYSAC Workforce Project.

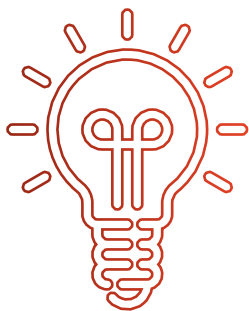


ACKNOWLEDGMENT OF COUNTRY

We acknowledge the traditional and ongoing custodians of Lutruwita (Tasmania) where we live and work each day. We pay respect to Elders past and present and recognise that Aboriginal peoples have been nurturing and teaching children on this land for thousands of years; we honour and respect that role and the strength of the Aboriginal Communities today.

FOREWORD

Early Childhood Australia (ECA) Tasmania Branch is the peak body for early childhood education and care in Tasmania. The vision, *Every Young Child is Thriving and Learning*, underpins our work and drives the workforce agenda. We know that thriving children need thriving educators to reach their full potential. We also know that thriving economies need thriving education and care services. The synergy between these two points is, 'the workforce'. A professional, proficient, and activated workforce that can meet both the vital quality early learning of our future workforce, and the social and economic growth and stability of our home state.



WHAT IS REQUIRED?

Significant investment over a long-term period versus funding from year to year as momentum is needed for sustained change. Prior to the pandemic, the ECEC sector was experiencing workforce challenges; however, the pandemic has only heightened the urgency for change. A targeted workforce strategy adequately resourced to increase localised outcomes aligned to a national approach is the way forward.

We also know great outcomes can be achieved when stakeholders work together with a shared purpose. Through the continued activation of the EYSAC Workforce Strategy, ECA Tasmania Branch is committed to creating the right conditions to support a strong and sustainable EY & SAC professional community now and into the future. This robust, collaborative approach to workforce planning and development will ensure Tasmanian EY & SAC educators are supported and equipped to grow professionally and advocate strongly for children to learn and thrive.

Annette Barwick
Chair EYSAC Workforce Strategy
Working Group
ECA Tasmania Branch Inc.

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GOVERNANCE STRUCTURE FOR 2021 & BEYOND



PROJECT SPONSOR

The Tasmanian Department of Education, Education and Care Unit is the Project Sponsor and advances outcomes for children through effective regulation and support of early childhood education and care in Tasmania.

PROJECT OWNER

The Project Owner, **Early Childhood Australia Tasmania Branch Inc.** (ECA Tas Branch) is an affiliated State Branch of Early Childhood Australia (ECA) National.

Through branches, ECA advocates on state issues and enables strong advocacy at multiple levels.

ECA vision: *Every young child is thriving and learning.*

ECA's role in achieving this vision is to be an effective advocate for young children and a champion for quality outcomes in early childhood education and care, including school age care.

ECA is Australia's peak body for early childhood and is a regular and trusted contributor to the public policy debate on all matters affecting young children and their families.

ECA's work is informed by its:

- commitment to children's rights
- knowledge of early childhood development, learning and pedagogy
- commitment to an inclusive and just society
- respect for the rights and aspirations of families
- the active involvement of our members.

ECA Tasmania Branch's interest in leading action to build a professional, proficient and activated early years (EY) and school age care (SAC) workforce in Tasmania is determined by extensive sector-wide knowledge and a strong commitment, knowledge and understanding of the importance of the early years on a child's trajectory, including the influence of educators on good outcomes for children – our future workforce.

The Tasmania Branch Executive's continued workforce commitment in a very complex landscape has been demonstrated in the achievements of

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

PROJECT MANAGEMENT

ECA Tasmania Branch, as the owner of the project, has contracted Lady Gowrie Tasmania (LGT) to operationalise the EYSAC Workforce Project in accordance with explicit governance protocols. It must be noted that the strategies and actions within the EYSAC Workforce Project are, and continue to be reliant and impacted on, through the securing of funding.

LGT is responsible for organising and managing the day-to-day aspects of the project, overseeing planning and monitoring progress and budget. The Project Manager, Workforce Development, is contracted to LGT and is responsible for:

1. developing and maintaining the Project Plan
2. managing and monitoring project activity including data collection to inform actions
3. reporting responsibilities at regular determined intervals
4. engaging with, leading and managing stakeholder expectations and participation
5. identifying emerging trends and opportunities for advocacy and action.

LGT is a highly regarded not for profit organisation, which has a strong track record of project management for high level local, state, and national programs.

STRATEGIC REFERENCE GROUP

Champion's representative of the Innovation Network who will affect design and implementation of strategy in line with the Action Plan. They will support the Project Manager to leverage resources and contribute to agile and well-informed decision making in the governance structure.

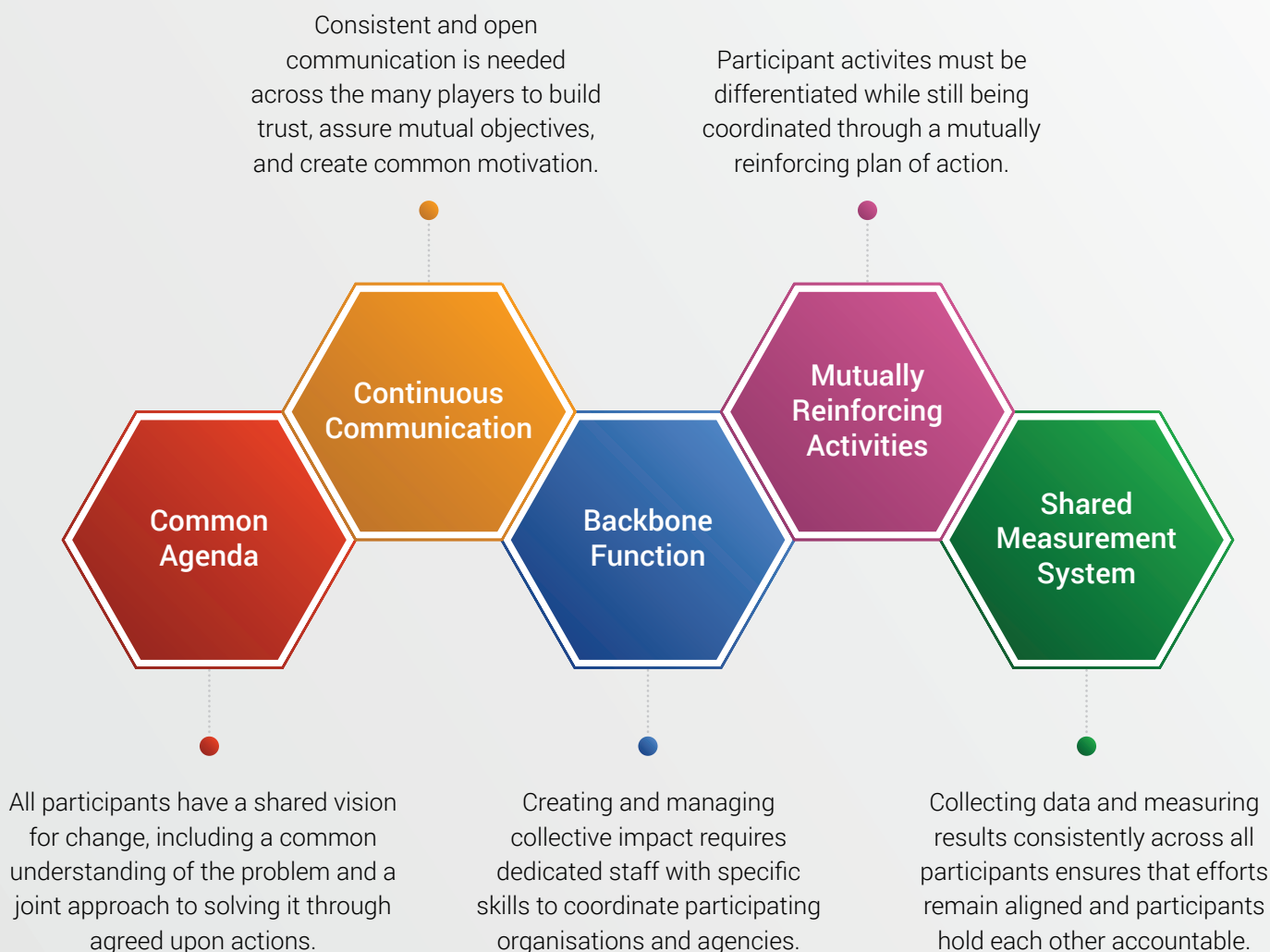
EYSAC INNOVATION NETWORK

The project draws on collective impact theory, change management theory, collaboration and co-design. The Innovation Network was designed and continues to support activation now and sustainability into the future.

This approach to collecting information, designing, and implementing strategies and an action plan has a close relationship with the pedagogy of the EYSAC sector, values and principles of agency, competence, ethics, and integrity. We understand that actions and outcomes need to be authentic, accessible, and sustainable to the people that they will directly affect.

This project commits to being sector led and driven “nothing about us without us”. The approach leaves space for champions to evolve; it recognises the often untapped resources of people and amplifies their ability to influence change. In this way the methodology is an experiential learning tool and contributes favourably to identified outcomes of this project.

THE FIVE CONDITIONS OF COLLECTIVE IMPACT¹



¹ Sourced from Collective Impact Forum: https://www.fsg.org/sites/default/files/tools-and-resources/Evaluating_Collective_Impact%20_Webinar.pdf.

EVALUATION

Measuring the wider reaching successes of this approach can present as a challenge. Ripple effects of this project will continually resonate throughout each of the circles of influence and in turn through their scope of work. Small changes in language, changes to stakeholder communication, increasingly inclusive consultation, and connection; these will increase alignment between enterprises and contribute to change of attitudes, values, and narratives about the EYSAC sector and its workforce.

It must be noted that robust evaluative frameworks are applied to all activities; however, we recognise there are complexities attached to effectively measuring any project employing the collective impact strategy. Collective impact is a problem-solving process; continuous learning is essential to its success. Therefore, an approach to performance measurement and evaluation that is as multi-faceted, responsive, and flexible as the initiatives themselves is required.

Akin to the ripple effect of a pebble in a pond we may struggle to capture or attribute all the more nuanced changes and their effects across the Tasmanian community.

The projects current landscape moves between all three approaches dependent on the specific activity.

The approaches the project uses (drawing on collective impact and change management) is calculated to best achieve responsive, reformative, and transformative change. We expect that this harnessing of diverse wisdom and perspectives will lead to richer and more meaningful practices and engagement across stakeholders. However, the EYSAC sector is complex and to embed the change and successes this project aims for, long term systems change is required.

THREE APPROACHES TO EVALUATION²

1	2	3
Developmental Evaluation	Formative Evaluation	Summative Evaluation
Collective impact initiative is exploring and in development.	Collective impact initiative is evolving and being refined.	Collective impact initiative is stable and well-established.
What's happening?		
<ul style="list-style-type: none"> Collective impact partners are assembling core elements of their initiative, developing plans and exploring strategies/activities. There's a degree of uncertainty about what will work and how. New questions, challenges, and opportunities are emerging. 	<ul style="list-style-type: none"> The initiative's core elements are in place and partners are implementing agreed upon strategies and activities. Outcomes are becoming more predictable. The initiative's context is increasingly well-known and understood. 	<ul style="list-style-type: none"> The initiative's activities are well-established. Implementors have significant experience and increasing certainty about "what works." The initiative is ready for a determination of impact, merit, value or significance.
Strategic question		
What needs to happen?	How well is it working?	What difference did it make?
Sample evaluation questions		
<ul style="list-style-type: none"> How are relationships developing among collective impact partners? What seems to be working well and where is there early progress? How should the collective impact initiative adapt in response to changing circumstances? 	<ul style="list-style-type: none"> How can the initiative enhance what is working well and improve what is not? What effects or changes are beginning to show up in targeted systems? What factors are limiting progress and how can they be managed? 	<ul style="list-style-type: none"> What difference(s) did the collective impact initiative make? What about the collective impact process has been most effective, for whom, and why? What ripple effects did the collective impact initiative have on other parts of the community or system?

² Sourced from Stanford Social Innovation Review: https://collectiveimpactforum.org/sites/default/files/Learning_in_Action_Evaluating_Collective_Impact.pdf.

ESSENTIAL TOOLS OF THE EYSAC WORKFORCE PROJECT

EYSAC PROJECT MANAGER

Identified as an essential strategy for success in meeting the objectives and working towards the vision of the project.

The Project Manager drives the EYSAC Project as a connector and driver of change aligned to the 2021 and beyond workforce plan and initiatives, supporting connections with and across all stakeholders in developing innovative projects to support workforce planning, development, and associated activities.

Examples include: Local Jobs Project with a large community-based organisation and the development of an Older Workers Pilot Project with a medium sized private operator.

THE INNOVATION NETWORK

The stakeholders are essential to the success of this project. They are encouraged to engage in and activate the plan for authenticity and sustainability.

The Innovation Network is a specific strategy to bring together stakeholders and a prime opportunity to promote an informed collective approach to all project activities.

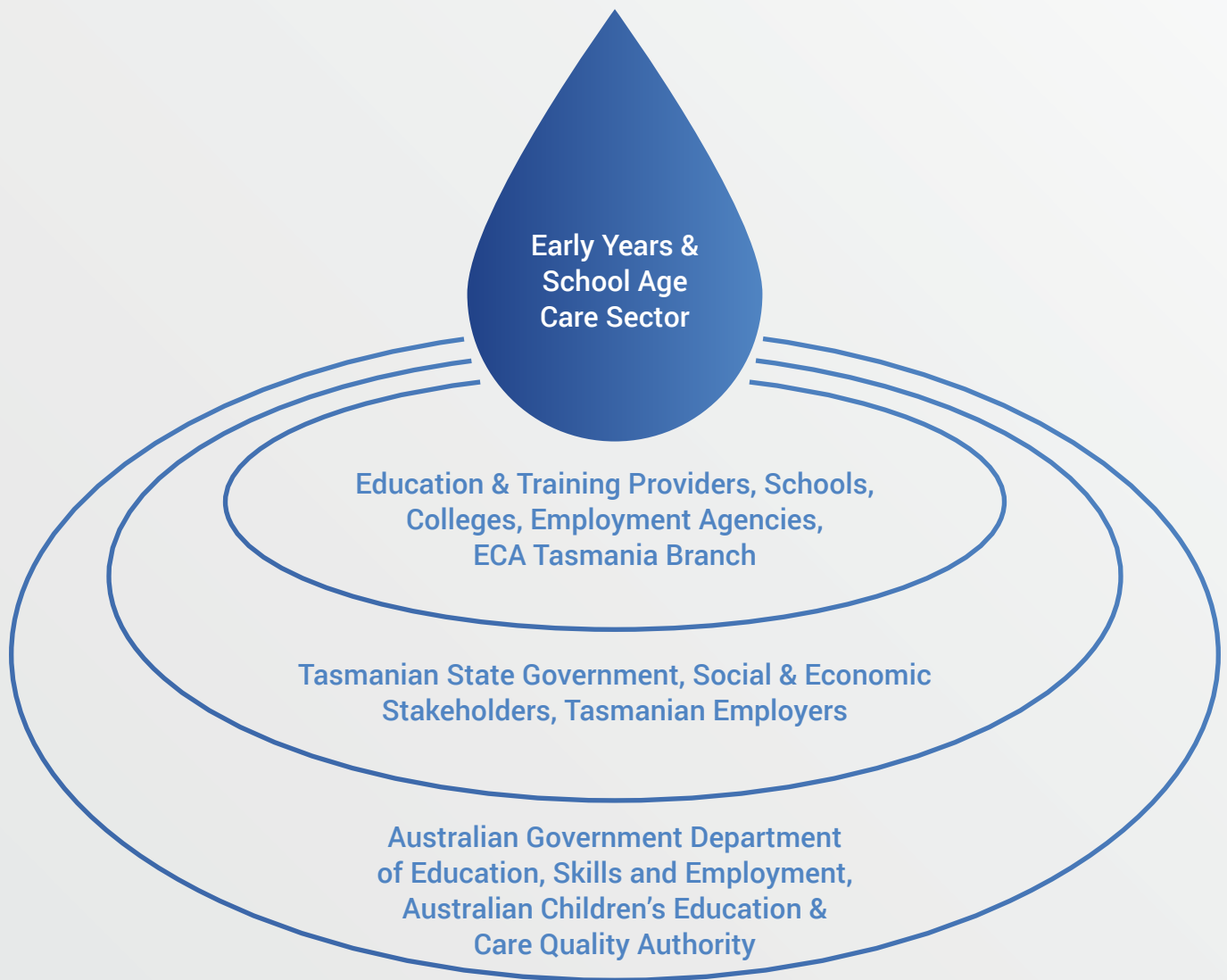
The diagram on the opposite page highlights the stakeholders who are working together in the project. The EYSAC Workforce is at the core surrounded by the many and varied individuals and entities across the broader community who benefit from and contribute to a proficient, professional, and activated workforce.

EYSAC ONLINE HUB AND MEDIA

Drawing on a range of digital tools supports engagement across the broad audience and stakeholders relevant to the EYSAC project.

- The Online Hub is a multi-dimensional tool which supports accessibility and sustainability of tools and resources. It remains agile to meet and support an ever-changing landscape.
- The Facebook page is a responsive, marketing strategy to create awareness, build engagement and contribute value across the objectives of the project.
- The monthly mail chimp newsletter provides a deeper dive into opportunities, news items and opinion pieces.

Each of these tools allows for a two-way flow of information between the audience and stakeholders across the project, sharing and contributing as well as receiving information.

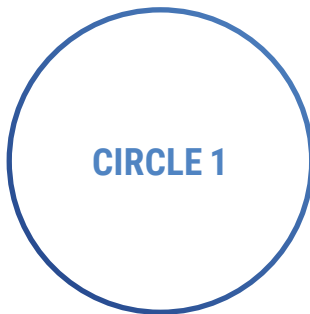


This diagram draws on Bronfenbrenner's Ecological Systems Theory to demonstrate the stakeholders who effect and are affected by the Tasmanian EYSAC Sector workforce. Stakeholders are encouraged to engage and activate the EYSAC Innovation Network, promoting an informed collective approach to all project activities. The choice of imagery for this diagram could also be representative of the ripple effect of the outcomes generated by the EYSAC Workforce Project through Collective Impact methodology.



EARLY YEARS AND SCHOOL AGE CARE SECTOR

- Centre Based Long Day Care
- Centre Based Outside School Hours Care
- Family Day Care
- Pre-school (occasional care)
- Kindergarten – 1st year prior to formal school.



EDUCATION AND TRAINING PROVIDERS

Organisations and institutions that provide accredited and non-accredited training/learning for the EYSAC sector inclusive of Registered Training Organisations, Universities, and consultants.

Schools and Colleges – Inclusive of the whole Tasmanian schooling system

- Department of Education
- Catholic Education; and
- Independent systems.

This is a major workforce pipeline and building reciprocal relationships across the systems will lead to more informed career decision making and improved transition into work.

EMPLOYMENT AGENCIES

This is inclusive of a wide range of employment providers, labour hire and recruitment services. This area is often affected by changing policy and funding but at the time of printing and throughout the EYSAC project, Australian Apprenticeship Providers and Job Actives have featured strongly.

ECA TASMANIA BRANCH

As the peak body for advocacy for young children and the project owner, they are a major influencer and influenced by this project. A functioning EYSAC system that delivers quality outcomes for young children relies on qualified, well paid educators in secure work. ECA's vision '*every child is thriving and learning*'; therefore, to enable this, educators also need to be thriving and learning.



CIRCLE 2

TASMANIAN STATE GOVERNMENT

Involvement across multiple departments is supportive of the project and is necessary to achieve outcomes and outputs that can be far reaching and sustainable. This aligns with Tasmania's Strategy for Children: *Children Thriving in Strong, Connected Communities*. An example of the broad range of state government engagement to date:

- Department of Education
 - Education and Care Unit
 - Early Learning Unit
 - B4 Coalition
 - Vocational Learning and Career Education (VLCE) Team
- Department of State Growth
 - Skills Tasmania
- Department of Health

BUSINESS & COMMUNITIES

The social and economic stakeholders.

All children and families across Tasmanian communities deserve access to high quality education and care. Aside from the well documented benefits for children, access to education and care is a key enabler to broader workforce participation, which contributes to social and economic success and community wellbeing



CIRCLE 3

AUSTRALIAN GOVERNMENT DEPARTMENT OF EDUCATION, SKILLS AND EMPLOYMENT

The EYSAC project strongly aligns with the focus of this department which works to ensure Australians can experience the wellbeing and economic benefits that quality education, skills and employment provide within the following focus areas:

- Early Childhood
- Schooling
- Higher Education
- Skills and Training
- Employment

AUSTRALIAN CHILDREN'S EDUCATION & CARE QUALITY AUTHORITY

ACECQA works with all governments and the education and care sector to provide guidance, resources and services to support improved outcomes for children.



WORKFORCE SNAPSHOT

The *National Quality Framework* (NQF), the national system for regulating education and care services, sets standards for safety and quality so that all children who attend approved long day care (LDC), outside school hours care (OSHC), and family day care are supported to have access to high quality early learning and care. It should be noted that Kindergartens within Tasmania are not regulated under the NQF.

If, as outlined in the *Report on Government Services*, (2019) “staff quality in ECEC is an indicator of governments’ objective to ensure that ECEC services are high quality” the anecdotal feedback from Tasmanian employers in EYSAC forums indicates the Tasmanian Government is a critical stakeholder and holds some responsibility for the support of a quality EY & SAC workforce in the state that will assist broader community workforce participation.

Without a robust EY & SAC workforce the Tasmanian economy will be under threat if families engaged in work in other growth industries are unable to secure adequate childcare arrangements.

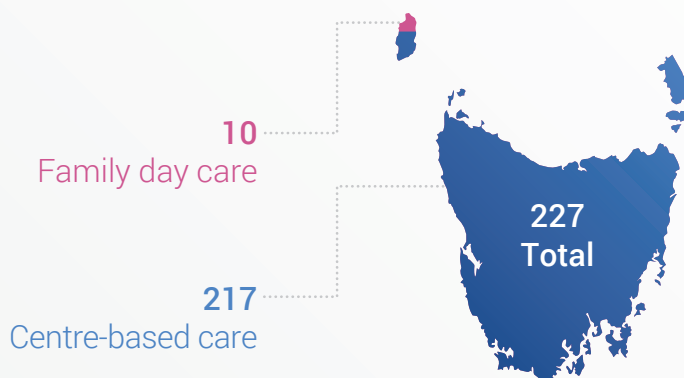
Yet, supply and retention of an appropriately skilled and qualified workforce to provide this service remains an extreme challenge.

Currently, the quality and quantity, the attraction and retention in EYSAC career and study pathways is not meeting demand across Tasmanian communities. Feedback and engagement from education and care service providers in the EYSAC project across 3 years continues to confirm critical workforce shortages.

ACECQA reports that 39,000 additional educators will be required nationally by 2024. Tasmania is 2% of the Australian population so, we can reasonably assume that 780 additional educators will be required to enable Tasmanian families to participate in work and study and for Tasmanian communities and the economy to flourish.

NUMBER OF SERVICES BY JURISDICTION & SERVICE TYPE³

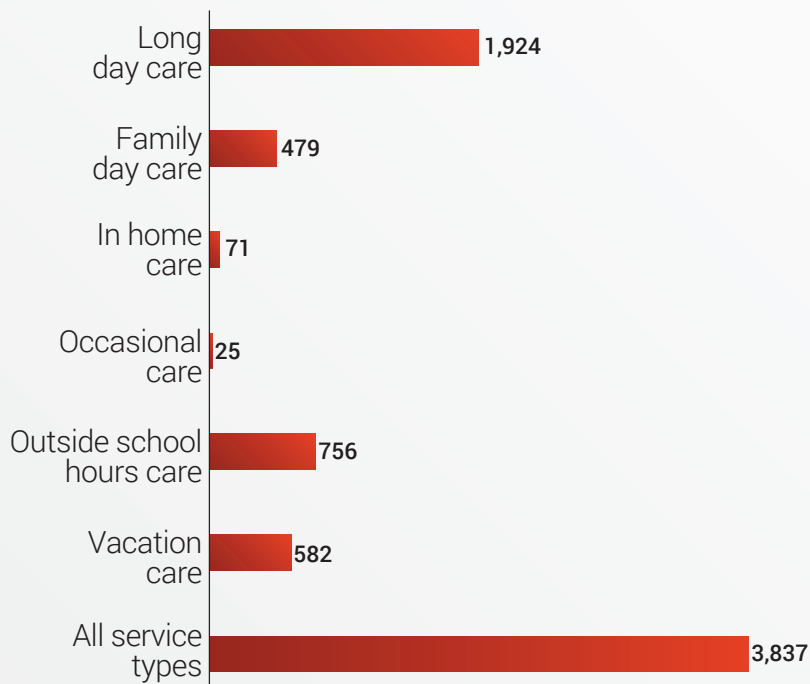
It should be noted that CB may include LDC and OSHC services that operate under one approval. Therefore, the total data is not reflective of the actual number of services within Tasmania.



SIZE OF TASMANIA WORKFORCE⁴

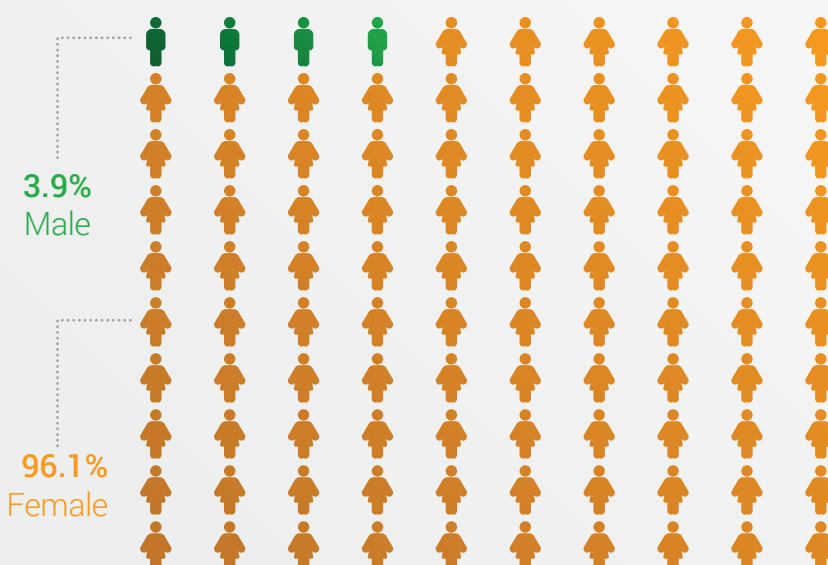
The last workforce census was undertaken in 2016; therefore, the size of the workforce data must be considered in that context. There are two influences to be deliberated prior to new data becoming available.

- The Tasmanian ECEC landscape is ever changing with several new services and providers commencing since 2016.
- The impact of COVID.



GENDER OF WORKFORCE: LONG DAY CARE

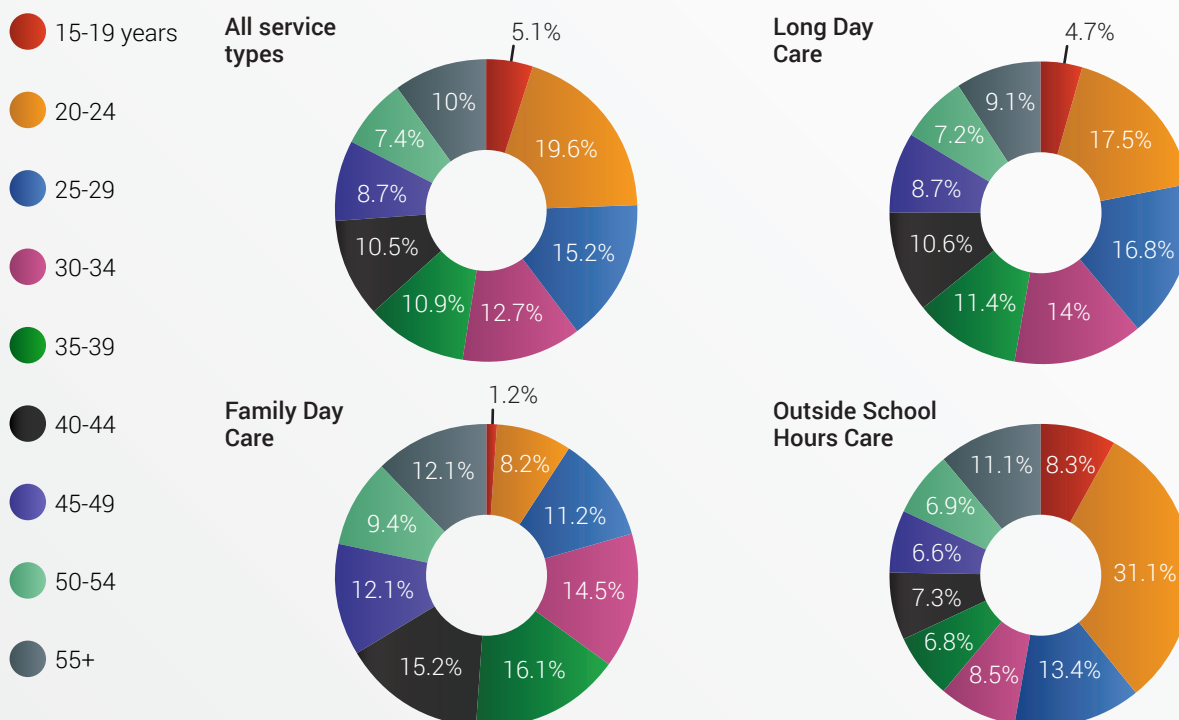
The gender of the workforce anecdotally has had little change, especially within the Tasmanian context. It remains female dominated which is another influence to retention, recruitment and stability of the workforce.



³ Data as at 1 July 2021. Source: <http://snapshots.acecqa.gov.au/Snapshot/stateofthesector.html>.

⁴ Data sourced for this graph and all on page 12 from <http://snapshots.acecqa.gov.au/workforcedata/profile.html>.

AGE OF WORKFORCE



The age of the workforce varies across the service types with an expected higher younger age group % in OSHC and LDC and an older age group % in FDC (could be contributed to self-employment and/or isolation FDC educators operate).

Outside School Hours Care and Vacation Care workforce age data is strongly aligned with only slight % variables between the two program areas.

WORKFORCE GROWTH

It should also be noted that anecdotally there is confusion amongst educators on the Australian Standard Classification of Occupations (ANZSCO) and Australian and New Zealand Industrial Classification (ANZIC) e.g., whether they sit within Education and Training vs Health Care and Social Assistance. This may cause discrepancies in the actual data collection results.

	2009	2019	Increase
Child Carers	106,800	152,200	18.9%
Early Childhood	12,800	42,300	48%
Child Care Centre Managers	12,300	17,000	33.1%

Estimated growth	2019	2024	Increase
Child Carers	152,200	182,300	19.78%
Early Childhood	42,300	49,100	16.08%
Child Care Centre Managers	17,000	20,500	20.59%

TASMANIAN FAMILIES & CHILDREN ACCESSING EYSAC SERVICES



16,280

Families accessed an approved
education and care service in
Tasmania



1,250

identified as Aboriginal and/or
Torres Strait Islander



23,010

Children accessed an
approved education and care
service in Tasmania



1,790

identified as Aboriginal and/or
Torres Strait Islander

As at December 2020 quarter⁵. Excludes In Home Care and Kindergartens.

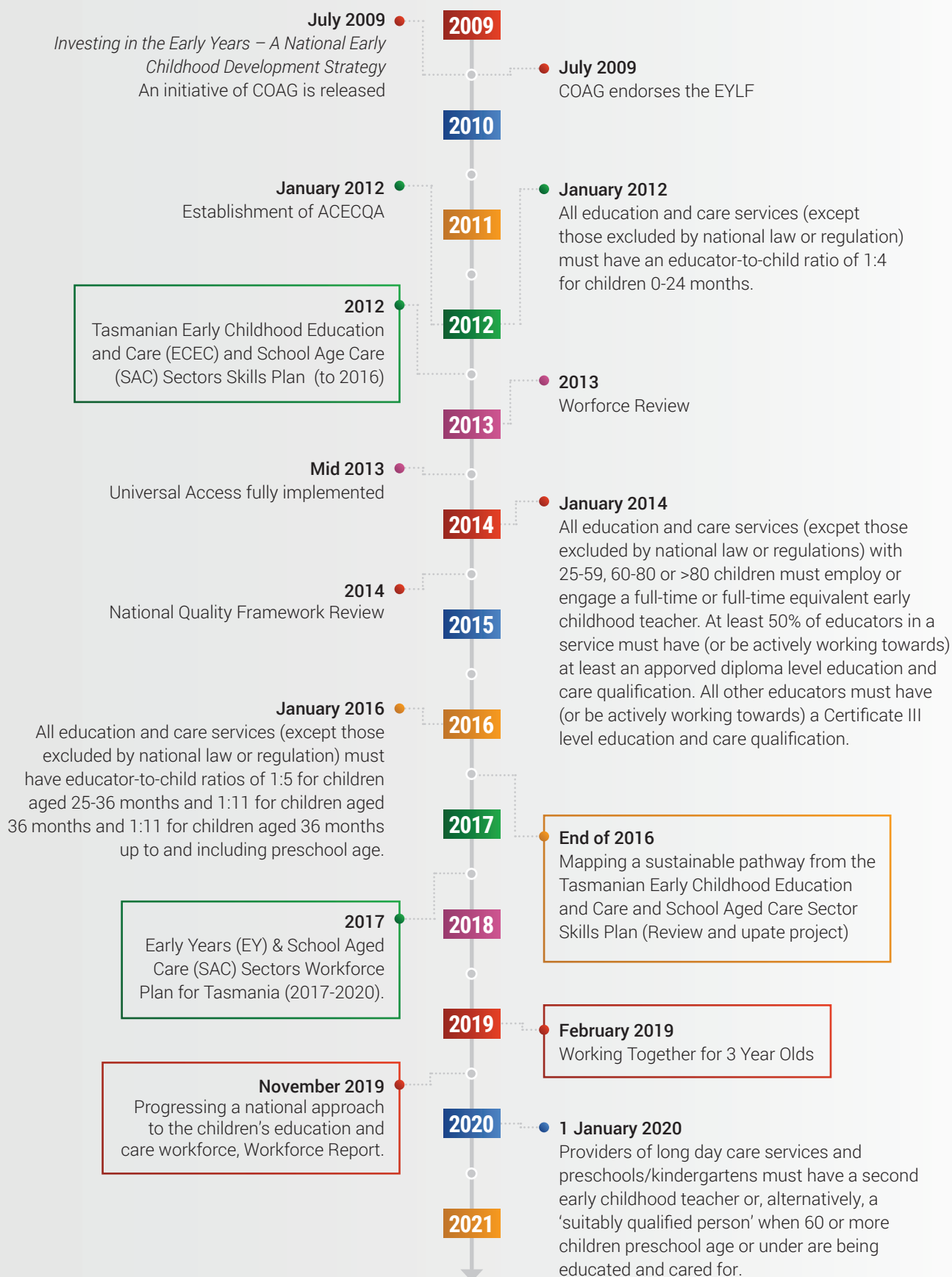
All children and families across Tasmanian Communities deserve access to high quality education and care. Aside from the well documented benefits for children, access to education and care services is regarded as a key enabler to broader workforce participation, which contributes to social and economic success and community wellbeing.

⁵ Source: <https://www.dese.gov.au/early-childhood/resources/december-quarter-2020>



TIMELINE SO FAR

National and Tasmanian Legislation, Policy and Major Projects



EYSAC 2017-2020

The previous Early Years (EY) & School Age Care (SAC) Sectors Workforce Plan for Tasmania 2017-2020 (EYSAC Workforce Plan) was designed to guide action to support the growth, sustainability, and quality of the Tasmanian EY & SAC workforce. This was approached through building a strong, collaborative, and sustainable workforce planning and development community and the development of an Online Hub as a sustainable point of access for the EYSAC sector and broader community.

EYSAC 2017-2020 Workforce Plan enterprises have included:

- the ongoing development and population of an online EYSAC workforce HUB and supporting digital media
- an Innovation Network brought together through State-wide, Regional, and focused Stakeholder Groups (including use of technology i.e., video conferencing)
- employment initiatives
- career information for a range of clients
- vocational and non-vocational training information
- information on professional learning
- workforce planning and development tools.

These enterprises have worked and continue to work toward securing:

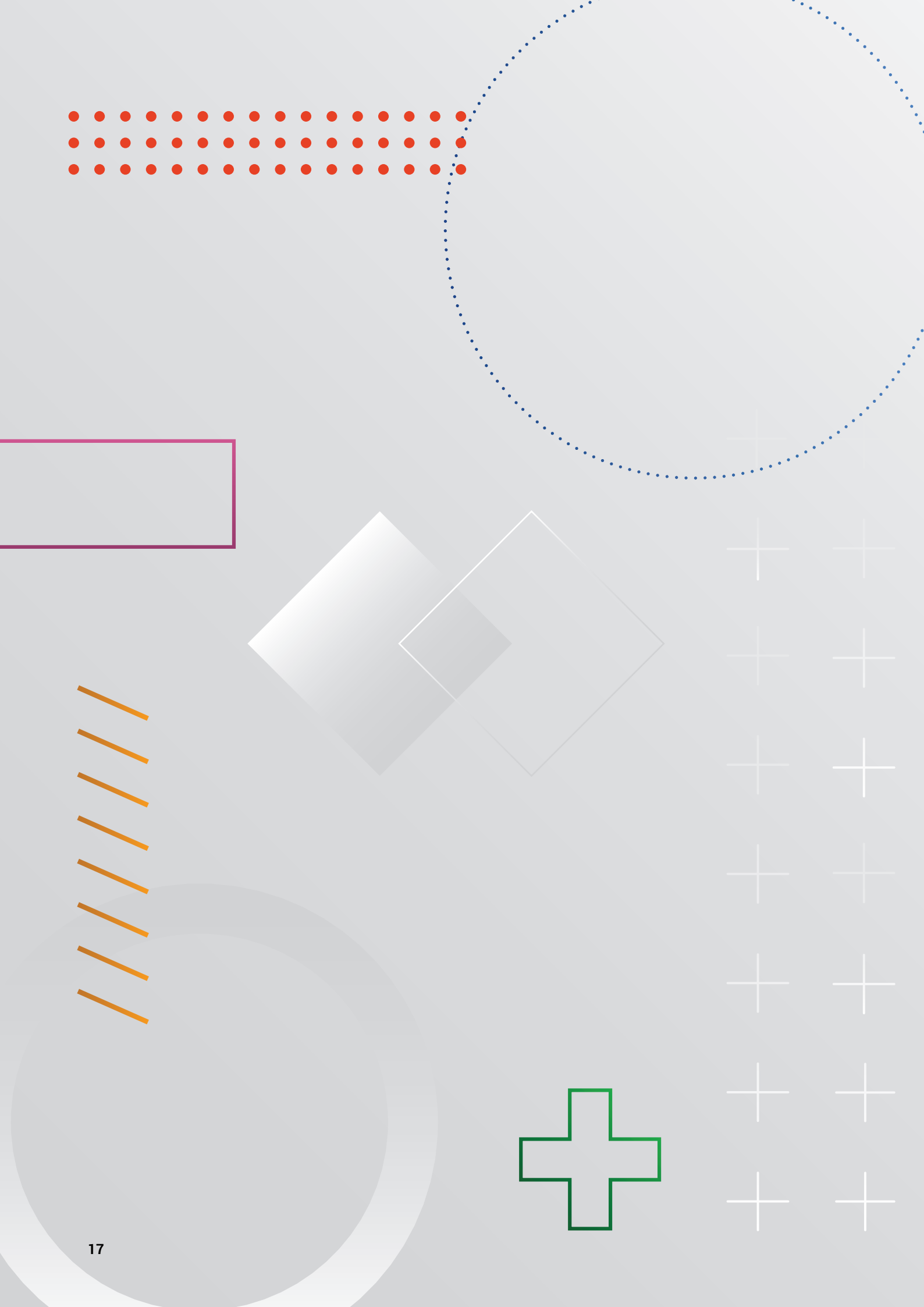
- robust pathways into training and employment, including achieving the right fit
- respectful relationships between the EY & SAC Sectors, VET, and higher education, where mutually agreed obligations and expectations are understood and acted upon
- appropriate, accessible, and effective professional learning opportunities
- clear pathways to higher qualifications and career opportunities
- strategic workforce planning and development activity, including attention to nurturing leadership capability.

There has been remarkable progress to date attributed to the EYSAC Project. For the first time, the sector, industry organisations, schools and government have consistently engaged with each other throughout the project, to develop workforce solutions to shared concerns. It is vital that the project maintains momentum and leverages off the current successful engagement for solutions now and into the future.

Aside from the well documented benefits for children, access to education and care services is regarded as a key enabler to broader workforce participation, which itself contributes to social and economic success and community wellbeing. Every child and family across all communities deserve access to high quality education and care. According to AEDC (2018) 21.7% of Australian children enter primary school developmentally vulnerable.

A healthy functioning education and care system is essential to prosperity across the state, yet inequitable access and a range of workforce issues (including recruitment and retention) are leaving many Tasmanians short changed. Quite simply, there are inadequate numbers of qualified and experienced education and care educators in secure employment across all Tasmanian communities.

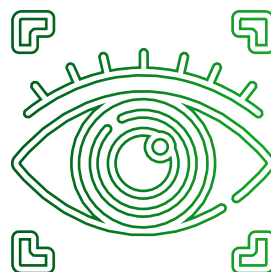
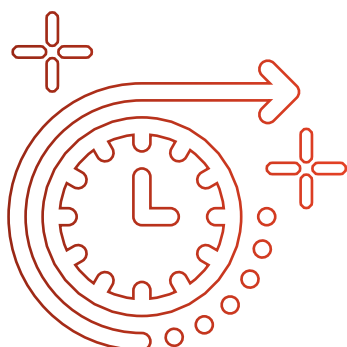
It is also important to note that it takes a person with specific attributes to be a successful educator, an educator who can support and nurture our children, our future; therefore, although the unemployment rate is one of the highest within the nation, we need to ensure recruitment is targeted and sustainable. Anything else comes at a high cost both human and financial that is not acceptable to children, families, business, and the State of Tasmania.



RENEWED ENGAGEMENT & GROWTH:
EARLY YEARS & SCHOOL AGE CARE
WORKFORCE STRATEGY 2021 & BEYOND



EYSAC WORKFORCE STRATEGY FOR TASMANIA



2021 & BEYOND

This strategy draws on broad research associated with the Tasmanian EYSAC sector (local, state, and national) and workforce consultation and connection (Appendix A) particularly through the EYSAC Innovation Network (as per Diagram 2). It builds directly on the recent ECA Tasmania Branch Early Years and School Age Care Sectors Workforce Plan for Tasmania 2017-2020.

The work outlined in this strategy is designed to support, leverage, and inform the National Children's Education and Care Workforce Strategy (2021-30) (consultation stage completed at time of writing this document) and all other jurisdiction enterprises as appropriate. This is to support a consistent approach to achieving shared outcomes for the EYSAC Sector and support responsible and effective use of resources.

Note: all references are to the Tasmanian EYSAC sector workforce and context unless stated otherwise. This material draws on and aligns with the National Children's Education and Care Workforce Strategy (2021-30) however is jurisdictionally contextualised.

VISION

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

Underpinned by a commitment to

- sector led and driven approaches, drawing on collective impact, change management, collaboration and co-design principles
- raising the value and recognition of the EYSAC workforce and their contribution to the social and economic infrastructure
- qualified well paid educators in secure work
- sustainable workforce planning and development practices that reduce financial impact on business and increase continuity and quality outcomes for children now and into the future
- an EYSAC workforce that is increasingly representative of the Tasmanian cohort of children and their different abilities, service types, family composition and cultural background
- targeted responses informed by evidence; data, research, and contemporary work including due consideration of stakeholder's voices.

All stakeholders have a vital role in creating a changed education and care landscape; however, a critical element in the EYSAC 2021 and beyond workforce strategy is the education and care sector itself. The voice and action of the sector are paramount in the vision of a proficient, professional, and activated Tasmanian early years and school age care workforce now and into the future.





**DEEPEN PEOPLES
UNDERSTANDING OF
WHAT THEY DO,
WHY THEY DO IT,
AND WHAT THEY WANT
IN RETURN FOR IT.**

–DOREEN BLYTHE

INVESTMENT AND ENGAGEMENT

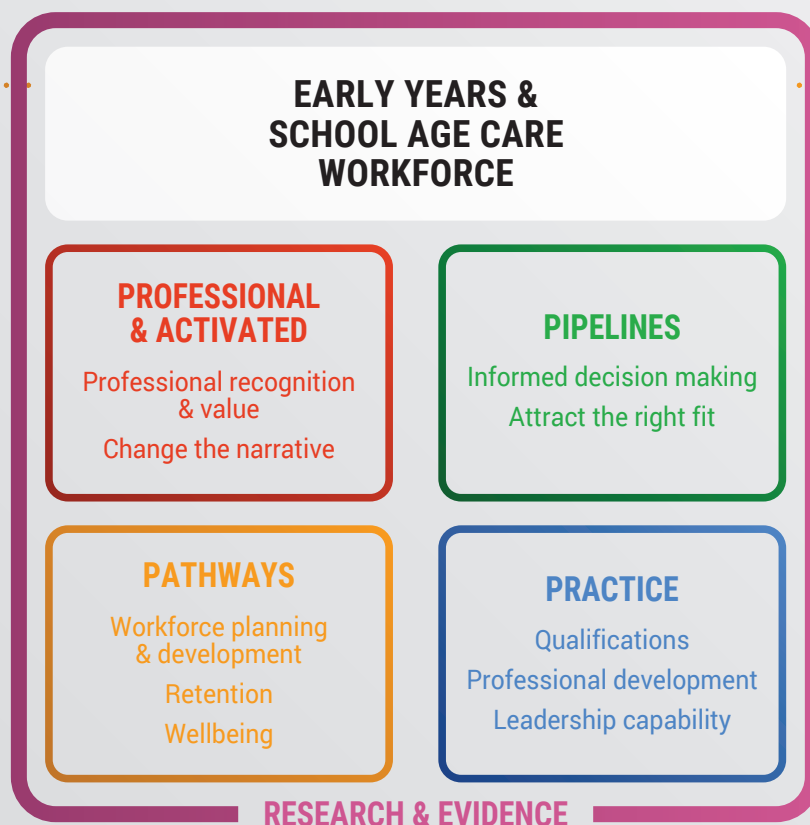
Investment and engagement are required to create change. To create enduring change concurrent funding and a significant level of resourcing to underpin a consistent effort across all stakeholders including multiple system levels must be applied.

Dependent on this investment the plan expects to deliver:

- Better understanding of the contemporary role of EYSAC educators.
- An increased number of diverse people experiencing a meaningful and valued EYSAC career.
- Examples of implementation of workforce planning and development strategies for recruitment and retention of a skilled and qualified EYSAC workforce.
- Increased number of people with the capabilities and attributes required to work with young children and families choosing to work in the EYSAC sector.
- Qualification pathways and professional development – increase uptake and completion.
- Leadership programs to develop and support the diverse range of skills to enable leaders to be successful and therefore raise the standard and quality of service provision now and into the future.
- Programs that align to the core influences of educator's wellbeing.
- A culture of research to support targeted workforce issues.

AREAS IN FOCUS

Each area of focus responds to challenges and opportunities identified through the Innovation Network and recognises the importance of all activities being underpinned by research and evidence.



PROFESSIONAL & ACTIVATED

- Raise the value and understanding of the contemporary role of early years and school age care educators and their value to the Tasmanian community.



PIPELINES

- Better support informed career and study decision making to recruit an increased number of right fit people for the EYSAC sector workforce.



PATHWAYS

- Support initiatives that recognise and promote diverse career and study pathways for retention in the EYSAC Sector.
- Attend to the overall health and wellbeing of the EYSAC workforce.



PRACTICE

- Increase the value of and structures for professional development and qualifications to contribute to a skilled, qualified, and consistent workforce for children.
- Increasing leadership capability across all areas of pedagogy, operations, people and culture and business.



RESEARCH & EVIDENCE

- Collection and analysis of data and research to further inform a targeted approach to all project activities that are resourceful and fiscally responsible.



AREA IN FOCUS

PROFESSIONAL & ACTIVATED

Advocate to champion change and the narrative to raise the value and widely promote understanding of the contemporary professional role of EYSAC educators. The EYSAC workforce plays an integral role as enablers and contributors to the social and economic wellbeing of the whole Tasmanian community.

Investment in this workforce is a three-fold investment.

- 1 The EYSAC sector workforce is growing and expected to experience strong growth over the next five years⁶.
- 2 Educators provide support for the broader community to engage in work, study, volunteer, and business enterprises.
- 3 Educators set the foundation for children's lifelong learning when they teach and nurture the valued community members and workforce of the future.

Appropriate recognition of the EYSAC workforce and investment in "a proficient, professional and activated Tasmanian early years and school age care workforce now and into the future" is required to create and sustain a rich and thriving social and economic Tasmanian community.



WHAT WE ARE DOING

- Widely promoting the value of EYSAC educators and their work through all EYSAC projects and ECA Tasmania Branch undertakings.
- Creating champions; utilising the Innovation Network as an opportunity to increase shared understanding across the broader community of the value of the Tasmanian EYSAC sector workforce to the social and economic outcomes for the state.
- Increasing representation where there is possibility to influence Tasmanian EYSAC workforce outcomes including committees, advisory and reference groups, consultative and feedback roles.
- Leverage existing campaigns.
- Social Media and online presence including EYSAC HUB (eysac.com.au).

⁶ Source: <https://joboutlook.gov.au/occupations/child-carers?occupationCode=4211>.



FUTURE ENDEAVOURS

(Dependent on resourcing)

- Support national work that is being undertaken to progress toward mandatory, equitable, mutually recognised registration/accreditation for ECT's including leading work in Tasmania.
- Apply learnings and opportunities to support the same or similar registration for Diploma qualified educators.
- Internal and external to the EYSAC sector, raise understanding of the value and importance of advocacy (utilising collective impact in changing the narrative).
- Explore opportunities to increase skills within the EYSAC sector for effective advocacy to a range of audiences e.g., families, community, government.
- Garner support from stakeholders to commit to efforts to improve value, pay and conditions including projects and campaigns being undertaken Nationally and in other jurisdictions.
- Promote the appointment of EYSAC leaders to a range of advisory and reference groups to advocate for the EYSAC sector and its workforce more broadly.
- Continue to broaden and deepen engagement with the Innovation Network.



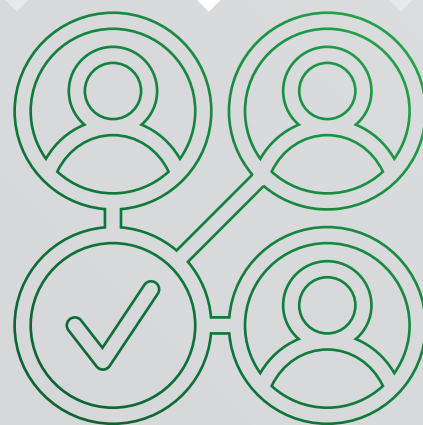
FURTHER REQUIREMENTS

- Data and analysis specific to the Tasmanian context to support targeted responses.
- Increased understanding and cooperation at systemic levels.
- Intelligent policy and concurrent funding targeted to recruiting and maintaining a workforce that contributes to quality outcomes for Tasmanian children.
- Adequate resourcing, concurrent funding for projects aligned directly with the vision and goals of this strategy.

AREA IN FOCUS

PIPELINES

To establish an appropriate EYSAC workforce now and into the future it is essential that we identify and work with workforce pipelines to recruit an increased number of right fit people for the EYSAC sector workforce.



This growth sector demands a highly skilled and qualified workforce with the capabilities and attributes required to work with children and families. This is a fundamental right of each child and a legal obligation.

Since 2009 there has been a renewed emphasis on education in high quality education and care settings. The introduction in 2012 of the National Quality Framework including the Law, Regulations and Standard reflects this endeavour.

However, cultivating and retaining a workforce to uphold these obligations remains a major challenge. Often the people in and working with workforce pipelines are not aware of the contemporary, professional roles of the EYSAC workforce. Similarly, employers who have continued to focus on traditional entry points and pipelines are currently not well served by a changing marketplace, demographics, business models and government policy.

Ongoing resourcing to connect and drive this work is essential. Tasmanian enterprises e.g., business, government and agencies are highly reliant on relationships. It takes time to build these relationships with individuals and across

enterprises, to understand where purpose and resources intersect and compliment outcomes. This is duly impacted by changes in staffing and short-term funding. A consistent and purposeful approach to building understanding and relationships with the EYSAC sector is required to embed an approach that is beneficial to the social and economic wellbeing of Tasmania.

Funding opportunities that support transitions from a pipeline into a job change are often usually time sensitive, responsive to the political landscape and ministerial objectives. Optimal engagement with these schemes requires savvy navigation of systems and on many occasions, skills sets such as digital literacy and grant writing. These skills sets and priorities put the EYSAC sector at a disadvantage when most leaders occupying these positions do so for their pedagogical leadership not business knowledge.

Increased capacity, knowledge, contextual tools and resources for employers and leaders within EYSAC and stakeholders external to the sector can positively affect attraction and retention of a proficient, professional, and activated EYSAC workforce.



WHAT WE ARE DOING

Beginning to build reciprocal relationships with workforce pipelines, particularly

- Schools and Colleges
- Education and Training institutions
- Employment Agencies
- Migrant Services
- Local Government, and
- Community Agencies.
- Building relationships with the Tasmanian Department of Education Vocational Learning & Career Education (VLCE) team including a role on the Packages of Learning Health and Community Services Advisory Group.
- Building and fostering relationships with Beacon Foundation including regional business and school partnership groups and EYSAC employers.

Program extended due to COVID-19 - *Building Sustainable Foundations* project 2017-2020 (Skills Tas) to better inform career decision making for students in year 9-12 including development of resources comprising

- action research, supporting EYSAC services to explore and better understand workforce planning and development in their context.
- promotional resources contextual to school and college communities, celebrating a range of jobs roles and career options.
- a pilot Career Taster Event aimed at students in year 9-12 exploring future work roles.
- fact sheet for potential employers to demystify School Based Traineeships (ASbA).



FUTURE ENDEAVOURS

(Dependent on resourcing)

Continue to identify effective workforce pipeline opportunities and strengthen relationships across these pipelines with the sector and employers.

Work to better reflect the diversity of Tasmanian children and families in the workforce cohort.

Provide genuine and authentic information, contextualised to a range of cohorts to support informed career decision making.

Develop a suite of tools to support a 'Right Fit' approach to recruitment; core skills and attributes based on evidence gathered through Education and Care Training Packages, the NQF and sector voice.

Develop a range of promotional resources that reflect the contemporary professional EYSAC workforce; contextualised for a diverse range of cohorts.

Research and understand the value of promoting lateral career pathways (career lattice) which may be more attractive to the next workforce generation.

Work with the education system to inform subject choices that compliment a career pathway in EYSAC.

Improve approaches and implementation of Australian School Based Apprenticeships (ASbA) for EYSAC, working collaboratively with stakeholders.

Improved communication and relationships with Employment Providers.



FURTHER REQUIREMENTS

Better understand what is required and identify opportunity to

- support employers to identify and better understand major workforce pipelines.
- support employers to be better equipped to navigate workforce policy and funding.

Identify what resourcing is already available to undertake this work and leverage this for a contextual approach.

Recognise the vulnerabilities of EYSAC Business's, particularly those that support vulnerable Tasmania communities and increase business continuity skills across the sector.

Research and analyse what resources are currently being used in workforce pipelines and re-develop them to reflect the contemporary professional EYSAC workforce.

Increased understanding of traineeships including ASbA; the requirements and opportunities across VET and in the School based curriculum to better support learning and transition to work.

Better understanding of regional approaches and how EYSAC can support these communities.

Better understand how to promote to and work with diverse workforce cohort pathways.

Data and evidence to underpin resource development.





AREA IN FOCUS

PATHWAYS

There is opportunity to further realise the potential for planning and support of career and study pathways through and across (career lattice) the EYSAC sector, attracting and retaining skills, knowledge, and experience.

An attractive aspect of working in the EYSAC sector is the range of jobs and roles; a diversity of career pathways options that could sustain a full working career. Study and qualification pathways and choices have become increasingly complex since the introduction of the NQF and increased competition amongst training providers. The complexity of policies and funding surrounding this space contributes further to confusion of stakeholders including managers, educators, students, families, and career guidance professionals.

Effective structuring of career and study pathways can contribute to sustainable workforce planning and development, impact positively on workforce stability and reduce impact of staff turnover for children and finances.

It is integral to give attention to the overall health and wellbeing of the EYSAC workforce

- as a short and long term action for workforce planning and development
- to empower educators in the provision of higher quality outcomes for children.

Increased capacity, knowledge, contextual tools and resources for employers and leaders within EYSAC and stakeholders internal to the sector can positively affect attraction and retention of a proficient, professional, and activated EYSAC workforce.



WHAT WE ARE DOING

Development of a Career study and pathway tool specific to the 'Building Sustainable Foundations' project.

Building relationships with the Tasmanian Department of Education Vocational Learning & Career Education (VLCE) team including a role on the Packages of Learning Health and Community Services Advisory Group.

Building and fostering relationships with Beacon Foundation including regional business and school partnership groups and EYSAC employers.

Building Sustainable Foundations project 2017-2020 (Skills Tas)

- Developing a fact sheet on ASbA for employers
- Video narratives from Action Research exploring workforce planning and development in practice.

Develop and apply coaching skills in the workplace project 2019 - 2021 (GATIRS)

- Development of a *A Guide to Traineeships* resource for stakeholders
- Development and delivery of a framework to workplace coaches to increase their knowledge of the 'on the job' component of Traineeships and practical skills to coach these.





FUTURE ENDEAVOURS

(Dependent on resourcing)

Engage with Vocational Education and Higher Education Institutions to streamline and empower career progression through increased opportunity and understanding of articulation.

Increase knowledge and understanding of the value of purposeful workforce planning and development.

Address a variety of challenges related to workforce cultural competency.

Targeted mentoring and/or coaching programs for cohorts e.g., cultural, ethnic, gender, Aboriginal and Torres Strait Islander, trainees, newly qualified, leaders and emerging leaders (educational, operational, people and culture).

Increased awareness of fostering language, literacy, numeracy (LLN) and employability skills alongside technical skills of the role.

Develop and apply coaching skills in the workplace project 2019 - 2021 (GATIRS)

- Supporting collaboration between RTOs to create a shared understanding of on-the-job component as a foundation to build on into the future.

Influence robust qualification content, delivery, training and assessment including RPL tools that are proactive in retaining a proficient workforce.

MENTAL HEALTH AND WELLBEING

Research – A high number of programs available; but why are they either not being accessed (identify barriers) or effective in creating change.

Promoting understanding of the responsibility and opportunities

Responding to an identified need from the sector.

Leverage from strategies, campaigns, and opportunities already underway.

Is there an understanding of the link and responsibilities within WH&S?

Analysis for targeted response.



FURTHER REQUIREMENTS

Better understand the value of promoting lateral career pathways (career lattice) which may be a valuable tool to support retention of current workforce.

Assess the challenges related to workforce cultural competency and best options to address this.

Investigate workforce planning and development tools contextualised for the EYSAC workforce.

Build relationships with universities, particularly UTas as the only Tasmanian University.

A strategy to better engage the EYSAC sector in VET consultations to affect change that is authentic to EYSAC workforce requirements.

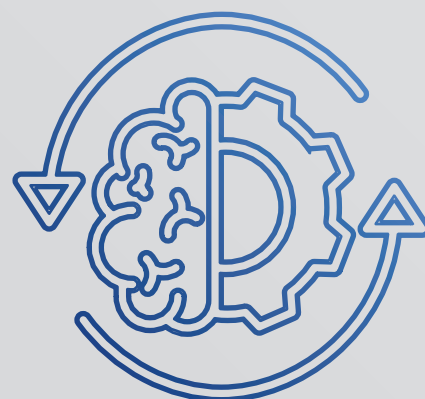
Document the wellbeing programs available to the sector.

Research the gap between the number of wellbeing programs including service Employee Assistance Programs and why the low take up is occurring.



AREA IN FOCUS

PRACTICE



A combination of high level skills and knowledge in practice contributes to quality educators providing quality outcomes for Tasmania's children. This area is focused on building skills and capability of the EYSAC workforce, implementing and embedding them. This includes all skills and knowledge required across the EYSAC workforce including but not limited to; pedagogy, leadership, business and financial, workforce planning and development, wellbeing and building a healthy workforce and culture.

Learning opportunities and structures need to be accessible, relevant, contextual and achievable. They need to offer a sustainable approach, working towards an embedded culture of learning. Educators who are successful in learning are better empowered and more likely to engage in higher qualifications and take on leadership roles.



WHAT WE ARE DOING

Develop and apply coaching skills in the Workplace project 2019 - 2021 (GATIRS)

- Increasing coaching capacity for educators working with Trainees.

Creating structures that empower educators in the provision of quality outcomes for Tasmanian children and their communities



FUTURE ENDEAVOURS

(Dependent on resourcing)

Increase mentoring and coaching skills as prime methodologies to foster increased capacity of the EYSAC workforce across all areas.

Strengthen leadership capacity, knowledge and skills across pedagogy, business operations and people and culture.

Increase employer knowledge and skills to support effective workforce planning and development in their own service and for the greater EYSAC sector.



FURTHER REQUIREMENTS

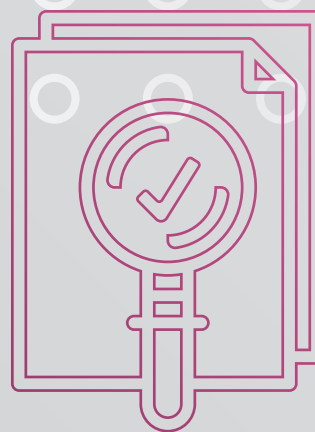
Skills gap analysis across the sector including leadership, pedagogy, operations, people and culture and business to inform a targeted response

Research to understand the gap between sector ratings and everyday practice/workforce challenges.

AREA IN FOCUS

RESEARCH & EVIDENCE

Collection and analysis of data and research can inform a targeted approach that is resourceful and fiscally responsible to all EYSAC project activities.



There is comprehensive evidence to determine the need for a proficient, professional, and activated workforce now and into the future. This mass of evidence has been gathered, analysed, and presented across the country on a number of occasions and by multiple jurisdictions including the ACECQA *Progressing a national approach to the children's education and care workforce, Workforce report, November 2019*. However, the piece that is missing is the research and evidence that supports a contextualised Tasmanian approach, local and regional data, and analysis.

Interesting to note is that whilst in bulk the cumulative evidence can be presented as overwhelmingly indisputable, even national efforts to amass and analyse the evidence was met with a high level of difficulty when attempting to drill down for a more specific analysis.

One major inhibitor identified is the classifications used when collecting and presenting data. For example, the inclusion of EYSAC in Health and Community Services, Social assistance or even across multiple categories rather than one i.e., education.



WHAT WE ARE DOING

Continue to include robust evaluative frameworks to all EYSAC activities which inform and support ongoing project priorities and the identification of new priorities.

Reflect on evaluative frameworks for continuous improvement.

Share information in a variety of formats to be inclusive of a diverse range of stakeholders.

Recognising and drawing on expertise and knowledge as required.

Provision for and awareness of changes to Government policy that may affect outcomes.



FUTURE ENDEAVOURS

(Dependent on resourcing)

Continue to share evaluations, data, and analysis where relevant.

Seek evidence to inform and guide from

- State Government
- Local Government
- Agencies and community enterprises

Align with, support and leverage from national and jurisdictional campaigns.



FURTHER REQUIREMENTS

Gap analysis across all *Areas in Focus* of the EYSAC Workforce to support a targeted response.

How to influence

- Research
- Data collection

LIST OF ABBREVIATIONS

ACECQA	Australian Children's Education & Care Quality Authority
AEDC	Australian Early Development Census
COAG	Council of Australian Governments
DESE	Department of Education Skills and Employment
ECA Tasmania	Early Childhood Association, Tasmania Branch
ECU	Education and Care Unit (Department of Education, Tasmania)
ECEC	Early Childhood Education and Care
EY	Early Years
EYLF	Early Years Learning Framework for Australia
EYSAC	Early Years and School Age Care
FDC	Family Day Care
IHC	In Home Care
LDC	Long Day Care
NQA	National Quality Reform Agenda for ECEC
NQF	National Quality Framework
NQS	National Quality Standard
OSHC	Outside School Hours Care
RTO	Registered Training Organisation
SAC	School Age Care
VET	Vocational Education and Training
VLCE	Vocational Learning and Career Education

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This strategy was developed through a series of state-wide and regional forums with early years and school age care stakeholders and communities. It was facilitated by the EYSAC Workforce Project.