

Attachment 4 - Report on the Tasmanian Centre Based Care 2013 Qualifications Data Collection

EDUCATION AND CARE UNIT

Report on the Tasmanian Centre Based Care 2013 Qualifications Data Collection

November 2013

CONTACT DETAILS

Education and Care Unit, Department of Education, GPO Box 169, HOBART, Tasmania 7001

Toll Free Number: (03) 6233 5676; Fax: 6233 6042; web: www.education.tas.gov.au



Tasmania
Explore the possibilities

The Education and Care Unit wishes to acknowledge the significant contribution made by the Tasmanian centre-based service providers who supplied the data for this project.

CONTENTS:

1.0. Introduction	Page 4
1.1 Executive Summary	4
1.2 Objective	4
1.3 Context – <i>Regulatory changes and requirements</i>	4
2.0. Methodology	Page 6
2.1 Documents	6
2.2 Communication and timeframes	6
2.3 Response rates	6
2.4 Interpretation of data - overview	7
3.0. Limitations of Data and Analysis	Page 8
4.0. Analysis of Staffing Schedule	Page 9
4.1 Total numbers of educators	9
4.2 Qualifications currently held by educators	9
4.3 Educators currently working towards a qualification	12
4.4 Educators Intending to work towards a qualification	12
4.5 Early Childhood Teacher (ECT) qualifications	13
4.6 Details of ratios for 2014	15
5.0. Analysis of Qualification Questionnaire	Page 17
5.1 How the ECT will be utilised within services	17
5.2 Records of 'access to ECT' and 'ECT in attendance'	19
5.3 Issues faced re: qualification requirements January 2014	20
5.4 Issues still to resolve re: qualification requirements January 2014	25
5.5 Information and / or support required by Services	27
6.0. Major Findings	Page 30
7.0. Future Action and Directions	Page 33
8.0. Additional Sources of Information	Page 34
9.0. Appendices	Page 35
A Data collection documents - <i>Staff Schedule and Qualification Questionnaire</i>	35
B Summary of responses for Qualification Questionnaire	37

1.0. Introduction

1.1. Executive Summary

States and Territories have responsibility for administering legislation, regulations and guidelines in relation to education and care (child care); in Tasmania this function is performed by the Department of Education. From 1 January 2012, national law and regulations cover the majority of education and care services with certain regulatory provisions being gradually implemented until 2020. As part of this progressive implementation, changed qualification requirements apply to services from 1 January 2014.

Through a data collection survey, centre based long day care services provided the Department with information on their level of readiness to comply with these changes. The response rate was high with 94.5% of services returning completed surveys. It is evident that the qualification level of educators is increasing and that continued efforts are being made by providers, services and educators to ensure that the necessary knowledge and skills are obtained in order to meet the qualification requirements from 1 January 2014.

Of the challenges faced by the services, recruiting and retaining staff, understanding of and ability to comply with the requirements for an Early Childhood Teacher were most commonly reported by respondents.

The Department, through the Education and Care Unit, continues to proactively educate and work with services and other stakeholders to support the implementation of the new requirements from 1 January 2014. The information from services contained in this report provides a source of baseline data, which may be used for tracking progression towards meeting the qualification requirements of the National Quality Framework and identifying trends as new data is collected annually.

1.2. Objective

The aim of the data collection process is to understand the perceptions of the sector regarding the qualification requirements commencing from 1 January 2014, to identify any impediments to fulfilling legislative obligations and to support services in meeting any challenges that they may face in doing so.

1.3. Context

From 1 January 2014, a number of new qualification requirements are legislated to commence for educators at centre based services educating and caring for children defined as 'preschool age or under' in the *Education and Care Services National Regulations 2011*.

Regulation 126:

Regulation 126 sets out requirements for general educator qualifications for centre-based services educating and caring for children preschool age or under.

From 1 January 2012 a transitional requirement for Tasmania applies in place of Regulation 126 until 31 December 2013. The transitional Regulation 347, states that 'at least 1 in 2 educators required to meet the relevant educator to child ratios for a centre-based service for children preschool age or under **must hold at least an approved diploma-level education and care qualification.**'

There are two significant differences between this requirement (transitional Regulation 347) and the incoming Regulation 126:

1. Under regulation 347, the service can remain compliant if 50% of staff included in the educator / child ratios do not have a qualification. Under regulation 126 there can be no staff included within the educator to child ratio who do not have or are not actively working towards an approved education and care qualification. Staff who are above these ratio requirements do not have to hold or be actively working towards a qualification.
2. Regulation 126 also allows for educators to be *actively working toward* an approved qualification whereas Regulation 347 required 50% of educators counted in the ratios to actually *hold* an approved diploma-level qualification. Currently a number of services have temporary waivers for Regulation 347 to enable them to employ staff in the ratios who are working towards a qualification. As Regulation 347 will not apply from 1 January 2014, all waivers in respect of this regulation will expire 31 December 2013.

Regulations 129 – 134

Education and care services must have either *access to* an early childhood teacher (ECT) or have an ECT *in attendance*. The application of this requirement, depends on the size and operational hours of each service, and is set out in Regulations 129-135.

The Education and Care Unit (ECU) identified the need to conduct research into how the sector is positioned to meet the above qualifications requirements from 1 January 2014.

The ECU requested data regarding the new qualification requirements from each of the **109** centre-based care providers and services that provide education and care for children pre-school age and under.

The data collected shows details of **services' current staffing arrangements** and the plans each service has in place to enable them to meet the new requirements.

2.0. Methodology

2.1. Documents

A package of documents was forwarded to all centre-based care providers and services in Tasmania, that provide care for children aged preschool and under. The data collection did not involve Outside School Hours Care services or Family Day Care. These types of education and care services are not subject to the same requirements as centre-based services and were not included in the scope of this data collection process.

The package included two (2) documents which were developed specifically to capture information, including:

- a. **A staff schedule** requesting information about current qualifications and ratios, current and/or intended study commitments and the expected status of educators within 2014 staff ratios.
- b. **A qualifications questionnaire** requesting information about the challenges faced by providers in meeting the requirements, providing the opportunity for issues to be shared and assistance to be requested, as required.

A **booklet** explaining the data collection process was also provided to guide the process of completing the documents.

The data collection process was intended to assist providers in strategically planning future staffing arrangements while identifying any need for further information, resources and support.

Please refer to **Appendix A** for copies of the staff schedule and qualification questionnaire.

2.2. Communications and timeframes

The information was provided electronically to the provider and to the nominated contact person at each service. The documents were also posted to the provider. It was indicated that the provider was responsible for determining who was best able to complete the staff schedule and the qualifications questionnaire.

The questionnaire and staffing schedule were to be returned to the Education and Care Unit by 26 July 2013 in a reply paid envelope or via return email.

Follow-up phone calls were made to providers that had not returned their documents by the due date and an additional six (6) documents were received following this process.

2.3. Response rates

As a result of continued communication with the providers **103** responses were received in time for the data to be collated and assessed (94.5% response rate). The majority of the returns included both the Qualification Questionnaire and the Staffing Schedule, although several submissions were incomplete, with the Staffing Schedule not returned or various entries missing (See Item 3 *Limitations of data analysis* for further details).

For the purpose of the data collection, information that was returned to the ECU within the required timeframe was included in the results.

2.4. Interpretation of data – overview

Analysis of the documents by Authorised Officers has resulted in some adjustment to the data where it was obvious that there had been a simple incorrect entry, and this was validated by other details supplied by the respondent.

The process of collation and analysis:

- a. Data was entered into spread sheets.
- b. Information was reviewed and minor data entry errors corrected.
- c. Any inconsistencies were identified and recorded during the process of the data entry check.
- d. Data was collated and analysed.
- e. Data insights were identified and recorded.

The following information has been generated from the data provided in the **Staffing Schedules**:

- Total number of educators employed in the centre-based services that provided data.
- The number of educators included in the educator-child ratios for each service at July 2013.
- Details of qualifications held by educators and where the relevant qualifications were attained.
- Details of the educators actively working towards a qualification, including details of the Registered Training Organisation (RTO) / training institution that is providing the training.
- Details of the educators *intending to work* towards a qualification, including RTO and/or institution that will provide the training.
- Details indicating the intended status of educators within the service ratios for 2014.

The following information has been derived from the **Qualifications Questionnaire**:

- Data regarding the size of the service; specifically, the number of approved places for *children preschool age and under*.
- How each provider is intending to use the ECT within their service(s).
- Record keeping processes that may be used to confirm ECT attendance and/or access at the services.
- Details of issues that providers and services have faced in preparing for the new regulatory requirements | January 2014.
- Details of issues that *still need to be addressed* by services to meet the regulatory requirements | January 2014.
- Any areas where services require information or support to ensure that regulatory requirements applicable from | January 2014 are met.

3.0. Limitations of Data and Analysis

One of the most positive aspects of this data collection project is that the sample includes over 94.5% of centre-based services (*for children preschool and under*) within Tasmania. This provides solid baseline information. There were only six (6) services who did not provide information and who are not directly represented in the analysis of the data.

In presenting the gathered information for consideration, it is essential to highlight that the data provides a snapshot of the **centre-based services' perception of their readiness** to meet the qualification requirements from 1 January 2014.

As the information supplied relates to respondents understanding of the requirements at July 2013, this report is not intended to provide an accurate quantitative analysis of expected compliance with the incoming requirements.

Rather, the data provides rich and valuable insight into the level of understanding at the time and the way in which the sector is working towards meeting the requirements.

Summary of considerations:

- The data is wholly sourced from services.
- The effect of the respondent's understanding and interpretation of the survey questions
- The effect of the respondent's understanding and interpretation of the National Law and Regulations.
- Inconsistencies in completion of the Staffing Schedule by the respondents have been addressed through minor changes to the data to improve reliability, as indicated in Item 2.4 above. Where this is relevant, it is noted in the report.
- The option of choosing *Unqualified* for the 2014 status of educators may have caused some confusion, particularly in relation to those educators not holding a qualification but actively working toward one.
- The request for information regarding the size of the service did not specify that the data required was for *children preschool aged and under*; some services provided overall approved numbers not information relating specifically to the preschool years and under age range.
- Questions four and five on the qualifications questionnaire were worded to allow for a non-response, so the response rate for these questions was comparatively lower than for questions one to three.

Further to this report, work is being completed within the ECU to analyse the data in more detail. This will assist the Unit to determine the level of understanding of the requirements and identify specific areas of support that may be required by individual services.

4.0. Analysis of Staffing Schedule Data

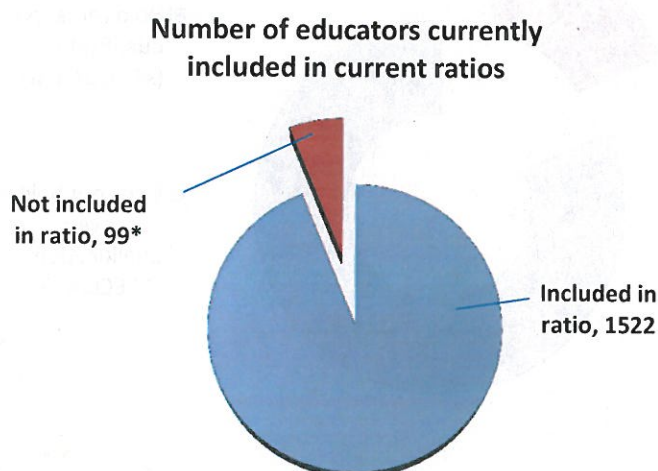
4.1. Total numbers of educators (103 Services)

The data collection indicated that 1646 educators work within the 103 services that provided data in the staff schedule, including 1547 educators that are included in service ratios as at July 2013. Some of the educators work in roles across multiple services.

This group includes twenty-five (25) educators who play dual or multiple roles across services. The majority of these educators are Certificate III and Diploma qualified staff and most work in no more than two different services. However, there were several educators who were listed as working with as many as six (6) smaller services.

An adjustment of figures to reflect this duplication reduces the effective educator numbers to 1621 in total, with 1522 included in ratios.

Figure 1: *Educators included in current staffing ratios*



* Please note: No details were requested regarding the reason for these 99 educators not being included in current ratios.

4.2. Qualifications currently held by educators

Services were asked to provide details of the numbers of educators that:

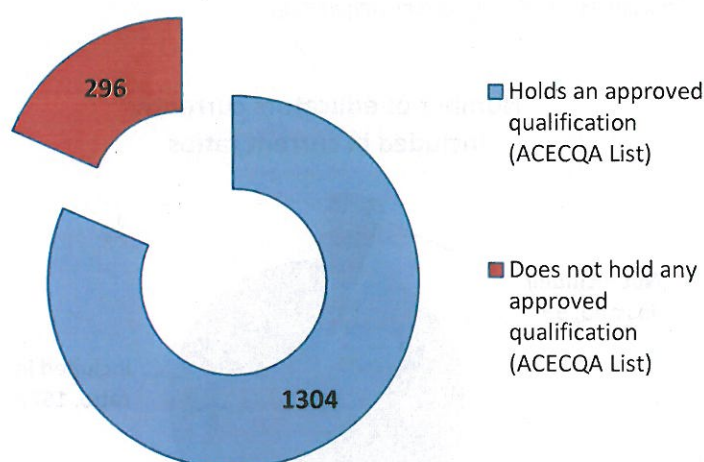
1. Hold approved qualifications listed on the ACECQA lists;
2. Do not hold approved qualifications listed on the ACECQA lists;
3. Hold a qualification not on the ACECQA list.

Based on the data provided by services, the number of educators with qualifications in these categories is provided in Table I.

Table 1: *Qualifications as identified by centre-based services.*

Qualifications		
<u>Holds</u> an approved qualification on ACECQA lists	<u>Does not</u> hold approved qualification on ACECQA lists	Holds a qualification <u>NOT</u> on ACECQA lists
1329	262	34

This data in Table 1 includes twenty five (25) educators who work across multiple services. The more accurate number of educators who hold an approved qualification on the ACECQA lists being 1304.

Figure 2: *Educator qualifications July 2013***Qualifications of educators - July 2013**

This information is based on service's understanding of the meaning of *approved* qualifications, as listed by ACECQA.

It is also noted that details regarding currently held qualifications were not provided by a small number of services or were provided for some, but not all educators.

The majority of qualifications in the category of '*hold a qualification NOT on the ACECQA lists*' were specialist qualifications held by educators who are qualified health professionals (6) or were teaching qualifications, either not specialising in 0 – 5 years or had been attained overseas (10). A small number of educators held certificate qualifications not on ACECQA's lists (3). Details were not provided for all of the educators marked in this category.

Table 1 provides details of approved and non-approved qualifications, while the following table indicates what level qualifications are *currently held* (as described in the documents submitted) and the indicative numbers of educators who hold each level of qualification.

Table 2: Qualifications currently held by educators in the 103 centre-based services**Note:** this list includes qualifications approved on the ACECQA list and non-approved qualifications.

Qualification level, as described by respondents	No. of educators currently holding the qualification	Comments
Certificate II	2	
Certificate III	550	Eighty (80) described as 'Certificate III'; over four hundred (454) recorded as 'Certificate III in Children's Services'
Certificate IV	9	The majority relate to teacher assistant roles, OSHC and disability services.
Certificates	5	Five (5) qualifications were described as Certificate in Child Care / Child Care certificate with no level provided
Diploma	547	Six (6) of these were 'Diploma In Teaching' qualifications; eighty-six (86) described as 'Diploma' with no further details; 370 described as 'Diploma in Children's Services'.
Associate Diploma	55	The majority (31) were recorded as 'Associate Diploma of Social Science (Child Care).'
Advanced Diploma	40	Fourteen (14) described as 'Advanced Diploma' and twenty-four (24) recorded as 'Advanced Diploma Children's Services'
Bachelor of Arts	2	
Bachelor of Education / Teaching degree	108	Thirty-three (33) of these were described in some way as being 'Early Childhood' degrees. Thirty-nine (39) were listed as 'Bachelor of Teaching' and sixteen (16) included the words 'Early years' or 'Education and care'
Other	16	Generally, but not exclusively, health degrees, social work or Teaching Certificates.
TOTAL	1334	

Early Childhood Teaching qualification

One hundred and eight (108) educators presented as holding an early childhood education qualification. It is noted that one-third of these educators described their qualification as an *early childhood* teaching qualification. Verification of whether all these qualifications appear on the ACECQA approved lists is outside the scope of this report.

There are two qualifications on the ACECQA *Former approved early childhood teaching qualifications* list that require evidence of Early Childhood Education (ECE) specialisation: Bachelor of Education and Bachelor of Teaching through the University of Tasmania. Where educators can provide evidence of ECE specialisation, they are taken to hold an approved early childhood teaching qualification.

It is anticipated that some of the educators holding a Bachelor of Teaching/Education as indicated within Table 2 would include those previously approved¹ under the *Child Care Act 2001* with early childhood specialisation or would currently meet the requirements in relation to evidence of specialisation.

4.3. Educators working towards a qualification at July 2013

The data provided in the staff schedule indicates that over five hundred (546) educators are currently actively working towards a qualification.

Table 3: Educators working towards specified qualifications at July 2013

Masters In Teaching	Degree / Early Childhood Teacher	Advanced Diploma	Diploma level	Certificate III	No details provided
1	64	57	258	160	6

The expected date of completion and information on the number of modules completed to date were not captured through the data collection.

It could reasonably be expected that a percentage of those who were undertaking study in June 2013 will not continue with their study and may not complete their courses.

4.4. Educators intending to work towards a qualification

The data collection responses indicate by 1 January 2014, 277 personnel *intend* to work toward gaining an approved education and care service qualification. This number includes educators (190) who are actively working toward a qualification at July 2013 and who have indicated that they will be *continuing* their study in 2014.

To further illustrate the level of *intention* to gain qualifications, it was determined that eighty-seven (87) educators intend to commence their studies post July 2013, as indicated in Table 4 below.

¹ Prior to the commencement of the National Law, under the *Tasmanian Child Care Act 2001*, educators holding a teaching degree that was not an Early Childhood degree could demonstrate specialisation in early childhood and be recognised as meeting the requirements for an approved qualification under the *Tasmanian Licensing Standards for Centre Based Care, Class 1* (0-5 years).

Table 4: *The number of educators intending to work towards specific qualifications*

Masters In Teaching	Degree / Early Childhood Teacher	Advanced Diploma	Diploma level	Certificate III	No details provided
2	14	3	32	35	1

Please note: this data is a measure of *intention* only, as no information was provided regarding dates of commencement.

4.5. Early childhood teacher qualifications

There are specific requirements relating to 'working towards' status that apply through to January 2016. Educators must be actively working towards an early childhood teaching (ECT) qualification and either hold an approved Diploma-level education and care qualification or have completed at least fifty per cent (50%) of the early childhood teaching course.

All educators actively working towards an ECT qualification need to have completed that qualification by the end of 2015 in order to continue working as an ECT educator.

Sixty-four (64) educators have presented as currently actively working towards an early childhood teaching qualification, with a further fourteen (14) educators indicating they intend to work towards an early childhood teaching qualification.

Table 5: *The type and number of prior qualifications for educators currently working towards and intending to work towards an ECT qualification*

Prior qualification held	No. of educators working towards an ECT qualification as at July 2013	No. of educators intending to work towards an ECT qualification
Degree	1	1
Advanced Diploma	8	2
Diploma	25	8
Certificate III	7	0
Certificate in Children's Services	0	1
Certificate IV	1	0
Other	1 (UK qual)	0
Nil prior qualification	21	2
TOTAL	64	14

4.5.1. Currently working toward ECT qualification (64 educators):

The majority of the educators actively working towards an ECT qualification as at July 2013 hold a prior qualification as set out in Table 5 above.

Almost forty per cent (40%) of these educators (25) can be taken to be an ECT from 1 January 2014 through to 31 December 2015, due to having a current Diploma qualification in accordance with Regulation 242.

However, thirty-two per cent (32%) of these educators do not hold any prior qualification, which raises questions as to how many of these educators will complete their qualification by 31 December 2015. This will be dependent, to a large degree, on the amount of study each educator has completed to date.

4.5.2. Intending to work towards an ECT qualification (14 educators):

The majority of educators (11) intending to work towards an ECT qualification hold at least a Diploma-level qualification. Only one (1) educator holds a Certificate III qualification and only two (2) have indicated no prior qualifications.

It is likely that a number of these educators will be able to gain an ECT qualification by 31 December 2015.

4.5.3. Masters in education related field (3 educators):

One (1) educator is currently working towards gaining a masters-level qualification, holding a prior Degree-level qualification. Two (2) other educators are intending to complete a Masters course; no prior qualification was specified for one of these educators, while the second specified a prior Certificate IV qualification.

4.5.4. Institutions attended for ECT qualifications:

Those either currently studying or intending to gain an ECT qualification have indicated enrolment at the following institutions:

Table 6: Educators currently working toward an ECT qualification - chosen institution

Institution	No. of ECTs attending
University of Tasmania	50
Interstate Universities	5
Unknown – no details provided	9
TOTAL	64

Table 7: Educators intending on working toward an ECT qualification – chosen institution

Institution	No. of ECTs attending
University of Tasmania	7
Interstate Universities	2
Unknown – no details provided	5
TOTAL	14

4.6. Details of staff ratios for 2014

Data in Table 8 indicates that the almost sixteen hundred (1572) qualified and unqualified educators will be included in the ratios for 2014.

Not all educators employed by a centre-based service at July 2013 were included in the response to this question. Several services did not provide this information. In some instances this may have been due to uncertainty about whether the educators would be remaining with the service through to 2014.

Table 8: Number of qualified and unqualified staff for ratios in 2014, including educators actively working towards a qualification (adjusted)

Early Childhood teacher	Diploma level	Certificate III	Unqualified Reg. 240 applies *	Unqualified
168	845	509	10	40

* Please note:

Regulation 240 makes provision for educators to be included in educator to child ratios until 31 December 2015 if the educator has been continuously employed as an educator in an education and care service or a children's service for a period of at least 15 years up to immediately before the scheme commencement day; **and** if the educator is employed by the same approved provider as the educator was employed by immediately before the scheme commencement day.

The above table reflects figures adjusted from the raw data provided by the services. The adjustments were made for the following reasons:

- Thirty-one (31) unqualified educators had been included in unqualified ratios by services, even though they were listed as currently, actively working towards a Certificate III in Children's Services.

The number of unqualified educators was therefore recalculated and decreased from 71 to 40, based on the 'working toward' information provided by the services.

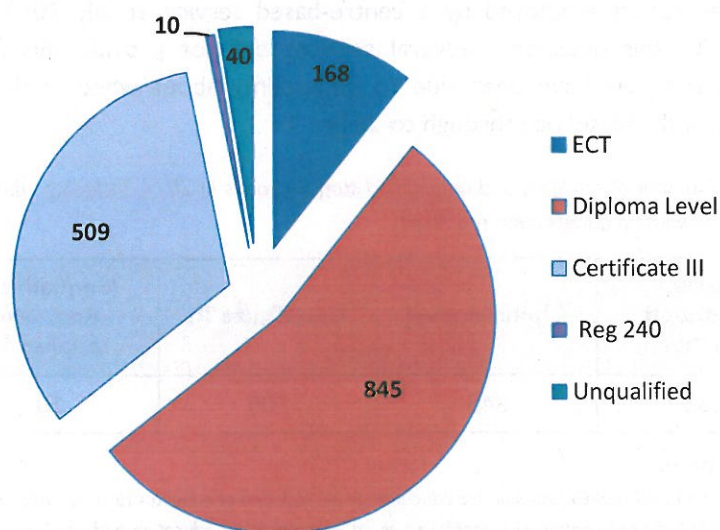
- In instances where services ticked more than one box for an educator, the highest qualification level was counted in the ratios; but only where it was indicated that the educator was at least currently, actively working towards the higher qualification.

This was particularly relevant to educators who held a Certificate III and were actively working towards a Diploma-level qualification.

- A small number of educators who held a Certificate III and who were *not* actively working towards a higher level qualification were indicated as Diploma-level educators in the 2014 ratios and this was also amended to reflect a Certificate III position.

Figure 3: *Educators included in ratios for 2014 based on adjusted data*

The numbers of educators that services have indicated will be used to fulfil 2014 ratios



Status of ECT for 2014

Two (2) of the services from the total sample did not provide information regarding educator status within ratios for 2014. Services that identified that they would have two (2) or more staff members with an ECT qualification comprised almost fifty per cent (47%) of services. Eighty-one (81) services (78.2%) identified that they would have *at least one* staff member with an ECT qualification in 2014.

In examining the information provided about staff qualifications, over twenty per cent of services (21.8%) do not currently have any staff with an ECT qualification, or any educators working toward an ECT qualification. A small number do have staff with potentially a relevant qualification however, it is not known why these staff were not included in the educator status of ECT for 2014.

The services without an ECT range from small services that would only require 'access to' an ECT, through to substantially larger services, requiring an ECT 'in attendance'. Some of these are operated by providers of more than one service and the providers' other services do have ECTs indicated for 2014. This may suggest that the difficulties in employing an ECT could be specific to those services. For example, current staff not able or willing to improve their qualification, or the geographical area makes it difficult to recruit staff.

5.0. Analysis of Qualification Questionnaire

The interpretation of qualitative data provided below is presented in two ways:

- Figures may represent the number of **services** that indicated a response to a question. These figures are 'actuals', which may then be presented as a percentage of the sample of respondents for the question (variable) and / or the total sample (103 services).
- Figures may represent the number of **response items**. Answers to questions contained references to multiple issues. These were identified and recorded separately as 'response items'. The number of these items was then calculated as a percentage of the total response items (not a percentage of the total sample of 103 services).

Generally, the **tables** contain raw data relating to the number of **services** that provided a particular response to the questions. This data was then converted to a percentage of the number of respondents for the question and/or a percentage of the total sample. Services have generally included more than one item in their response; therefore it is not relevant to total the percentages in the tables.

The **graphs** reflect the percentage of **response items** for each of the questions, as noted above.

The number of response items varied according to the questions and were then categorised. This provides an overall sense of the key issues and considerations. (See **Appendix B**)

For example, question one was answered by ninety-three (93) services and the highest scoring items are depicted in Table 9. Well over two hundred (241) different response items were identified, categorised and are depicted in a graph (Figure 4).

5.1. How the Early Childhood Teacher will be utilised within services

QUESTION 1: How do you envisage using the Early Childhood Teacher from 1 January 2014?

This question was answered by 90.3% of the respondents (93 services), with 9.7% of the services (10) choosing not to provide a response or, indicating they were 'unsure' about how the early childhood teacher would be utilised in their services.

5.1.1. Data based on the number of services that answered question one (93 services)

Table 9: Highest rated responses for use of the ECT within services.

Issue	No. of services giving this response	% of question respondents (93)	% of total sample (103 services)
Educational Leader	36	38.7%	34.9%
Mentoring role	35	37.6%	33.9%
Program or curriculum development	56	60.2%	54.3%
Working with children 3-5	20	21.5%	19.4%
Working with children across the service	47	50.5%	45.6%

Fifty-six (56) of ninety-three (93) **services** indicated that the ECT would be responsible for 'program' or 'curriculum' development. This equates to over sixty per cent (60%) of those services that provided a response to this question or fifty-four per cent (54%) of the total sample.

Forty-seven (47) services indicated that the ECT would be working with children across the service and twenty (20) identified the ECT would work specifically with 3-5 year olds. Combined, a total of sixty-seven (67) services indicated the ECT would have a role working directly with children.

Thirty-six services (36) indicated that the ECT would be filling the role of educational leader or would be included in the educational leadership team. Almost as many services (35) indicated that the ECT would fill a mentoring role.

It is noted that services may have responded that the ECT would work with children and also be the educational leader. In fact, twenty-seven (27) of the services indicated *both* these responsibilities are a part of the ECT role within their services.

Thirteen (13) responses indicated that an ECT would be required to work with the service on an 'access to' basis only. Based on services' responses to the question around service size, approximately twenty-three per cent (23%) of services require 'access to' an early childhood teacher and seventy-seven per cent (77%) require an ECT 'in attendance'.

This figure is an approximate indication only, as the relevant regulations refer to the number of children preschool age and under receiving education and care on a given day. Some services may have responded to the question by including children *over preschool age*.

A lesser number of responses indicated that the ECT role would be a non-contact role (not working with children directly) or that the ECT role may involve some level of liaison, with parents, families and community stakeholders.

5.1.2. *Data based on the number of response items for question one (241):*

As this was an open-ended question, multiple issues were raised in the responses. In total, 241 different issues and comments were identified and recorded. These were then grouped according to similarity of responses, as indicated in the graph below.

Please note: the percentage indicated in the graph is a ratio of the identified 241 **response items recorded**, not a percentage of the total sample of 103 services.

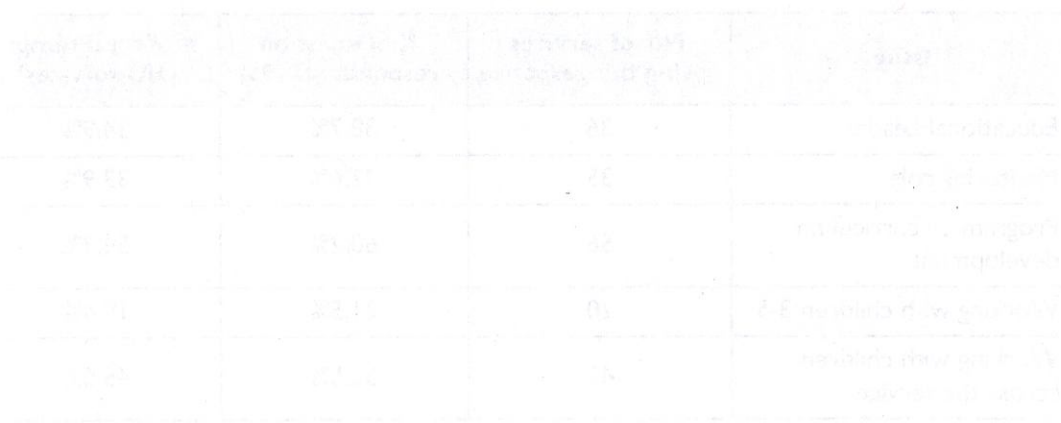
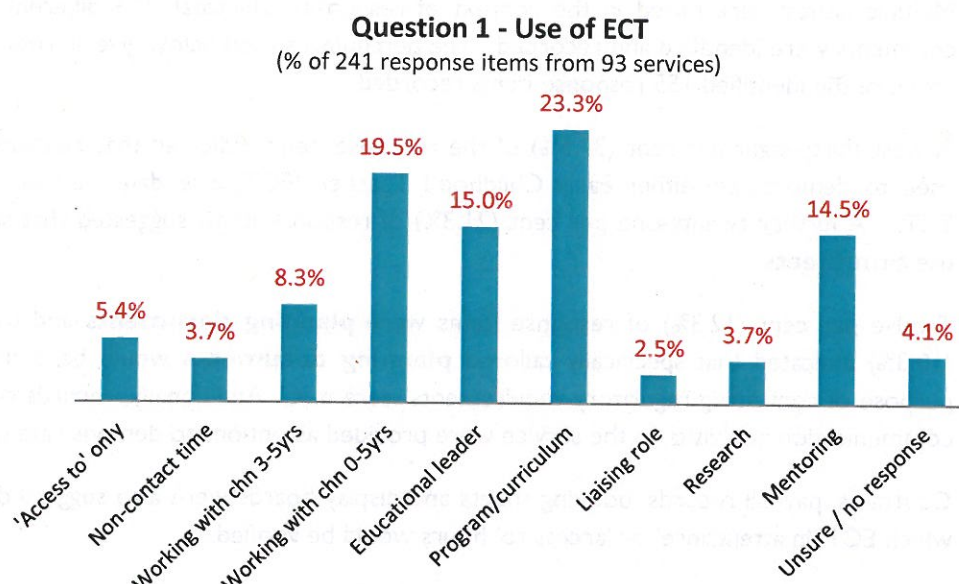


Figure 4: *How the ECT will be utilised in services from 1 January 2014*

5.2. Records of access to ECT or hours ECT is in attendance

QUESTION 2: What record process do you plan to adopt to demonstrate early childhood teacher hours accessed / in attendance with your program?

Regulations 129-135, set out the type and frequency of early childhood teacher (ECT) involvement with services (*Education and Care Services National Regulations; Division 5*). This question aimed to gauge whether providers and/or services have a clear understanding of how they might demonstrate that the requirements for their service have been met.

5.2.1. *Data based on the number of services that answered question two (85 services):*

Eighty-five services (85) provided a response to this question, many suggesting multiple documents and means of demonstrating compliance regarding ECT requirements. Table 10 provides details of the responses provided to question two and the number of services that recorded each response.

Table 10: *Mostly frequently raised types of evidential documentation regarding ECT requirements*

Responses raised by services	No. of services
Rosters	58
Timesheets	33
Planning documents	19
Specific record form	16
Records of emails and ICT	8
Records of visits	7
Pay roll	5
No response / invalid response	18

5.2.2. Data based on the number of response items for question two (155 items):

Multiple issues were raised in the context of responses. In total, 155 different issues and comments were identified and recorded. The percentages used below give an overview of the scope of the identified 155 response items recorded.

Almost thirty-eight per cent (37.5%) of the response items indicated that **rosters** would be used to demonstrate either Early Childhood Teacher (ECT) attendance or 'access to' the ECT. A further twenty-one per cent (21.3%) of response items suggested that services will use **timesheets**.

Twelve per cent (12.3%) of response items were **planning documents** and ten per cent (10.3%) indicated that specifically tailored **planning documents** would be utilised for the purpose of confirming regulatory requirements were met. Additionally, records of electronic communication and visits to the service were provided as options to demonstrate compliance.

Contracts, payroll records, booking sheets and display boards were also suggested as ways in which ECT 'in attendance' or 'access to' hours would be verified.

5.3. Issues faced in preparing to meet the new regulations 1 January 2014

QUESTION 3: What issues have you faced leading into the new qualifications requirements 1 January 2014?

The Education and Care sector has been presented with significant regulatory change since the commencement of the Education and Care Services National Law and Regulations on 1 January 2012. Transitional and jurisdiction-based regulations ensured that not all the changes were effective on scheme commencement date.

While the transition provisions were intended to provide sufficient time for the sector to prepare to meet qualification requirements, responses suggest challenges have been faced by services and educators. Question three has provided centre-based services with the opportunity to share these challenges.

Twenty-seven (27) of the respondents indicated that they have had no issues leading up to the new 2014 qualification requirements. This accounts for over one-quarter of the services that provided responses.

'We haven't really had any major issues. We have been preparing to meet this requirement since last year.'

5.3.1. Data based on the number of services that answered question three (76 services):

Table II shows the most frequently raised issues presented by the seventy-six (76) services that indicated they were faced with issues relating to the new regulations.

Table II: Most frequently raised issues faced in preparing for 1 January 2014.

Issue	No. of services that raised this issue	% of the services that answered (76)	% of total sample (103 services)
Financial	27	35.5%	26.2%
Recruiting staff	25	33.0%	24.3%
Up-skilling staff	24	31.6%	23.3%
Retaining staff	18	23.7%	17.5%
Required course practicum *	15	19.7%	14.6%

* This refers to professional experience required as part of an approved course.

Combined, 'recruiting staff' and 'retaining staff' were the most frequently cited response to this question; including forty-three (43) individual comments made by the seventy-six (76) services. Eleven (11) of the services indicated that both recruiting staff and retaining staff were issues; however, the remainder cited only one or the other of these issues as problematic.

Financial issues were the most frequently raised matter, with twenty-seven (27) individual services facing financial challenges.

Two training-related issues, 'up-skilling staff' and the issue of 'unpaid practicum', were also mentioned frequently. Combined, these account for thirty-nine (39) mentions with ten (10) services referring to both issues.

The issues mentioned above were certainly the most frequently raised. However, there was a broad range of other issues tabled in response to question three and in order to ensure that all responses could be considered, further collation of the information was undertaken as indicated below in Item 5.3.2.

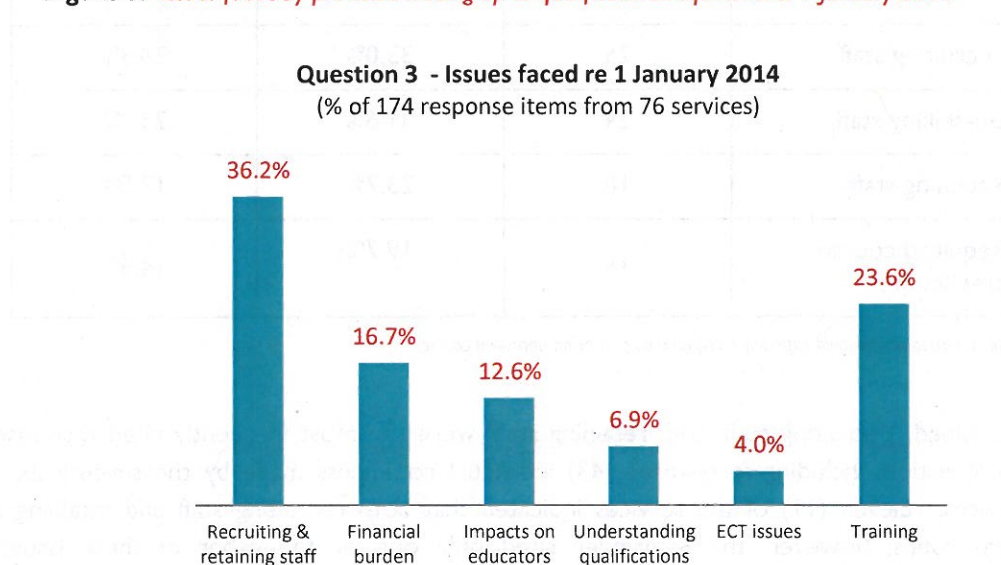
5.3.2. Data based on the number of response items for question three (174 items):

To collate and capture the range of data, 174 issues raised by the services were identified. These items were then grouped according to similarity of responses, as indicated in Figure 5. For example, all issues pertaining to 'recruiting staff' and 'retaining staff' were placed in one category. The percentages used in the graph indicate a ratio of the identified 174 response items recorded. Further details of the breakdown of each category can be found in **Appendix B**.

The categorisation of responses for this question included allocating response items to *one* category, where some of the items may have been relevant to *more than one* category. For example, this was the case with the early childhood teacher (ECT) category, where issues specific to recruiting an ECT were included within 'recruiting and retaining staff', and were not counted as an 'ECT issue'.

Combining response items changed the 'profile' of issues, with 'financial burden' repositioned from the highest ranked issue (as a raw score in Table 12 above), to third behind 'recruiting and retaining' and 'training' in the hierarchy of categories used in Figure 5 below.

Figure 5: Issues faced by providers leading up to qualifications requirements | January 2014



As noted in Figure 5, '**recruiting and retaining staff**' was the category that has the most frequently cited responses; comprising 36.2% of the total 174 response items.

Not having sufficient qualified staff and qualified casual staff to cover leave for permanent employees and being unable to retain staff accounted for forty-three (43) of the total sixty-three (63) response items categorised as 'recruiting and retaining staff.'

Other issues relating to 'recruiting and retaining staff' included the loss of long-term, experienced staff in order to employ qualified staff and the difficulty of attracting early childhood teachers to work within ratios.

Problems recruiting and retaining staff was most relevant, yet not exclusive, to services operating in remote areas.

'Biggest issue is still retaining educators during and after their training.'

'The (main) issue our service has faced is attracting and sustaining a qualified teacher to work within our service under the current award rate and industry conditions.'

'Attracting Early Childhood Teachers to work within ratios rather than in managerial positions.'

As we are a rural and remote community it is difficult to access anyone with these qualifications, especially if we cannot offer them a full-time position.'

Training, including upgrading qualifications, was also presented as being problematic, comprising 23.6% of response items. This category included 'up-skilling' which accounted for more than half of the forty-one (41) response items in this category, with twenty-four (24) individual comments identified. The comments were about educators who held current qualifications and the challenges around upgrading their qualification levels.

'...ensuring our staff remain motivated with their training and they see improvement in the overall industry toward (resulting from) the effort they make.'

'Issues with current employees who do not wish to study and having to motivate them to move onto a study pathway so that they can remain employed.'

Access to approved courses by educators working in remote areas, where the mode of external study and use of IT presents challenges, uncertainty regarding availability of course enrolments and timeframes for completing approved courses were also cited as issues faced by the sector.

'It would be helpful for a travel allowance for educators to be able to attend workshops/ day and evening classes. This would give more options for students trying to complete qualifications in a rural/remote area.'

The *standard of graduates* was also raised as a concern, particularly with respect to the suitability of some educators for employment within education and care services. There was some level of concern expressed that Registered Training Organisations (RTOs) may have awarded a qualification where it was perceived (by a service) that the trainee was not demonstrating adequate practical skill and knowledge.

A number of response items (4.0%) related directly to **Early Childhood Teacher (ECT)** issues, with a perceived '*knowledge gap*' existing for the education and care of 0-2 year olds. This was conveyed in the responses as a deficit in the course content and professional development of early childhood teachers. The responses indicated that ECTs are perceived as not experienced or sufficiently knowledgeable about the development and needs of 0-2 year old children to effectively contribute to their education and care.

'Recruiting and orientating an Early Childhood Teacher that meets the needs of the service. Previously, students who have been studying their Bachelor of Teaching have required us to 'start from the beginning' in relation to EYLF, child development and child/educator interactions.'

'The current person holds 'qualification' however is their knowledge of ECE context acceptable and relevant for birth to 3? No.'

Additionally, the barrier presented by inequities in the *level of pay* between education and care services and schools was presented within the responses. It was suggested that this resulted in positions in the education and care sector being less desirable and that teachers were less likely to remain employed with a service if a position became available within a school.

'My educational leader is studying for her Early Childhood qualifications but it is her plan to then leave the service. She works 3 days.'

"Our biggest concerns are if A (educator) decides to not continue her studies or looks for a more permanent position within a school once her studies are complete. We do not have anyone else in our rural and isolated community to fill this role..."

Impacts on individual educators accounted for over twelve per cent (12.6%) of response items, including the emotional impacts that the changes to qualification requirements have had on educators within services. Both the financial (cost of undertaking practical components of the course) and emotional burden of undertaking training to improve qualifications were raised.

'It has been quite difficult to arrange the enrolment with (the University), especially the requirement for unpaid prac placements in both an early childhood teaching setting and a child care service – in which our educator has substantial experience.'

'The requirement for individuals to undertake their practicum outside their workplace will be a factor for both the service as well as the individual \$\$\$\$\$. For staff to have to build up and use annual leave to undertake the practicum is unreasonable...'

In addition, response items included the perception that there is increased concern regarding job security as some services grapple with the problem of how to engage an ECT and not lose valued, highly experienced, yet unqualified staff.

Items relating to **financial burden** accounted for almost seventeen per cent (17%) of identified response items. Twenty-seven (27) services included the increased cost of staff wages for qualified staff to meet the regulatory requirements as a burden. The costs of restructuring staff within services and the impacts of increasing fees to meet these costs were highlighted, which could potentially have impacts on enrolments.

'Numbers at the centre do not warrant us employing another staff member especially a qualified teacher. We can't afford it, and we are a rural / remote service.'

'Money, unskilled amateurs entering our workforce, charging parents more for less.'

[Please note: the above comment was made following prior statements by this service in response to question one, about how an ECT would be utilised. The respondent perceived a lack of 'basic understanding of children's needs' in ECT educators].

'...services cannot fund a staff member (to undertake study) over and above their entitlement without financial and operational impact, particularly when there is already additional cost to the service in providing backfill and recruiting staff to be able to provide that backfill.'

'Raising the level of education and demanding greater responsibility from employees needs to be recognised by governments and governing bodies and pay rises need to flow through to this sector quickly or staff will become disenchanted and these much-needed improvements will not happen.'

Almost seven per cent (6.9%) of identified response items related specifically to understanding the **qualifications requirements**. Understanding the requirements as they apply to individual services; definitions of 'access to' and 'in attendance' relating to the ECT requirement; confusion between the previous requirements of the *Tasmanian Child Care Act 2001* and the *Education and Care Services National Law* were all mentioned in the responses.

The process of gaining recognition for current qualifications was also cited and included in this category, although it may be considered equally relevant to the responses relating to the 'training and upgrading' category, above.

5.4. ***Issues still to resolve in order to meet new qualification requirements - 1 January 2014***

QUESTION 4: What issues do you need to address (if any) with your current staffing arrangements to meet the qualification requirements for 1 January 2014?

This question aimed to identify whether some of the issues faced by the sector have been resolved and whether there are issues that *remain as challenges* for centre-based services.

Thirty-six (36) of the respondents did not answer this question and/or indicated there were no existing issues, accounting for thirty-five per cent (35%) of services.

It is noted many of the response items mirror those provided in the previous question and, in turn, the categories used to group response items are similar.

5.4.1. ***Data based on the number of services that answered question four (67 services):***

Sixty-seven (67) services provided responses to this question, with the highest scoring responses included in Table 12 below. As indicated, recruitment, training and managing changes to incorporate the ECT requirements were the most frequently raised issues. Financial costs were also cited as a major concern.

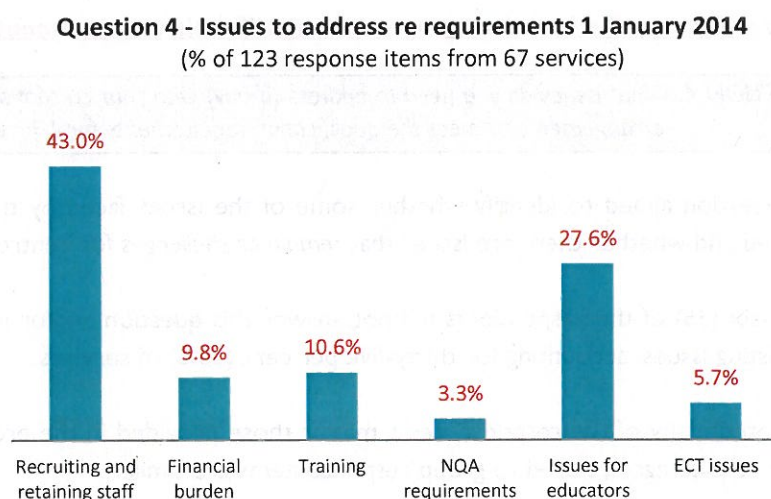
Table 12: *Unresolved issues regarding 1 January 2014 requirements*

Issues yet to deal with:	No. of services that raised this issue	% of services that responded (67)	% of total services in sample (103)
Recruitment issues	17	25.4%	16.5%
Ensuring enough staff	14	20.9%	13.6%
Gaining qualifications / up-skilling staff	10	14.9%	9.7%
Restructuring staff to employ an ECT	10	14.9%	9.7%
Motivating staff to study	12	17.9%	11.6%
Financial costs re meeting requirements	12	17.9%	11.6%

5.4.2. Data based on the number of response items for question four (123 items)

A total of 123 response items from sixty-seven (67) services were identified and recorded. These items were then grouped according to similarity of responses, as indicated in Figure 6 below.

Figure 6: *Issues that need to be addressed with current staffing leading up to qualifications requirements / January 2014*



Response items relating to **recruiting and retaining staff** accounted for forty-three per cent (43%) of the items identified and recorded. These included general comments about recruiting staff; challenges in employing and retaining an early childhood teacher (ECT); difficulties in ensuring there are enough qualified educators to meet requirements; and finding quality, suitable staff to employ (for all educator positions).

Educator issues account for over twenty-seven per cent (27.6%) of response items identified and recorded. The responses cited that issues relating to gaining employees' commitment to *further study* was a challenge, along with the challenge of being able to provide existing educators with 'time off the floor' to engage in study commitments.

Combined, 'recruiting and retaining staff' and 'educator issues' accounted for over seventy per cent (70%) of the 123 response items identified.

The impact on services while implementing arrangements to create a new *ECT position* was also noted as being problematic. It was indicated that this creates anxiety and concern regarding security of employment for existing staff and has administrative and cost implications in terms of replacing these staff members with suitably qualified personnel.

'Recognition that the skills, knowledge of existing Advanced Diploma staff / diploma staff is valuable...'

[Please note: the comment above refers to situations in which services perceive that Diploma educators demonstrate better skills than less experienced ECTs].

'Apart from not having any (ECTs) in our regional area and being able to afford the additional \$300 a week on our wage budget, we will have to make one of our current educators redundant in order to make space for an ECT to work in our ratios, which will "upset the locals", not to mention team morale.'

Almost 11% of response items (13 in total), indicated there remains a measure of concern regarding **training**. Specifically, gaining the required qualification; up-skilling staff and sourcing appropriate courses and Registered Training Organisations (RTO); the length of time required to complete courses; and the issue of unavailability of enrolments until post 1 January 2014.

However, with the exception of 'gaining the required qualification/up-skilling staff' which accounted for ten (10) response items, the remaining items were all individual response items (only three comments out of 13).

Response items regarding ECT requirements (5.7%) and understanding National Quality Agenda qualification requirements (3.3%) were also raised as being continuing issues.

5.5 Information and/or support required by services

QUESTION 5: Are there any areas you require further information or support to meet the qualification requirements for 1 January 2014?

Seventy (70) respondents did *not* provide an answer to this question. This figure includes responses that indicated that further information or support was not required and includes non-responses. The split between indications that support was not required (including no, nil, NA and not at this time) and those left blank (not answered at all) was almost equal.

Generally, the level of response to this question could be taken as a measure of confidence and as a positive indicator of preparedness. Alternatively, the response rate for this question may indicate the services' reluctance to indicate any lack of capacity to meet the requirements 1 January 2014; a reluctance to demonstrate a lack of understanding of the detail around the new regulatory requirements or that services 'don't yet know what they don't know'.

As one respondent noted,

'None yet – give me some time and I am sure I will have some.'

Further communication with services will assist in determining any needs not yet identified.

It is acknowledged that a number of services have been preparing for the incoming qualification requirements for some time. These services present as having an appropriate understanding of the regulatory framework and therefore not needing additional support in discerning what the regulatory implications mean.

The level of preparedness of any individual service could change at any time through unforeseen circumstances; for example, if an early childhood teacher (ECT) or other qualified educators leave the service.

5.5.1. Data based on the number of services that answered question five (33 services):

The responses with the highest scores are set out in the Table 13 below. The fact that the highest scoring issue only rated six (6) 'mentions' indicates that there was a broad range of requirements for information and support, reflecting the individual circumstances of services.

Table 13: *Most frequent responses to question 5 - additional information and support*

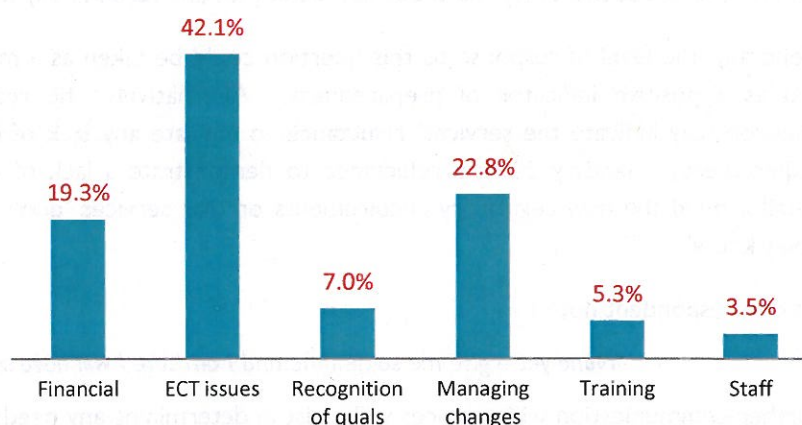
Issues raised:	No. of services that raised this issue	% of services that responded (33)	% of total sample (103)
What is expected of an ECT?	6	18.2%	5.8%
Working toward an ECT qualification	5	15.1%	4.8%
How to attract and retain an ECT	5	15.1%	4.8%
Waivers	5	15.1%	4.8%

5.5.2. Data based on the number of response items for question five (57 items)

Fifty-seven (57) response items were identified for this question and were allocated into six (6) categories, as depicted in Figure 7 below.

Figure 7: *Further information and support regarding qualifications requirements / January 2014*

Question 5 - Required information and support
(% of 57 response items from 33 services)



Forty-two per cent (42.1%) of response items indicated that more information specific to the early childhood teacher role is required. This includes clarification of whether ECTs need to be registered, what 'working towards' means and further information about expectations for ECTs.

How to manage the issue of ECTs lacking early childhood education experience with 0-2 year old children; clarification of requirements when the ECT is on leave and advice on how to attract and retain an ECT; were also cited.

'How can a newly qualified teacher's skills be rated higher than that of an experienced Diploma qualified (educator)? Many of us want this explained to us.'

Almost twenty-three per cent (22.8%) of response items indicated that some services are seeking information on how to best manage their situation. Services indicated they were interested to know what other services were doing to manage this change, how they might be able to access an ECT and whether waivers are possible. Two (2) services asked directly about the consequence of not meeting the requirements by 1 January 2014 and five (5) services raised the issue of waivers.

Financial impacts were also addressed, with over nineteen per cent (19%) of response items regarding financial options, pay award rates and funding initiatives to support services. Out of eleven (11) responses about financial matters, three (3) were directly related to accessing financial support and a further three (3) related to the provision of funding to support the changes.

The remaining comments relate to pay rates, reflecting responses to earlier questions that raised matters about wages, awards and inequities in pay for ECTs between schools and education and care services.

'... She (ECT) has commented on ... the unfair conditions and compliance of the Early years and inequity in hours and expected professionalism... especially comparing the rewards within the Education Services Teacher Award, compared to the Children's Services Award.'

'Finding out the correct rates of pay for staff is difficult. Is there a direct way of finding out what level each staff member should be on and what their pay rate should be?'

To a lesser degree, response items raised matters regarding recognition of current qualifications (7.0%); training matters (5.3%), including appropriate institutions and the issue of practicum while studying; and there were repeated comments regarding having to displace existing staff to employ an ECT.

6.0. Major Findings

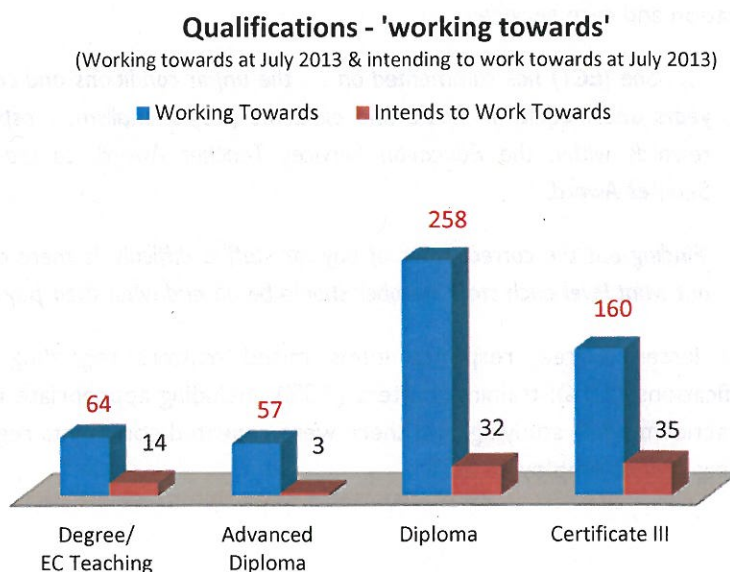
The findings below are taken from the information provided by services. The following findings are presented for consideration:

1. The majority of services have a general understanding of the qualification requirements and are taking action to meet these requirements.

There is a high proportion of educators currently *holding* approved qualifications and a high proportion of educators *actively working towards* attaining approved qualifications.

Almost one-third of educators in centre-based services are increasing their qualification level, with well over five-hundred (546) educators currently actively working towards a qualification and a further eighty-seven (87) intending to do so.

Figure 8: Number of educators working towards or intending to work towards the specified qualifications [*not including masters courses (3) or those where details were not provided (7)]



It is evident that the qualification levels of educators are increasing and that continued efforts are being made by providers, services and educators to ensure that the necessary knowledge and skills are obtained in order to meet the qualification requirements.

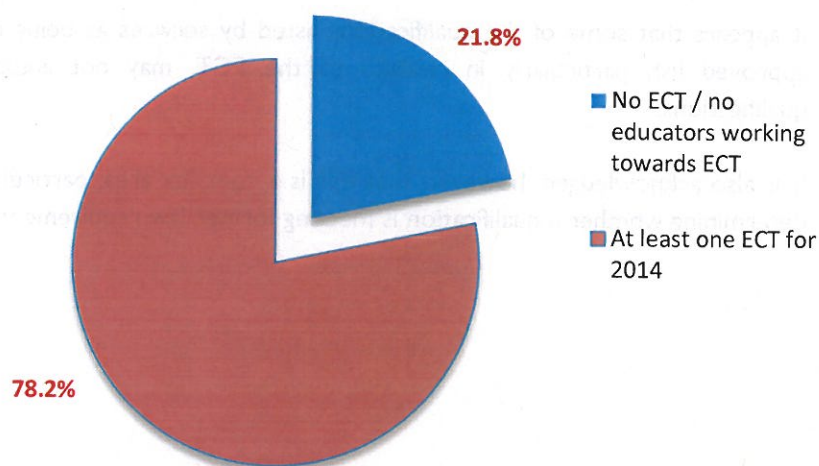
2. Services have raised concerns about being able to meet the requirements within the timeframe and also maintain compliance due to difficulties in recruiting and retaining staff, particularly qualified early childhood teachers (ECT).

Questions raised by services regarding the availability of waivers; the consequences of not being compliant; and also requests for assistance in strategies to attract an ECT, reflect the concerns of services about being able to meet the requirements by 1 January 2014.

It is evident that a number of services may not meet the requirements, particularly in relation to having an ECT that either holds an approved qualification or will meet the requirements around *working towards*. Over twenty-one per cent (21.8%) of services indicated they did not have any educators with an ECT qualification or any educators working towards gaining the qualification.

Figure 9: *Proportion of centre-based services without an ECT for 2014*

Centre-based services with ECT provisions for 2014



3. There is a need for further clarity about the role of the early childhood teacher and how the ECT requirements impact on individual services.

Almost half of the requests from services for further information and support are related to the role of the ECT, including training issues and problems in recruiting and retaining an ECT.

Responses to question five in particular, show that issues relating to the ECT were still relevant for a number of the services, with retaining an ECT and the need for 'access to' strategies cited by ten (10) services.

The comments provided by some services indicate a preparedness to use the ECT in a broader, strategic leadership role for the provision of best practice education and care across the service.

Other services appear to be having difficulty in determining how the ECT will 'fit' within the service. This is due to the perception that the ECT will not have adequate experience and knowledge (particularly in relation to 0-2 year olds) and the need to rearrange the existing staff structure to accommodate a new role, particularly where the service has existing Diploma qualified educators that they wish to retain.

Services sought information about waivers, seeking a solution to the difficulty of engaging and retaining an ECT to meet the requirements for their services.

Some of these issues may be addressed through the provision of further information and discussion, while others are more complex to resolve, for example wages and conditions, availability of and access to training.

4. There is a need for further clarity about terms such as 'actively working towards', and the importance of ensuring the qualifications being accepted by service providers are on the ACECQA approved lists.

It appears that some of the qualifications listed by services as being on the ACECQA approved list, particularly in relation to the ECT, may not actually be approved qualifications.

It is also acknowledged, however, that this is a complex area, particularly in relation to determining whether a qualification is meeting former law requirements.

7.0. Future Actions and Directions

The data has been collected in order to share insights with the education and care sector, including government and industry stakeholders. It provides a source of baseline data, which may be used for tracking progression towards meeting the regulatory requirements, and identifying trends over a period of years. Along with other data sources, it will be useful when considering how the sector is managing the ongoing implementation of the qualification requirements of the National Quality Framework.

The data will be used to develop further information for centre-based services and, where appropriate, measures of support as requested by individual services in the Qualification Questionnaire.

Provision of written information, conversations and visits are ways in which the Education and Care Unit (ECU) will continue to engage with the sector on these matters.

It is acknowledged that further information on the qualification requirements has been made available through ACECQA since July 2013 when the data collection project commenced. This may therefore have lessened the extent to which services are requiring further information.

The ECU will:

1. Contact individual services regarding specific requests for additional information and assistance, or more generally to provide opportunities to discuss the qualification requirements; particularly where the data presented may have indicated some areas of misunderstanding.
2. Consider opportunities to provide further information about the qualification requirements to all centre-based services, for example through an information sheets.
3. Consider the benefits or otherwise of initiating discussions about the issues that were raised through the data collection, with other relevant stakeholders, such as registered training organisations, Union bodies.

8.0. Additional Sources of Information about Workforce Issues in the Education and Care Sector

National Documents

Department of Education, Employment and Workplace Relations (DEEWR), 2011. *2010 National Early Childhood Education and Care Workforce Census* (produced by The Social Research Centre). Melbourne.

Productivity Commission, 2011. *Early Childhood Development Workforce – Research Report* November 2011. Melbourne.

Standing Council of School Education and Early Childhood (SCSEEC), 2012. *Early Years Workforce Strategy: The Early Childhood Education and Care Workforce Strategy for Australia 2012-2016*. Victoria.

Department of Education, Employment and Workplace Relations (DEEWR), 2013. *2013 Early Childhood Education and Care Workforce Review - Workforce Review Report* (produced by PricewaterhouseCoopers Australia). Melbourne. *

(*Yet to be published at release of this ECU Report).

Tasmanian Documents

Simmons, H. and Parsons, J. 2012 *Early Childhood Education and Care and School Aged Care Sectors Skills Plan 2012-2016*. Early Childhood Australia. Tasmania.

Please note that the data provided in this report by the Education and Care Unit is not directly comparable with the data provided in the above documents.

SCHEDULE OF CURRENT STAFFING ARRANGEMENTS JULY 2013

Provider Name:

Service Name:

Nominated Supervisor:

Educational Leader:

Contact person in relation to this form:

[illegible]

Please enter and mail 57 December 2015. Individuals 2-40 states that our indicator also has been continuously employed on an release for 15 years. By the same approach provided us, the indicator was employed by *Financially Deficient* from meeting the required criteria *in* qualifications requirements.

APPENDIX A - Document 2 – Qualification Questionnaire

Qualifications Questionnaire

Service name:

Contact person in relation to this form:

Name-Early Childhood Teacher:

SERVICE SIZE	PLEASE INDICATE service size category *
FEWER THAN 25 APPROVED places	
25 OR MORE APPROVED places but fewer than 25 children	
25 to 50 children	
50 to 100 children	
MORE THAN 100 children	

PART A- Early Childhood Teacher Requirements

How do you envisage using the early childhood teacher from 1 January 2014?

What record processes do you plan to adopt to demonstrate the early childhood teacher hours accessed/in attendance within your program?

Please turn over and complete Part B Qualification Requirements

PART B- Qualification Requirements

What issues have you faced leading into the new qualifications requirements | January 2014?

What issues do you need to address (if any) with your current staffing arrangements to meet the qualification requirements | January 2014?

Are there any areas you require further information or support to meet the qualification requirements | January 2014? If so, what are they are?

I now you for taking the time to complete the Qualifications Questionnaire

APPENDIX B – SUMMARY OF QUESTION RESPONSES

QUESTION 1	How do you envisage using the Early Childhood Teacher from 1 January 2014?
This question was answered by over 90.3% of respondents (93), with 9.7% of services (10) not providing a response or indicating that they were 'unsure'.	
Answers to this question presented multiple uses of the ECT, with a total of 241 items identified and recorded.	
Most significant responses as a % of overall identified issues.	
<ul style="list-style-type: none"> • 23.3% of identified items / responses indicated the ECT would be responsible for the program and/or curriculum development. • 19.5% of identified issues indicated that the ECT would be working with children across the service. • 15.0% of ECTs will fill the role of Educational Leader or be on the Educational Leadership team. • 14.5% of responses indicated that the ECT would fulfil a mentoring role. 	
Responses that were less than 5% of overall identified issues.	
<ul style="list-style-type: none"> • 8.3% of ECTs will be working with children in ratio with 3-5 year olds. • 5.4% indicated that the ECT was required on an 'access basis' only. • 3.7% of responses indicated the ECT would undertake educational research. • 3.7% of responses indicated that the ECT will also be in a non-contact role. • 2.5% identified a liaison role for the ECT, including families, communities and other stakeholders. 	

QUESTION 2	What record process do you plan to adopt to demonstrate early childhood teacher hours accessed / in attendance with your program?
Answers presented multiple options, with a total of 155 items identified and recorded. One response indicated that the service would have access to an ECT but it was not yet known what form the record process (for access / attendance) would take.	
Most significant responses as a % of overall identified issues.	
<ul style="list-style-type: none"> • 37.5% of response items indicated that rosters would be used to demonstrate ECT access or attendance. • 21.3% of response items indicated that timesheets would be used to demonstrate ECT access or attendance. • 12.3% of response items indicated that planning documents would be used to demonstrate ECT access and/or attendance. • 10.3% of response items indicated a specific ECT form or 'other document' may be used to demonstrate ECT access and/or attendance. 	
The following were also listed as potential records of ECT contact /involvement with services:	
<ul style="list-style-type: none"> • The ECT's contract (0.6%) • Payroll records (3.2%) • Booking sheets (1.3%) • Display boards used to verify hours (3.2%) • Records of communication – emails and ICT (5.2%) • Records of visits to services (4.5%) 	

QUESTION 3	What issues have you faced leading into the new qualifications requirements January 2014?
Answers were linked to multiple issues, with a total of 174 different issues / comments identified and recorded by the 76 services.	
Most significant responses as a % of overall identified issues.	
<ul style="list-style-type: none"> • 36.2% of response items indicated that recruiting and retaining staff was a major concern for the services, including: <ul style="list-style-type: none"> • not having enough (qualified) staff • using casual staff to meet requirements • retaining staff • loss of long term staff • ensuring there is enough qualified staff • attracting ECTs to work with ratios 	
<ul style="list-style-type: none"> • 23.6% of response items indicated that training and upgrading qualifications were problematic for the following reasons: <ul style="list-style-type: none"> • access to courses for remote services • timeframes for completion of training • up-skilling • standard of graduates • mode of study – external and use of IT • uncertainty re course enrolments 	
<ul style="list-style-type: none"> • 16.7% of response items indicated that financial burden on services / providers was a major issue, including: <ul style="list-style-type: none"> • the increased cost of staff wages • staff restructuring • need to increase fees 	
<ul style="list-style-type: none"> • 12.6% of response items indicated that impacts on educators include: <ul style="list-style-type: none"> • emotional impacts (of changing requirements) • rearrangement of staff to create an ECT position • job security at risk • financial burden of training – unpaid practicum 	
<ul style="list-style-type: none"> • 6.9% of response items related to NQA qualification requirements, including: <ul style="list-style-type: none"> • understanding the requirements • gaining recognition of current qualifications • definitions of 'access to' versus 'in attendance' • different requirements between NL and Child Care Act 	
<ul style="list-style-type: none"> • 4.0% of response items related to ECT issues, including: <ul style="list-style-type: none"> • the knowledge gap re 0-5 years • pay inequities between Education and Care and schools 	
QUESTION 4	What issues do you need to address (if any) with your current staffing arrangements to meet the qualification requirements for January 2014?
Thirty-six (36) of the respondents did not respond to this question or indicated that they did not have any issues; that is 35% of the total sample. 123 response items from 67 services were identified and sorted into six categories.	
Most significant responses as a % of overall identified issues.	
<ul style="list-style-type: none"> • 43% of response items indicated that issues relating to recruiting and retaining staff needed to be addressed, including: <ul style="list-style-type: none"> • recruiting staff (general) • using casual staff to meet requirements • retaining ECT staff • employing an ECT • ensuring there is enough qualified staff • finding quality staff suitable for positions (all) 	
<ul style="list-style-type: none"> • 27.6% of response items indicated that issues relating to staff needed to be addressed: <ul style="list-style-type: none"> • Getting employees to commit to study • Impacts of arrangements to create new ECT position • Providing time off floor for staff to study 	
<ul style="list-style-type: none"> • 10.6% of response items indicated that training issues still need to be addressed, including: <ul style="list-style-type: none"> • Gaining the qualification required • Time taken to complete study • Up-skilling staff • Enrolments post 1/1/2014 • Sourcing ECT and training providers 	
<ul style="list-style-type: none"> • 9.8% of response items indicated that issues relating to financial burden need to be addressed, including: <ul style="list-style-type: none"> • Cost of staffing linked to qualification requirements • Increased fees due to increased wages 	
<ul style="list-style-type: none"> • 5.7% of response items indicated that issues relating to ECT requirements need to be addressed, including: <ul style="list-style-type: none"> • Waiver for ECT requirement • Having access to an ECT • Understanding definitions of 'access to' versus 'in attendance' • Different remuneration - Education and Care versus schools 	
<ul style="list-style-type: none"> • 3.3% of response items indicated that issues relating to NQA qualification requirements need to be addressed, including: <ul style="list-style-type: none"> • ECT qualification requirements • Recognition of qualification held • Studying a qualification not on ACEQCA list 	

QUESTION 5	Are there any areas you require further information or support to meet the qualification requirements for 1 January 2014?
Seventy (70) respondents did not answer this question. A further 57 response items were identified from the 33 responses provided and were sorted into six (6) categories, as indicated below.	
Most significant responses as a % of overall identified issues.	
<ul style="list-style-type: none"> • 42.1% of response items indicated that information about ECT issues is needed, including: <ul style="list-style-type: none"> • Do ECTs need to be registered teachers in Tasmania • Working towards ECT requirements • ECTs lacking Early Childhood education experience • Advice on how to attract and retain an ECT • What is expected of the ECT? • ECT hours • What are the requirements when the ECT is on leave 	
<ul style="list-style-type: none"> • 22.8% of response items indicated that information relating to management of changes is required by the sector: <ul style="list-style-type: none"> • Inability to meet requirements • What other services are doing to manage the changes. • Waivers • Access to ECT solutions • Queries re how many qualified staff per room. 	
<ul style="list-style-type: none"> • 19.3% of response items indicated that information relating to financial impacts is required, including: <ul style="list-style-type: none"> • Financial support • Pay rates for ECTs • Pay rates for new positions • Pay rates for ECT versus experienced Diploma-level staff • Funding initiatives to support changes 	
<ul style="list-style-type: none"> • 7.0% of response items indicated that information relating to recognition of qualifications is needed, including: <ul style="list-style-type: none"> • Whether approval prior to NL is applicable • Recognition of the skills and knowledge of Diploma qualified staff • Recognition of current qualifications • Bridging current qualifications to obtain approve qualifications 	
<ul style="list-style-type: none"> • 5.3% of response items indicated that information regarding training issues is required, including: <ul style="list-style-type: none"> • Appropriate institutions for courses • Issue of practicum placements 	
<ul style="list-style-type: none"> • 3.5% of response items indicated that information relating to impacts on staff is required, including: <ul style="list-style-type: none"> • Redundancy • Timing of notification of redundancies. 	