

The Childcare Workforce Crisis





CONTENTS

Foreword 5
The Early Childhood Education and Care (ECEC) Sector7
The ECEC Workforce
• Adam's story11
The Workforce Crisis13
"Small Steps": the COAG Quality Reforms
• Veronica's story
A Low-Paid Workforce19
• Ros Cornish, CEO of Lady Gowrie, Tasmania 21
The Need for Workforce Funding23
Imagine: a Professional and Appropriately Funded ECEC Sector 25



FOREWORD

At last the child care sector is being taken seriously. We have come a long way.

We are finally being recognised, we are setting higher benchmarks. The new frameworks are refreshing. Being part of children's development is rewarding and really positive. Being seen finally as childcare educators makes us proud. We are passionate, excited and motivated: working with children and families is what we want to do.

High quality Childcare educators are the solid foundation of each centre, they are the backbone. But our sector is plagued by staffing shortfalls, inadequate training, and the poor retention and attraction of new workers.

The Australian childcare sector is facing a profound workforce crisis.

This crisis impacts on children, employers, and on parents.

The key driver for this crisis is the low pay of childcare educators. Childcare educators provide the foundations for a child's education, offer invaluable support to families and are the cornerstone of greater workforce participation.

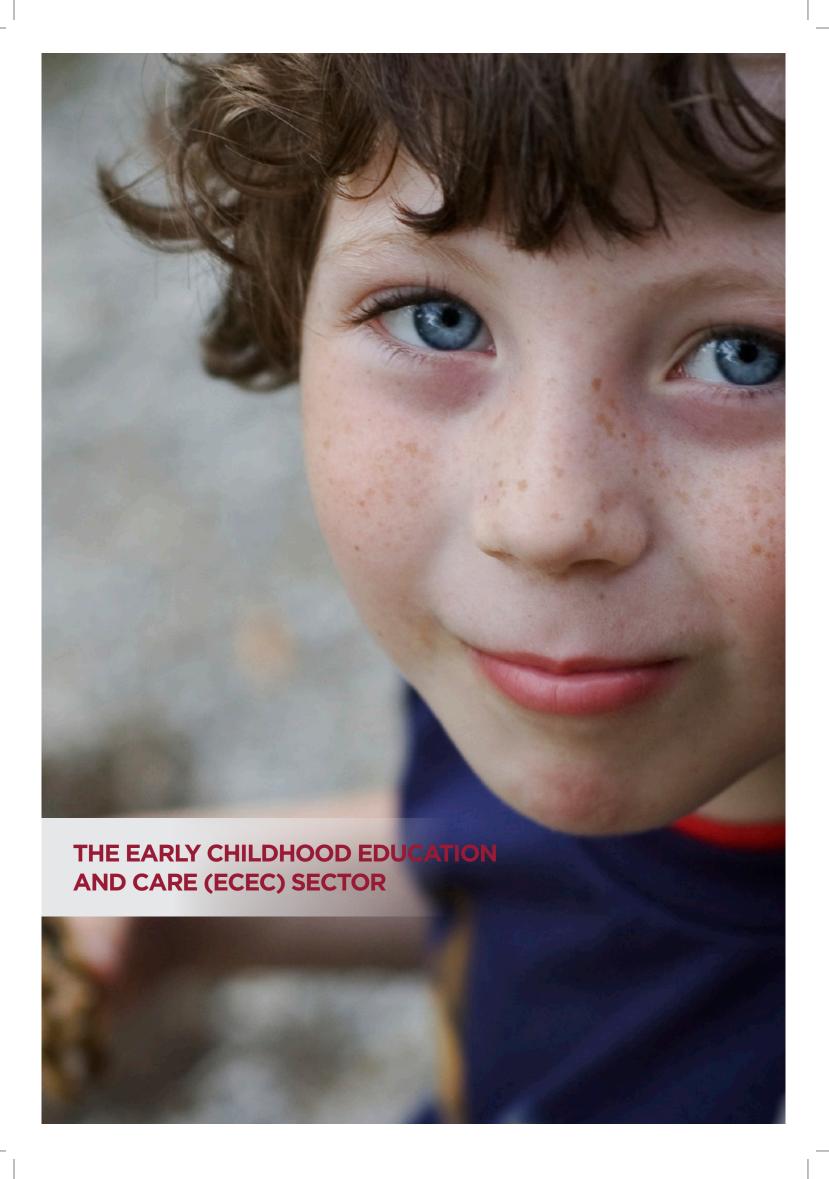
Yet despite these crucial contributions they remain poorly paid. The low wages, barely above minimum wage, mean that many skilled, dedicated childcare educators simply cannot afford to remain working in the sector.

There is a clear way forward. Childcare educators deserve real professional wages. We need Government to fund this final critical piece of the quality reforms. With parents already stretched by childcare fees only the Federal Government can fund the professional wages of childcare educators. The Government is the major financier of the sector - only a genuine commitment to fund the professional wages of childcare educators will solve the crisis, and only the Government can take such a bold step.

United Voice's Big Steps in Childcare campaign is based on childcare educators coming together on both a national and local level to win the changes needed to solve the workforce crisis. Childcare educators have waited a long time – enough is enough. The whole sector and its stakeholders are ready for a real solution to the crisis.

Louise Tarrant

National Secretary United Voice www.unitedvoice.org.au



ECEC is now widely recognised as a vital service that fulfils key social outcomes. In recent years, a strong consensus has developed that the provision of *quality* childcare must be a critical objective of education and care. Not only does childcare fulfil a vital role in allowing parents to participate in the workforce,¹ countless studies have shown the positive influence of quality early education and care on a child's ongoing learning and development in later life. Many parents will choose not to return to work unless they are satisfied of the high quality of care received by their child.²

In Australia today, an estimated one million children attend government supported early childhood education and care programs.³ A dominant and growing part of the sector is long day care (LDC), which is attended by over half a million children. There are more than 100,000 educators working across all of Australia's children's services, with 58,631 employed in primary contact roles within long day care alone.⁴

The sector's viability depends on the commitment and dedication of early childhood education and care professionals. The central role that a professional workforce plays in ensuring quality outcomes for children has been underscored by the recent introduction of the Early Years Learning Framework and improvements to ratios and minimum qualifications. We cannot have high quality early childhood education and care without a workforce of the highest quality.



There is widespread recognition by governments, employers and parents that childcare practitioners are crucial to ensuring high quality ECEC. The professionalism and stability of the ECEC workforce is of paramount importance in achieving quality outcomes for all children. Yet, despite this, childcare as a *profession* remains underpaid and socially undervalued.

Early childhood education and care is hard work. Every day, educators perform a variety of skilled tasks integral to the delivery of high quality education and care.

- Workers educate children according to leading early learning pedagogy, ensuring that play-based programs cater to each child's individual needs. Assisting with the daily design and implementation of programs, they offer guidance and reflect positive role models for children.
- Educators are required to ensure high standards of quality, safety and hygiene in the centres and to engage in routine cleaning tasks.
- They make use of creative abilities with arts and crafts activities for children, and exercise observation and evaluation skills to document, plan and report on each child's progress.
- They often undertake formal or informal mentoring of co-workers, and many childcare professionals also report that they often play the role of social workers, supporting parents and children through counselling, conflict mediation and advice.

Research from Australia and overseas all points to quality ECEC being determined by a stimulating and stable relationship between child and educator.⁵ Unfortunately, while practitioners continue to give what they can to children, they do so under extremely difficult circumstances.

Increasingly, childcare educators are being asked to do more with less. Those who work in the sector are passionate about the work they do. A recent workforce census found:

- 80% of all educators enter the workforce because they had always wanted to work with children.⁶
- 86% report positive job satisfaction and good spirit and team morale in their workplaces.⁷

Yet this passion is hard to sustain when childcare educators face such negative factors as pay barely above the minimum wage, a lack of recognition and status, limited career pathways and difficulties in gaining access to appropriate training.

- 71% of all workers say that the job is stressful and only 60% say that they would recommend a career in the sector to others.⁸
- Crucially, only 51% of all workers express an intention to remain working in the sector for five years or more.⁹
- Centres across the country report workforce turnover rates of more than 30% every year.
 Just as staff complete training and gain essential experience, they leave to take better paid and less stressful jobs.¹⁰

These troubling statistics call to attention the greatest challenge facing the ECEC sector today: the struggle to get and keep passionate, committed, quality staff.

Turnover amongst staff is high due to:

- low wages (typically minimum Award rates);
- lack of opportunities for career progression;
- expectations on workers to perform unpaid labour;
- an absence of pay parity between ECEC and the school education sectors; and
- lack of adequate programming and staff development time.

On top of all this, workers are still sometimes asked to subsidise the cost of education and care materials for children themselves.

This all adds up to a workforce crisis. This is a crisis which is not only felt by childcare educators, but impacts on all stakeholders in childcare. The crisis imposes a high cost on employers, centre directors, parents and ultimately children whose care suffers as a result. The primary driver for this instability is the failure of the sector to provide pay and conditions that would allow it to retain a qualified workforce. This in turn creates a labour and skills shortage which further feeds the vicious cycle of turnover and instability.



ADAM MALIN has been a childcare educator for 17 years. Over this time, he has gained the highest qualifications in early childhood and has spent some time working in the United Kingdom and the United States.

Most professionals with this breadth of experience and qualifications can look forward to a lucrative career where their expertise and longevity is rewarded.

But not if you are a childcare professional

'I've spent my entire professional career in working in early childhood. Over this time there has been no real increase in salaries. Most jobs are on an incline when it comes to wages over the years but in early childhood we're on a very flat road with mediocre wages'

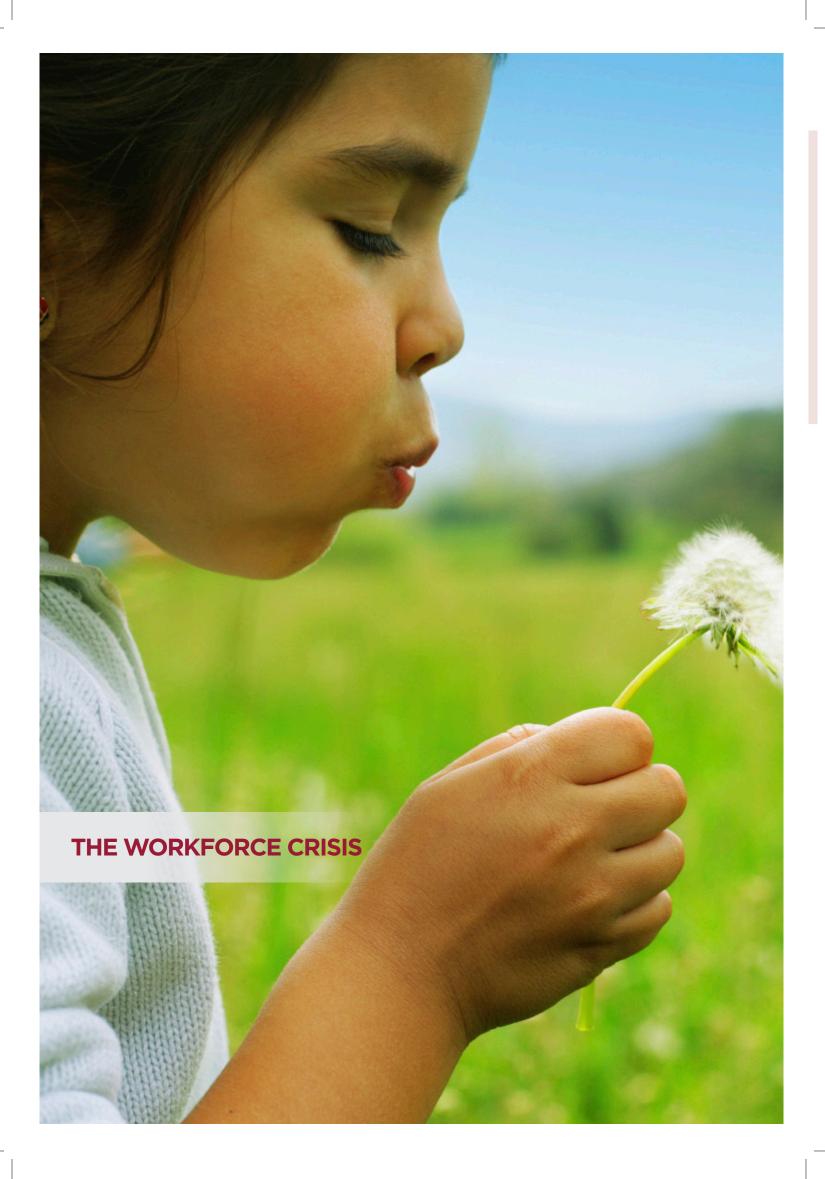
Like many of his peers, Adam is entering the stage of his life where he has to consider his future in childcare, despite his love of the job. 'If something doesn't change with wages in the next couple of years, I will have to think about leaving the sector. I don't want to, I love my job. I'm one of those very lucky people who come to work every morning with a smile, safe in the knowledge that I truly love the work I do. But something has to change; I can't continue to live on these wages.'

He goes on to say 'I'm not looking for a massive wage, just to be paid a wage commensurate with the work I do. We educate and care for people's children. I currently have to pack shelves at Coles four nights a week to help make ends meet. As bad as this is, what makes it even more frustrating is I get nearly the same wage for packing shelves as I do for running a childcare centre. How is that right?'

It was Adam's passion for his job that meant he could not allow the injustice to continue - he had to do something about the childcare crisis. The first step he took was joining his union, United Voice. 'The only way to bring about a change is to be part of a union.'

Adam is now looking forward to working with his peers to bring about real change in childcare. The Government has shown willingness to change some things, but a lot of their funding goes towards parents. It's time for childcare workers to come together and say 'What about us. Yes we are stressed, yes we have a lot of paperwork, but all these things would be easier to accept if we were being paid what we're worth.

'It's the turn of childcare professionals to stand up and demand action on childcare wages.'



Childcare educators are bearing the brunt of this crisis. While the vast majority are dedicated to their profession, they have little incentive to remain in a sector that barely pays above the minimum wage. It is a sad reality of this crisis that many childcare educators cannot aspire to the same standard of living as the parents whose children they educate and care for. Ultimately, workers choose to leave to pursue better opportunities elsewhere. It is therefore in everyone's interest to address the workforce crisis; it is only by addressing this crisis that Australia can hope for a world's best practice high quality ECEC sector.

Across the sector, employers and centre directors report that attracting and retaining appropriately qualified staff in a situation of constant labour churn is a huge challenge. Alarmingly, the greatest number of unfilled vacancies are

for Certificate III, Diploma and Degree qualified staff.

Numerous vacancies persist, particularly amongst higher qualified positions, with over 35% of LDC services using

staffing exemptions in 2006 to allow staff without formal qualifications to fill vacancies for qualified staff." As of December 2010, government data shows that almost half

of all positions for qualified childcare educators

unfilled after being advertised for 4 weeks, and that the $\,$

labour market is further contracting.¹²

A staggering 15,000 childcare educators are estimated to

leave the long day care sector each year. If this trend continues, by 2013 the country will have at least 6,500 fewer educators than it needs.¹³ This number does not take into account the new quality standards, yet the shortfall occurs at precisely the moment that the Government's reform agenda mandates improved ratios and increased numbers of qualified staff.

The inability of the sector to attract and retain staff leads to a number of negative effects that are of real concern to parents, operators and governments:

Effect on the quality of education and care.

The new National Quality Standards incorporate continuity of care as an assessable quality standard. Shortages of qualified staff and high workforce turnover disrupt these relationships, resulting in high levels of stress for children and staff. Research has shown that stressful environments can have significant physiological as well as emotional impacts on children, which can later lead to developmental and social problems.¹⁴

Effect on profitability and sustainability of services.

High labour turnover imposes a significant expense on the operator, affecting the profitability and financial sustainability of ECEC services. Based on previous studies, the cost of turnover to employers could be as high as 120-150% of the annual wage of the departing employee.¹⁵

Effect on service affordability.

Business expenses associated with low retention are typically passed on to parents through increasing fee structures, leaving parents bearing the cost of high turnover.

• Effect on the efficiency of government spending. Both private and not-for-profit centres get most of their money from the Government through parent subsidies. High turnover means that the Government's money is wasted and is not used efficiently for training and quality education and



Members of United Voice - together with many employers and other child advocates - campaigned for years to get State and Federal Governments to reform the sector around a quality agenda.

Their campaign achieved a significant measure of success, with the adoption in 2008 by the Federal and State Governments of a series of policy initiatives through the COAG process to support the vision that all Australian children have access to high quality education and care. This led to:

- Agreement to introduce a national Early Years Learning Framework
- Improved and nationally standardised ratios
- Mandatory qualifications being enshrined in the new national standards
- Public rating of services against a national quality standard.

These quality reforms were based on evidence that shows skills, knowledge and professional practices are essential to maximising the capacity of ECEC services to provide high quality education and care. For this reason, the policy direction offered by the National Quality Framework represents a valuable opportunity to address the long-standing workforce crisis. The introduction of nationally consistent quality standards comprises a significant first step towards professionalising the ECEC workforce and ensuring high quality service provision.

The Government should be congratulated for these changes. However, the quality reforms are being implemented without adequate financial support to the sector. The absence of the funding required to fix the workforce crisis threatens these reforms. Already, the costs of implementing the new quality reforms will be primarily borne by parents, as many employers will be forced to raise fees in order to compensate for the increase in costs.

Current workforce initiatives also fall woefully short of addressing the lack of career structures and wage incentives needed to encourage workers to remain in the sector and to undertake further study or training. The reforms require a large-scale increase in total staff numbers and a comprehensive up-skilling of the workforce. To achieve these goals, the Australian Government committed \$126.6 million over four years to:

- Remove TAFE fees for diplomas and advanced diplomas
- Create additional university places for early childhood teachers
- Subsidise the HECS-HELP debt of teachers working in areas of high disadvantage.

Much of this investment is a lost opportunity as so many of these recently trained professionals leave to work in less stressful, higher paid jobs.

Further, these measures do nothing for workers needing to undertake Certificate III training, the new minimum standard for the sector. This is alarming, considering that given the current skills shortages, an estimated additional 16,500 Certificate III qualified workers will be required by 2014 to meet the new qualification requirements. Workers who self-fund their own training to Certificate III receive the princely sum of \$2.12 per hour in additional compensation. At just \$663.50 per week, for many this is barely enough to pay the rent.

While the reforms are certainly a step in the right direction, they do little to resolve the workforce crisis. Current labour shortages for Certificate III, Diploma and Degree qualified workers will no doubt be compounded by ratio changes and changes to minimum qualification requirements. With most centres typically operating to very tight surpluses and profit margins, many employers report not being able to absorb the costs of the reforms – let alone being able to finance a solution to the staffing crisis.

The COAG drive for quality cannot succeed without addressing the workforce crisis. Without urgent action to raise the pay of childcare educators to professional levels, the central workforce issues will not be resolved and the quality reform benchmarks will not be reached. Without urgent Government funding to support the wages of childcare professionals, labour and skills shortages will continue to persist.





Mother of three, **VERONICA**, has had first hand experience of the issues that arise from high turnover in childcare.

'I support the campaign for professional wages and hope it will help these dedicated people stay in the sector and build a career in childcare.'

'When my youngest, Kate, went to her first childcare centre, the level of turnover was just appalling. Kate could never develop any kind of relationship with the staff as they were never there for long enough. You want to know your child is with someone they know, especially at a young age when they are developing language skills.'

A litany of issues with this centre led Veronica to seek a new one for Kate. The second centre Kate went to met ratios and paid its staff above Award wages. The difference Veronica noticed was huge

'At her new centre, Kate has a program which she is following. She's getting exposed to new sensations, such as painting and is so much happier when she comes home.'

At this centre, Veronica has had first hand experience of the dedication of her centre director. 'My daughter has a stuffed toy, Pinky, that she takes with her everywhere. One Friday, Pinky went missing, mistakenly taken home by another child. Not only did the director ring every parent at the centre until she found Pinky, she went and picked the toy up and delivered it to our home in time to put Kate to bed!'

This level of dedication, added to the focus on education at the centre, really brought home to Veronica not only the importance of childcare educators but also their need for professional wages.

I think most people don't think about what childcare educators are paid. It's disgraceful what they get. They're responsible for so many children's emotional wellbeing and development. I support the campaign for professional wages and hope it will help these dedicated people stay in the sector and build a career in childcare.'



The low pay of childcare educators continues to significantly subsidise access to education and care for thousands of Australian families.¹⁷ At the same time, many parents are finding childcare increasingly unaffordable. Childcare professionals continue to earn wages that are barely above the minimum wage – a Certificate III qualified worker can expect to earn as little as \$17.46 per hour.

Level	Weekly Pay	Hourly Pay	Amount Above Minimum Wage
1.1 - No formal qualification	\$583.00	\$15.34	\$0.34
3.1 - Certificate III	\$663.64	\$17.46	\$2.46
4.1 - Diploma (room leader)	\$781.82	\$20.57	\$5.57

The *Children's Services Award* 2010 sets the benchmark for wages in the sector. Under industrial law, Award rates are generally conceived to be the *minimum standard*, yet in the childcare sector these rates are predominantly the *actual rates* paid. Even in cases where rates are paid above the Award these are rarely substantially higher. This differs from many other (mostly male-dominated) industries where the majority of the workforce is typically paid far above the Award.

There are stark differences in the pay between childcare educators and similarly qualified workers in comparable male-dominated sectors. Taking the metal trades professions as an example, a Certificate III qualified childcare educator will earn approximately \$10.11 less per hour than a Certificate III qualified metal worker. The difference is even starker for Diploma qualified workers, where a Diploma qualified metal worker earns approximately \$16.28 more per hour than a Diploma qualified childcare professional who works as a room leader. The disparity in pay does not arise from the difference in skill, experience or education required to undertake the job; it is the product of gender inequality and the way the Government currently funds childcare.

		Salary		Salary Difference
		Annual	Hourly	Hourly
Certificate III	Children's Services (Award)	\$34,500.96	\$17.46	\$10.11
	Metal Trades (average of Agreements)	\$54,478.32	\$27.57	
Diploma	Children's Services (Award)	\$40,646.32	\$20.57	\$16.28
	Metal Trades (average of Agreements)	\$72,815.60	\$36.85	

All workers within the sector experience low pay, including centre directors, who have responsibilities comparable to principals of small primary schools. Despite carrying out similar duties and managing similar numbers of staff to principals, centre directors' pay is half that of their equivalents in the school education sector. A childcare centre director at a centre licensed for up to 39 children can have responsibility for managing up to seven staff. Under the Children's Services Award, the director is paid \$49,005 per annum (\$24.80 per hour). By contrast, a NSW Department of Education principal at a very small primary school with up to 25 children enrolled may be responsible for managing up to four staff. The principal earns \$97,543 per annum (\$49.36 per hour). In addition, school principals often experience better workplace conditions; they do not have responsibility for employment, nor do they currently manage their own budgets, and are likely to have administration support. By contrast, childcare centre directors are often responsible for budgeting, administration duties and employment. In addition, they are exposed to greater legal liability and are often required to chase parents for outstanding debts. School principals can take advantage of longer holidays due to school terms, whereas childcare centre directors have no such benefits - hours are longer and centres operate for at least 48 weeks in the year.

Degree qualified teachers employed in long day care centres also face significantly poorer wages and conditions compared to early childhood teachers employed within kindergartens, preschools and primary schools. The lack of pay parity results in chronic shortages in long day care teachers and reinforces the difficulty for the sector in attracting and retaining qualified staff.

Although the vast majority of employers are committed to ensuring the highest quality education and care in their centres, many are prevented from being able to act upon this commitment. Due to the current misdirection of government funding, employers are placed in the position of having to balance the needs of the workforce with pressures of parental affordability (while also ensuring a sustainable level of surplus or profit). In such circumstances, it is unsurprising that all too often the workforce bears the cost of this trade-off.

Despite the increasing emphasis on formal skills and the education elements of ECEC, the labour market continues to be defined by what's known as the 'care penalty' - the undervaluation of the skilled work of childcare professionals and the perception that such work is 'low skilled' or simply just 'women's work'.

7 December 2009 was a defining date for Australia's children! It was the day the Council of Australian Governments agreed and committed to the Reform Agenda for Early Childhood Education and Care. The Reform Agenda has a number of initiatives including the development of national curriculum framework for early and middle childhood, plus a new national quality framework bringing together state/territory based licensing and quality systems into one nationally consistent system.

For many who have been part of the early childhood education and care sector for many years, this commitment has been a long held vision and hope, and one which aims to improve outcomes for young children and indeed the broader community. It also promises to contribute to raising the status and standing of the early and middle children profession – one which has been undervalued by the community for far too long.

But this vision will not be realised until there is a sophisticated and capable workforce to deliver these aspirational outcomes. For quality education and care there must be a well qualified and well paid workforce which is valued and respected for the important role it plays in the most critical years of a child's development.

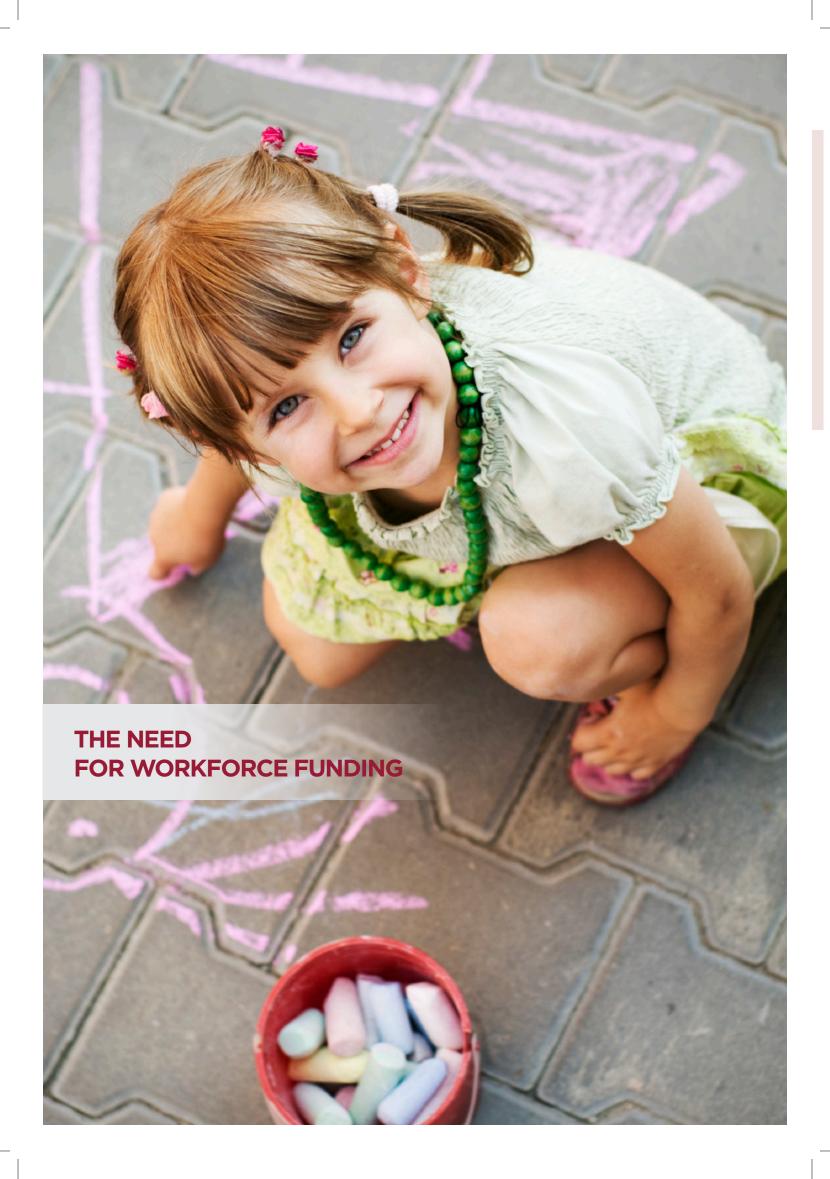
The Reform Agenda demands improved qualifications and adult:child ratios as well as pedagogical understanding and leadership. The sector will not be able to meet these requirements unless there is the capacity to retain current professionals and attract new entrants to the profession. Improved wages and conditions is a key determining factor to support retention and recruitment within the sector.

Dedicated, committed and passionate professionals have borne the brunt of subsiding affordable child care by accepting inadequate wages and conditions for too long. Whilst such passion, commitment and dedication are acknowledged – but alone it is not enough! A well paid professional workforce is essential now more than ever before!

Wages and conditions must be addressed immediately or the historical 7 December agreement which promises so much for Australia's future will continue to be just a hope!

Ros Cornish

Chief Executive Officer, Lady Gowrie, Tasmania



Between 2005 and 2010:

- Federal Government spending increased by 112%
 - > from \$1.8 billion to \$3.8 billion
- Affordability for parents improved by 20.5%
 - > 85% of government funding currently flows to parent subsidies
- Qualified childcare educators' wages increased from just \$13.07 to \$17.46 per hour (entry level Certificate III)
 - > during this period, the minimum wage increased from \$12.30 to \$15.00.

The bulk of government funding to ECEC currently flows to subsidising parent's childcare fees through the Child Care Benefit and Child Care Rebate. Federal Government funding to ECEC has doubled over the past six years, from approximately \$1.8 billion in 2005 to \$3.8 billion in 2010.\(^{18}\) As a result of this dramatic increase, parental affordability has improved despite the immense increase in the fees that centres charge.\(^{19}\) This is critically important for the economy as a whole. In a tight labour market we need to raise the workforce participation rate and the cost of childcare is an important factor in lifting that rate.

While parental affordability has improved, very little of this increase in funding has 'trickled down' to workers. Despite the doubling of government funding, the limited wage increases of childcare educators have largely followed the rise in the minimum wage. In 2005, a Certificate III entry-level childcare educator in Victoria could expect to earn \$13.07 per hour, just 77 cents above the minimum wage. Today, the Certificate III worker can expect to earn \$17.46, which is only \$2.46 above the minimum wage. Qualified childcare educators continue to earn barely above the minimum wage.

There are a range of structural problems with the current funding system.

Some of the problems arising from a funding system based almost entirely on subsidising parents include:

• The system does not encourage quality.

The funding system encourages a trade-off between affordability and quality. Services have incentives to keep their costs low, which sometimes works to the detriment of quality provision. High quality services do not receive additional funding, with the consequence that such services either find themselves at a commercial disadvantage or else operate as centres primarily devoted to wealthy parents who can afford to pay the premium on high quality education and care.

· Funding is not linked to planning.

Left to market forces, a misallocation of resources develops due to the particular structure of the childcare property market. New services are not provided to areas that need them most, but rather in areas where property developers see commercial

advantages to building new centres. This problem affects both existing and new operators, who experience local oversupply and therefore a reduction in business viability, as well as parents, who may not find childcare in areas where they need it most.

• Funding is not adequately regulated.

Licensing and accreditation bodies possess weak levers to financially sanction services that do not meet minimum requirements. All they can do is 'turn off the tap' on the funding that parents receive, and are reluctant in doing so because this penalises parents, rather than recalcitrant providers. To compensate for this failure, providers and workers are faced with complex compliance and paperwork requirements, which do little to resolve the fundamental flaws in the regulatory system.

Most crucially, by creating powerful incentives to keep costs low, the current funding system does not adequately support the wages and conditions of childcare professionals. Although funding more than doubled over the past six years, it has not 'trickled down' to wages.



IMAGINE if directors were rewarded to stay in place at the pinnacle of their profession using their experience and dedication to guide their centres over the course of an entire career.

IMAGINE if our childcare educators could afford to stay in the sector, establishing a continuing bond with the children they care for and sharing their experience to new entrants into the workforce.

IMAGINE if new staff saw early childhood education and care as a permanent career rather than as a way-station while they looked for something better.

IMAGINE if parents knew that the staff caring for and educating their child were properly qualified and would stay throughout their child's early years to look after them

IMAGINE the impact on the community in years to come as children grew up and went to school with a solid educational and emotional foundation, built with the assistance of a dedicated staff of highly qualified early childhood educators.

To achieve that, widespread structural solutions are needed.

Parents simply cannot afford to shoulder an increase in the cost of childcare. Indeed, to put the burden of this problem on their shoulders would have an immediate impact on the level of participation in the workforce. The productivity of the country as a whole would suffer – let alone the impact on the ability of many women to pursue their own fulfilling careers.

Currently the sector struggles to keep up with growing costs. The sector-wide workforce crisis will need to be resolved through a major commitment by the Government to a new recurrent funding stream earmarked specifically for professional wages. This income stream needs to flow to the centres directly so that the sector can be certain that all the money flows to the area of greatest need – reform of the reward structures within childcare centres.

Childcare educators are passionate about the future of the sector and will stand up to support positive initiatives. United Voice's *Big Steps in Childcare* campaign is based on a commitment to every child's fundamental right to quality care and education. United Voice members will continue to work with families, employers and sector stakeholders until this fundamental right is realised.

The future of the childcare sector without this government support is stark:

- Without additional funding, the quality reforms are likely to falter and fail.
- The current workforce crisis will be exacerbated as greater demand for qualified workers will go unmet due to continued labour shortages.
- Ongoing problems with low retention will undermine the goals of training and up-skilling greater numbers of qualified workers.

Childcare educators have waited long enough to see a genuinely high quality childcare sector in which their professional status is recognised. They wanted issues like qualification standards and ratios to be fixed first because for them the welfare of the children in their care is paramount. But they can no longer stand back while their colleagues leave the industry. They can no longer be silent while some of the best and most passionate early childhood educators look elsewhere. Thousands are coming together through their union to insist that the workforce crisis be addressed. Unless that happens, the children they care for each and every day will be ill-served and the quality of their care put at risk. The status quo needs to change. The Government needs to act.

Together we can make a real difference.

REFERENCES

- 1. 72% of children attend long day care for reasons relating to their parents' work; see Australian Bureau of Statistics, *Childhood Education and Care Survey*, ABS, Canberra, 2008, p. 16.
- 2. Treasury Working Paper Series, Child Care Availability, Quality and Affordability: Are Local Problems Related to Maternal Labour Supply?, Department of Treasury, Canberra, April 2010.
- 3. Steering Committee for the Review of Government Service Provision, Report On Government Services 2011: Children's Services, Productivity Commission, 2011, table 3A.11.
- 4. Ibid, table 3A.32
- 5. See for example, E Rush, Child Care Quality in Australia, The Australia Institute, April 2006, p. 12; National Scientific Council on the Developing Child, Working Paper 1: Young Children Develop in an Environment of Relationships, 2004, p. 4; D Phillips, D Mekos, S Carr, K McCartney & M Abbott-Shim, 'Within and beyond the classroom door: Assessing quality in child care centers', Early Childhood Research Quarterly, Vol. 15, Issue 4, 2000, pp. 475-496; A.B. Smith, 'Quality childcare and joint attention', International Journal of Early Years Education, Vol. 7, Issue 1, 1999, pp. 85-98; Kagan, SL, and Neumann, MJ, 'The Relationship between Staff Education and Training and Quality in Child Care Programs', Child Care Information Exchange, 107, Jan-Feb 1996, pp. 65-70.
- 6. Community Services Ministers Advisory Council, *National Children's Services Workforce Study*, Victorian Government Department of Human Services, Melbourne, 2006, p. 67.
- 7. Ibid, p. 63-64.
- 8. Ibid. p. 65. 69.
- 9. Ibid, p. 66
- 10. Ibid, p. 48-49.
- 11. Ibid, p. 5.
- 12. Department of Education, Employment and Workplace Relations, *Skills Shortages Summary*, DEEWR, Canberra, 2010.
- Community Services Ministers Advisory Council, National Children's Services Workforce Study, Victorian Government Department of Human Services, Melbourne. 2006, p. 5.
- 14. Sims, M., Guilfoyle, A., & T Parry, 'Children's cortisol levels and quality of childcare provision', *Child Care, Health and Development*, Vol 32, Issue 4, 2006, pp. 425-466.
- 15. See, for example, Pay and Employment Equity Unit (New Zealand), Spotlight: A Skills Recognition Tool, Department of Labour New Zealand, 2009.
- 16. This figure was calculated using projected actual staff numbers for 2010 from data contained in the *National Children's Services Workforce Study* 2006. We assumed that the percentage of workers without a formal qualification remained at about 30% and used the report's projection for actual staff numbers for 2010.
- 17. B. Pocock and E. Hill, 'The childcare policy challenge in Australia' in E Hill, B Pocock, A Elliott (eds.), Kids Count: Better early childhood education and care in Australia, Sydney University Press, Sydney, 2007, p. 31.
- Office of Early Childhood Education and Child Care, State of Child Care in Australia, DEEWR, April 2010, p. 1; Department of Education, Employment and Workplace Relations, Portfolio Budget Statement: Outcome 1: 2010-11, DEEWR, Canberra, p. 37.
- 19. Australian Bureau of Statistics, 'Appendix: Child Care Services in the CPI' in *Consumer Price Index*, cat. no. 6401.0, ABS, Canberra, September 2010.





Authorised by Louise Tarrant, National Secretary United Voice - The Childcare Union. 303 Cleveland Street, Redfern NSW 2016.

187 Thomas Street Haymarket, NSW Australia 2000 P: 02 8204 3000 F: 02 9281 4480 E: unitedvoice@unitedvoice.org.au W: www.bigsteps.org.au