

SEPTEMBER 2011

*Response to the  
Productivity Commission Draft Research Report  
Early Childhood Development Workforce*



*Submitted to  
Productivity Commission  
by  
Community Child Care (CCC)*



Community  
Child Care

## Contents

<b>Executive Summary</b>	<b>3</b>
<b>Introduction</b>	<b>6</b>
<b>Overview of CCC Response</b>	<b>8</b>
<b>CCC Responses to Draft Recommendations</b>	<b>9</b>
<b>Chapter 3</b> - Government involvement in the early childhood development sector	<b>9</b>
<b>Chapter 5</b> - The pre-school and long day care workforce	<b>11</b>
<b>Chapter 7</b> - The outside school hours care and occasional care workforces	<b>12</b>
<b>Chapter 8</b> - The early childhood education and care workforce for children with additional needs	<b>13</b>
<b>Chapter 9</b> - The early childhood education and care workforce in rural and remote areas	<b>13</b>
<b>Chapter 10</b> - Training the early childhood education and care workforce	<b>13</b>
Supporting practicum's	<b>14</b>
Course content	<b>15</b>
Professional development and support	<b>16</b>
Professional registration	<b>17</b>
Assuring quality of training	<b>18</b>
<b>Gaps</b>	<b>18</b>
<b>Further Information</b>	<b>19</b>
School aged care workforce	<b>19</b>
Occasional care workforce	<b>20</b>
Integrated Early Childhood Development services workforce	<b>21</b>
<b>References</b>	<b>23</b>
<b>Attachment 1:</b> Position Description for Integrated Hub Manager	<b>24</b>
<b>Attachment 2:</b> Table: Award Provisions for non-contact time	<b>27</b>

## ***Executive Summary***

Community Child Care Association of Victoria (CCC) is the peak body for community children's services in Victoria, representing 1,500 not for profit early and middle childhood education and care services.

We provide advocacy, policy analysis and campaigning for and with community children's services and professional support to community and commercial child care providers across Victoria.

CCC fully supports the implementation of the national early years learning framework (EYLF), the Framework for School Aged Care in Australia, the National Quality Reforms (NQR) for early childhood education and care services and the time table for implementation set out by COAG.

CCC's response is framed by support for:

- the professionalization of the early and middle childhood workforce
- minimum mandatory qualifications for all educators working in the full range of early and middle childhood education and care settings,
- increased recognition of the educational pedagogy involved in quality early and middle childhood services in the required qualifications, status and wages of early and middle childhood educators, and
- high quality of training for early and middle childhood educators.

CCC believes that increased and strategic government investments can create the conditions and incentives needed to achieve the reforms within the agreed time frame, without disadvantaging employers, employees or families.

CCC commends the work of the Commission and supports the vast majority of the Commission's recommendations.

CCC makes several recommendations to assist the Commission in its work and address gaps in the report, which are summarised as follows:

### **Government funding**

Address pay and conditions in children's services including direct government investment in professional wages for appropriately qualified early childhood and school age care educators.

Provide for non-contact time for all early and middle childhood educators.

Provide direct subsidy to employers to release student staff to placements in other services.

Fund the leadership of integration of services in the form of a hub manager position.

### **Early childhood qualifications course content**

Review early childhood education and care courses provided through the tertiary education sector.

Appraise the content of early childhood qualifications in the VET and tertiary education sectors, with particular attention to:

- requirements from graduates with respect to the EYLF, the Framework for School Aged Care in Australia and the NQR
- the sufficiency of focus on children from birth to 3 years (infants and toddlers) and
- practicum experience in a diversity of early childhood education and care settings.

Include units on the education and care of children under 3 years of age (for both infants and toddlers) as compulsory components of all training packages and curriculum for vocational and higher education courses.

Mandate practicum experience in age groups birth-2 years, 2-3 years and 3-5 years for all early childhood education qualifications.

Mandate supervised practice placements in early childhood education and care services for all early childhood education qualifications.

Mandate completion of at least one practicum or supervised placement experience to be in a service setting other than the student's usual workplace in attaining an early childhood qualification.

Invest to assist Family Day Care educators to achieve the required industry standards in qualifications and practicum experience.

Include units in community development, partnership development and multi-disciplinary team work as core competencies for the integrated services workforce.

## **Support for volunteer committees of management**

Provide readily available, flexible, customised professional management support to all governance groups of early childhood education and care services, without nominating a particular model such as cluster management.

Expand the Inclusion and Professional Support Program to serve state funded pre-schools.

## **Government regulation**

Mandate the 4 year qualification for early childhood teachers and require currently employed 3 year qualified early childhood teachers to have a plan in place to upgrade their qualification to the equivalent of a 4 year degree.

Mandate qualifications for occasional care and outside school hours care educators.

Mandate planning time in the form of paid non-contact hours for early childhood and school age care educators.

Professional registration for all early and middle childhood educators.

Facilitate the development of industrial instruments which resolve inconsistencies between wages and conditions for VET qualified and degree qualified early childhood educators, while protecting parity with school teachers.

Stronger regulation and quality assurance of early childhood education in the tertiary sector.

## *Introduction*

Community Child Care Association of Victoria (CCC) is the peak body for community children's services in Victoria, representing 1,500 not for profit early and middle childhood education and care services managed by volunteer community based committees of management, church organisations, educational institutions and local government. CCC is also the Professional Support Co-ordinator (PSC) for Victoria, contracted by the Commonwealth to plan and deliver comprehensive professional support to the entire early and middle childhood workforce in Commonwealth approved services. As PSC we regularly gather data from 3,500 children's services on their workforce development needs.

CCC provides:

- Advocacy, policy analysis and campaigning for and with community children's services
- Professional support to community and commercial child care providers across Victoria

CCC is governed by a Committee of Management with expert membership drawn from the early childhood and school age care academic, policy and operational sectors.

CCC has a significant stake in the early childhood education and care services sector and reasonably represents the views of the community child care sector in relation to the draft recommendations by the Commission in relation to the early childhood workforce.

CCC welcomes the involvement of the Productivity Commission in examining the challenges and proposing solutions for achieving the early childhood workforce needed to ensure the successful implementation of national quality reforms agreed to by the Council of Australian Governments.

CCC fully supports the implementation of the national early years learning framework (EYLF), the Framework for School Aged Care in Australia, the National Quality Standard (NQS) for early childhood education and care services and the provision of high quality training in early childhood education. CCC supports the timetable for implementation set out by COAG.

CCC advises the Commission as the peak body for community child care in Victoria that the sector fully supports:

- the professionalization of the early childhood workforce

- minimum mandatory qualifications for all educators working in the full range of early childhood education and school age care settings
- increased recognition of the educational pedagogy involved in quality early childhood services in the required qualifications, status and wages of early childhood and school age care educators, and
- ensuring high quality training in early and middle childhood education and care

CCC believes that increased and strategic government investments can create the conditions and incentives needed to achieve the reforms within the agreed time frame, without disadvantaging employers, employees or families.

## *Overview of CCC response*

The CCC response to the draft research report is organised under relevant chapter headings and focuses on the areas of critical interest to the community child care sector in Victoria.

CCC makes several recommendations to assist the Commission in its work and identifies several gaps in the report with respect to issues impacting upon the ability of the sector to achieve the workforce needed to implement the reforms within the required time frame including:

- pay and conditions in children's services and resolution of inconsistencies between wages and conditions for VET qualified and degree qualified early childhood educators
- appraisal of the tertiary education sector in early childhood education and of the content of early childhood qualifications in the VET and tertiary education sectors, with particular attention to the sufficiency of focus on infants and toddlers, and practicum experience in a diversity of early childhood education and care settings.
- paid planning time or non-contact time for early and middle childhood educators
- employer incentives to release trainees to placements in other services

CCC notes that Chapter 5 concerned with the Family Day Care Workforce makes two draft findings and no draft recommendations. CCC urges the Commission to develop recommendations for the Family Day Care workforce.

CCC makes no comment with respect to the findings and recommendations concerning the child health workforce (Chapter 12) or the workforce for family support services (Chapter 13). In the chapter concerned with workforce for indigenous early childhood services (Chapter 14) CCC notes only that we support cultural competence training for inclusion of Aboriginal and Torres Strait Islander children across all early and middle childhood education and care services and that the role proposed for Indigenous Professional Support Units (IPSUs) is currently within the scope of mainstream Professional Support Unit roles and represents a change of focus for IPSUs.

CCC provides further information as requested by the Commission with respect to the following:

- the outside school hours care and occasional care workforces
- the integrated child and family services workforce



## CCC Responses to Draft Recommendations

Item	Our Comments
<p><b>Chapter 3 - Government involvement in the early childhood development sector (Draft Recommendations 3.1 to 3.6)</b></p>	<p>CCC agrees with:</p> <ul style="list-style-type: none"> <li>• increased government funding and strategic government funding to achieve the early childhood policy agenda without disadvantaging low and middle income families.</li> <li>• the Commission's finding that market forces alone are unlikely to lead to the provision of quality early childhood development services and that an appropriate regulatory system is required, properly resourced and aimed at quality improvement and assurance.</li> <li>• the publication of all relevant information on service quality, including temporary and permanent waivers that have been granted with respect to compliance with the National Quality System.</li> <li>• the dissemination of best practice models; and</li> <li>• Government consideration of reducing the impact of regulatory burden over time for services that are consistently evaluated as high quality.</li> </ul> <p>CCC strongly disagrees with any view the Commission may have formed that services with volunteer committees of management are necessarily struggling more than other services with the regulatory complexity of the early childhood education and care sector.</p> <p>The conclusions drawn in the Commission's report in relation to governance issues appear to be based upon the experience of some kindergarten providers and do not necessarily represent the experience of the community child care sector.</p> <p>CCC estimates there are approximately 150 long day care centres in Victoria which are operated by incorporated associations primarily made up of families using the service and other local residents. In addition</p>

a significant number of Outside School Hours Care services are operated by Primary School Councils with OSHC sub-committees made up of families using the service. These community-run child care services are part of the non-profit sector which is consistently reported as of higher quality than commercial services (see for example Rush 2006). Volunteer committees of management are an integral component of the community child care model, contributing to quality outcomes for children and families especially in community engagement and accountability.

In contrast, kindergarten (or preschool) Committees often experience high annual turnover of membership due to the short term nature of services provided which are often limited to the year before school entry. Frequently they do not employ a director and their teaching staff do not provide executive support to the Committee in carrying out its governance functions. Cluster Management was introduced by the Victorian Government as a mechanism to address these challenges among others. Further kindergarten Committees have not experienced formal, externally validated quality assurance processes in the past and so are on a steep learning curve in relation to the National Quality Framework.

The Commission should note that community child care services have been participating successfully in the national quality accreditation processes for many years and are already significantly involved in the implementation of the National Quality Framework. It is not appropriate to apply cluster management to community child care services which value their local autonomy and draw on their community management structures to support community building and family engagement, a key component of quality children's services delivery.

In addition CCC alerts the Commission to the Professional Support Coordinator role which provides flexible and customised management and leadership support to community child care services. Expansion

	<p>of the successful Inclusion and Professional Support program to serve state funded kindergartens (pre-schools) would significantly enhance the capacity of this sector to successfully participate in the NQS.</p> <p><b>CCC recommendations:</b></p> <p><b>The Commission to re-draft Recommendation 3.5 to support the provision of readily available flexible customised professional management support to all governance groups of early childhood education and care services, without nominating a particular model such as cluster management.</b></p> <p><b>Expand the Inclusion and Professional Support program to serve state funded kindergartens (pre-schools).</b></p>
<p><b>Chapter 5 – The pre-school and long day care workforce (Draft Recommendation 5.1)</b></p>	<p>CCC fully supports the requirement for 4 year degree qualified early childhood teachers.</p> <p>With respect to Government assistance for the transition to the new standards for early childhood education, rather than accept a reduced standard in qualifications, CCC recommends Governments provide the support that is needed to facilitate the 3 year qualified workforce to upgrade their qualifications, whether they are currently employed or re-joining the early childhood education workforce.</p> <p>A plan for upgrading to a 4 year qualification should be in place for all 3 year qualified early childhood teachers, with every provision made to support teachers in this transition.</p> <p>In addition, CCC urges Government to guarantee the quality of early childhood teaching degree qualifications.</p> <p><b>CCC recommendations:</b></p> <p><b>The Commission to re-draft Recommendation 5.1 to require currently employed 3 year qualified early childhood teachers to have a plan in place to</b></p>

	<p>upgrade their qualification to the equivalent of a 4 year degree.</p> <p><b>The Commission to recommend mechanisms for Government to facilitate this upgrading and to ensure the quality of early childhood teaching degree courses.</b></p>
<p><b>Chapter 7 – The outside school hours care and occasional care workforce (Draft Recommendations 7.1 to 7.2)</b></p>	<p>CCC sees no case for any education and care setting to be exempt from minimum mandatory qualifications.</p> <p>CCC contends that occasional care and outside school hours care services are education settings, influencing the experiences and development of children and therefore require educators with appropriate qualifications. CCC fundamentally disagrees with the characterization of this learning as ‘non-cognitive’.</p> <p>CCC supports mandatory qualifications for educators in OSHC, and for the Victorian Government requirement that all OSHC educators have at least a Certificate III by January 2014.</p> <p>See also section 5 below in response to the Commission’s request for further information on outside school hours care and its workforce.</p> <p>Further, CCC respectfully suggests that the Commission ceases to use the term “non cognitive development”. The reference in Box C2 ‘Understanding Multi-dimensional Ability’ (Appendix C Evidence base for Early Childhood Development Policy p335) does not support its inclusion as a key concept in early childhood development or as an indicator for the role of professional qualifications in outside school hours care or occasional care services.</p> <p>CCC does not support draft recommendations 7.1 and 7.2 that seek to exempt workers in these settings from mandatory qualification requirements.</p> <p><b>CCC recommendation:</b></p> <p><b>Qualifications for occasional care and out of school hours care workforces should be mandated.</b></p>

<p><b>Chapter 8 – The early childhood education and care workforce for children with additional needs</b> (Draft recommendations 8.1 to 8.3)</p>	<p>CCC supports the Commission’s recommendations to ensure that children with additional needs fully benefit from the COAG reforms through providing sufficient funding to fully cover the costs of inclusion support staff at market wages, streamlining application and funding processes, providing multiple year funding and ensuring inclusion support is available for the full time that the child attends the early childhood education service.</p> <p>CCC also supports the Commission’s recommendations for Government funding to ensure that the workforce involved in the support of children with additional needs in early childhood education and care (inclusion support workers, replacement staff, allied health and early intervention services staff) are appropriately qualified, trained and remunerated.</p>
<p><b>Chapter 9 – The early childhood education and care workforce in rural and remote areas</b> (Draft recommendations 9.1 to 9.2)</p>	<p>CCC supports the Commission’s recommendations to assess the effectiveness of existing incentives aimed at recruitment and retention in rural and remote areas and endorses a principle of investing in people who live in rural and remote areas in developing the children’s services workforce for rural and remote areas.</p> <p>CCC supports the Commission’s recommendation for governments to provide housing in remote communities at a reasonable cost for early childhood educators and students undertaking placements.</p>
<p><b>Chapter 10 – Training the early childhood education and care workforce</b> (Draft recommendations 10.1 to 10.9)</p>	<p>CCC commends the examination of the VET training sector undertaken by the Commission and largely agrees with the recommendations including:</p> <ul style="list-style-type: none"> <li>• strengthening the regulation and quality of training provided by the VET sector</li> <li>• specifying the minimum periods of practicum associated with children’s services qualifications</li> <li>• facilitated access to VET for educators from culturally and linguistically diverse backgrounds, and</li> <li>• professional development for VET assessors to address gaps in their knowledge of current policy and practice.</li> </ul>

	<p>CCC receives reports from community child care managers of dissatisfaction with the content and delivery of VET qualifications for early childhood education and care, and in some instances, with tertiary sector qualifications in early childhood education.</p> <p>CCC member organisations report that graduates:</p> <ul style="list-style-type: none"> <li>• are not up to date with the EYLF or the NQS</li> <li>• have insufficient knowledge of child development from birth to 3 years</li> <li>• sometimes have not had any experience in a children's service as part of their training</li> <li>• sometimes have not had supervised assessed practicum experience in any early years services, and</li> <li>• sometimes have not had at least one supervised assessed practicum experience in a setting other than their own workplace.</li> </ul> <p>These graduates do not demonstrate work readiness for employment in early and middle childhood education and care services.</p>
<p><b>Chapter 10 (continued)</b> <b>Supporting practicums</b></p>	<p>CCC believes professionally supervised practical experience in early or middle childhood education and care services is paramount in the experience required to qualify as an educator. Further we believe that graduates of early and middle childhood courses should have a diversity of placement experiences in different service settings.</p> <p>The reality for many students employed in the sector is that they must take leave without pay or use annual leave in order to undertake practicum requirements in a service other than their own workplace. This serves as a disincentive for educators to improve their qualifications and poses a burden to employers and families who want to support their staff in their professional development.</p> <p>CCC recommends that the government support students and their employers to reduce the burden of</p>

	<p>achieving practicum requirements without impacting upon parent fees.</p> <p>DEEWR could support students to undertake practicum experience in child care settings other than their own workplace through an employer subsidy to recover the full cost of releasing student staff. Under this scheme the employer would continue to pay the salary of the student worker on placement and be reimbursed by DEEWR for the full cost of backfilling the released staff member:</p> <p><b>CCC recommendation:</b></p> <p><b>Government to fund an employer subsidy to release staff for student placements in other services.</b></p>
<p><b>Chapter 10 (Continued)</b> <b>Course content</b></p>	<p>CCC believes there is a case for the Government to appraise the course content for early and middle childhood qualifications to:</p> <ul style="list-style-type: none"> <li>• ensure content is up to date, including EYLF, the Framework for School Aged Care in Australia and NQS knowledge and skills</li> <li>• ensure sufficient focus on infants and toddlers from birth to 3 years</li> <li>• ensure that the skills and aptitudes of all courses including a Certificate III qualification align with the requirements of the EYLF</li> <li>• ensure sufficient assessed and supervised practicum experiences in early childhood settings</li> <li>• ensure sufficient diversity in practice experience across different children's services settings</li> </ul> <p><b>CCC recommendations:</b></p> <p><b>Include units on the education and care of children under 3 years of age (for both infants and toddlers) as compulsory components of all training packages and curriculum for vocational and higher education courses.</b></p> <p><b>Mandatory practicum experience in education and</b></p>



	<p>care of children from birth to 2, 2-3 and 3-5 years for all early childhood education qualifications. Mandatory supervised practice placements in relevant services for all early and middle childhood education and care qualifications.</p> <p>Mandatory completion of at least one practicum or supervised placement experience in a service setting other than the student's usual workplace in attaining an early childhood qualification.</p>
<b>Chapter 10 (continued) – Professional development and support</b>	<p>CCC strongly supports government investment in enabling all workers in early and middle childhood education and care services to access professional development and support. (Recommendation 10.8).</p> <p>As well as building on current investments in the Professional Support Coordination role, CCC strongly recommends a mandatory allocation of non-contact time for early and middle childhood educators in order to meet the requirements of the EYLF and the Framework for School Age Care.</p> <p>At present provision of non-contact time is mandated only through industrial instruments such as awards and agreements, of which there are several governing the conditions for the various professions within the Early Childhood Development workforce. This has resulted in enormous variation in the amount of non-contact time available to different classes of educators.</p> <p>All of these different classes of educators are now required to deliver on the EYLF, the Framework for School Aged Care in Australia and NQS, which requires time for planning, evaluation and professional liaison (see table below and Attachment 2.)</p> <p>It is vital that all educators working with young children are released for sufficient time to plan effective programs responsive to the needs of individual children in order to deliver the quality required in the EYLF, the Framework for School Aged Care in Australia and the NQS.</p>

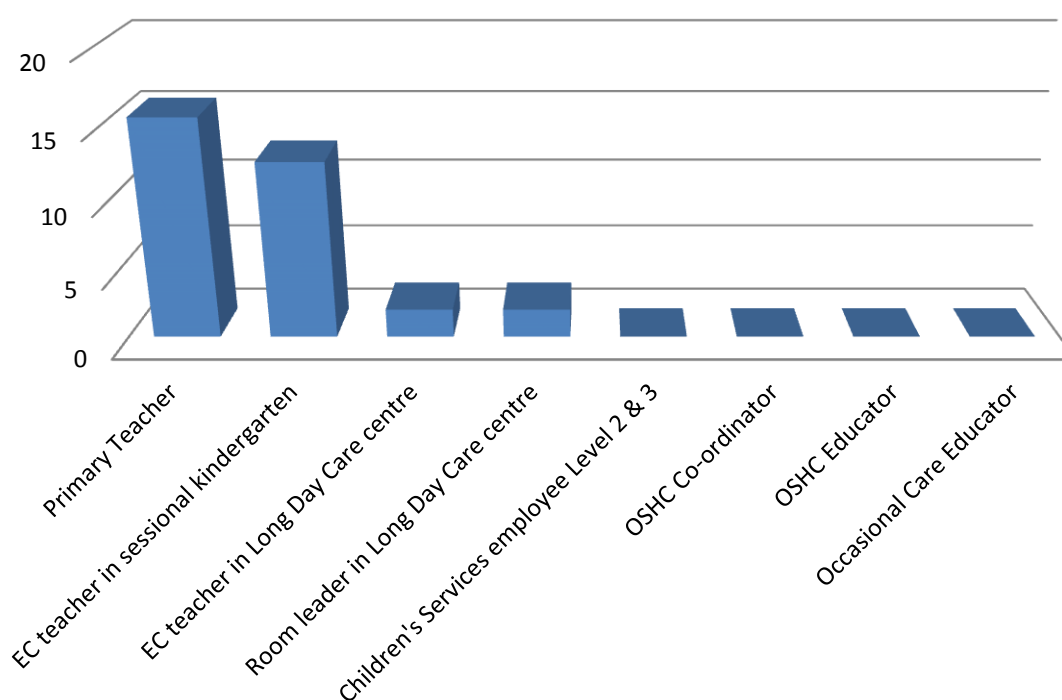


**CCC recommendation:**

**Government to develop mechanisms to ensure mandatory planning time or non-contact hours is available to the early and middle childhood workforce.**

Table: Award provisions for non-contact time

### Non contact hours per week (EFT)



#### **Chapter 10 (continued) – Professional registration**

CCC strongly supports the professional registration of all early and middle childhood educators as a critical component of assuring the quality of the workforce after graduation.

**CCC recommendation:**

**Professional registration for all early and middle childhood educators.**

<p><b>Chapter 10 (continued) – Assuring quality of training</b></p>	<p>CCC strongly supports the recommendation for governments to support the Australian Skills Quality Authority with sufficient resources and staff to ensure early childhood education and care training is of a consistently acceptable quality (Recommendation 10.5).</p> <p>CCC asks the Commission to clarify how training standards will be monitored and managed where a State authority is not a participant, as CCC understands is the case in Victoria.</p> <p>CCC recommends that governments achieve the strongest possible system for monitoring and assuring quality in VET training in early and middle childhood education and care.</p> <p>CCC urges a similar level of appraisal of the tertiary education sector as has been undertaken by the Commission of the VET sector. CCC believes many of the issues and solutions relating to the VET sector in the Commission’s report would apply to the tertiary education sector.</p> <p>CCC is concerned that without attention to and reform of the tertiary education sector along with the vocational training sector, it is unlikely that the supply of suitably qualified and trained educators to early childhood education and care services will improve, contributing significantly to the challenges faced by early childhood services to recruit the workforce they need to achieve the required quality reforms.</p> <p><b>CCC recommendation:</b></p> <p><b>The Commission review the performance of the tertiary education sector in providing the level of qualifications, skills and experience that the children’s services sector requires in graduates and the number of graduates that the sector requires.</b></p>
<p><b>Gaps</b></p>	<p>CCC recommends that the Commission address the following key gaps in the report:</p> <ul style="list-style-type: none"> <li>• provision of specific recommendations in the final report to address pay and conditions in</li> </ul>

	<p>children's services including direct government investment in professional wages for appropriately qualified early childhood and school aged care educators</p> <ul style="list-style-type: none"> <li>• facilitation of the development of industrial instruments which resolve inconsistencies between wages and conditions for VET qualified and degree qualified early childhood educators while protecting parity with school teachers</li> <li>• a similar appraisal of the tertiary education sector in early childhood education as has been undertaken of the VET sector</li> <li>• an appraisal of the content of early childhood qualifications in the VET and tertiary education sectors, with particular attention to the sufficiency of focus on infants and toddlers, and practicum experience in a diversity of early childhood education and care settings.</li> <li>• paid planning time or non-contact time for early and middle childhood educators</li> <li>• employer incentives to release trainees to placements in other services</li> </ul>
<b>Further Information</b>	
<b>School aged care (middle childhood) workforce</b>	<p>CCC supports mandatory qualifications for educators in school aged care, and for the Victorian Government requirement that by January 2014 all school aged care educators have a Certificate 111.</p> <p>In response to the Commission's request for further information on school aged care and its workforce, CCC refers the Commission to <i>My Time Our Place- Framework for School Aged Care in Australia</i>.</p> <p>School aged care programs focus on meeting the social, emotional and cognitive needs of the whole child through early childhood (5-8 years) and middle childhood (8-12 years).</p> <p>CCC supports mandatory qualifications for the school aged care workforce.</p>

	<p><b>CCC recommendations:</b></p> <p><b>Mandatory qualifications for the school aged care workforce.</b></p> <p><i>My Time Our Place Framework for School Aged Care in Australia</i> should inform the Commission's recommendations regarding the school aged care workforce.</p>
<p><b>Further information on occasional care workforce</b></p>	<p>In response to the Commission request for further information on occasional care and its workforce CCC provides the following:</p> <p>Practice based wisdom suggests that occasional care educators need significant skills, knowledge and experience in the care and nurture of infants and very young children, and because of the lack of consistent primary care and peer relationships, a continuing need to settle children into an unfamiliar setting for short periods of time and to participate in a group whose members are constantly changing.</p> <p>Occasional care is a significant provider of respite care for parents, with an accompanying significant role for occasional care educators in family support.</p> <p>By its nature, occasional child care is particularly challenging and needs very capable and skilful educators to provide a quality experience for children and families.</p> <p>CCC supports mandatory qualifications for the occasional care workforce.</p> <p>Further, CCC respectfully suggests that the Commission ceases to use the term “non cognitive development”. The reference to it as a key early childhood development concept (Box C2 Understanding Multi-dimensional ability, Appendix C Evidence base for Early Childhood Development Policy p335) does not support its inclusion as a key concept in early childhood development or as an indicator for the need for professional qualifications in outside school hours care services.</p>

**Further information on  
Integrated Early  
Childhood Development  
services workforce**

CCC provides the following supplementary advice to the Commission based on recent experience in Victoria where CCC has provided expert consultancy support to a local government authority to review its efforts to establish an integrated early childhood services hub in an urban disadvantaged community, and to develop a resource model addressing the skills, personnel, governance and administrative arrangements required.

CCC believes the strength of an integrated early childhood services hub lies in the ability to provide comprehensive seamless care for disadvantaged and vulnerable children and families, who typically experience multiple needs for specialist and generic services.

CCC found that establishment of a successfully integrated hub requires significant conceptualisation, or integrated thinking, with a shift away from service provision for its own sake and towards community development, premised on partnerships, as the driving principle in the realisation of an integrated hub.

CCC recommends separating the function of hub management from the delivery of services, and that hub management be specifically funded by government. A model position description for a hub manager is attached for the information of the Commission (Attachment 1).

In sum, CCC believes that emphasis on the value of partnerships with community members and community service providers, in the context of a commitment to the principles of community development, will serve to ensure the success of community child care centres in realising their potential as truly integrated family and children's services hubs. This requires a major rethink of the skills and knowledge required of children's services educators working in integrated settings.

CCC supports the Commission in seeking more information about the integrated care services workforce.

	<p><b>CCC recommendations:</b></p> <p><b>Governments to fund the leadership costs of integration of services in the form of a hub manager position.</b></p> <p><b>Integrated services workforce are trained in partnership development, community development and multi-disciplinary team work.</b></p>
--	---

### *References*

Bretherton, T. *Developing the child care workforce: Understanding “fight” or “flight” amongst workers*. Workplace Research Centre. University of Sydney. 2010

*My Time, Our Place Framework for School Aged Care in Australia*. Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Commonwealth of Australia . 2011

E. Rush *Child Care Quality in Australia*, Australia Institute, Melbourne 2005

## Attachment 1

### **POSITION DESCRIPTION FOR HUB MANAGER**

Produced as a guide by Community Child Care Association of Victoria 2008

The Hub Manager provides leadership at the intersection of service delivery, community development and business management to ensure the successful delivery of integrated children and family services at the Community Children's Centre.

#### **Overview of Position Requirements**

The Hub Manager is a visionary and a strategic leader who works effectively at the intersection of service delivery, community development, and business management. S/He brings a deep understanding of and commitment to child and family wellbeing and appreciates the diverse ways in which child and family wellbeing can be supported through community endeavour. S/He is broadly informed, with a high level of intellectual curiosity and the capacity to encourage others to explore new terrain.

The Hub Manager engages others in a process of dialogue and relationship building. The Hub Manager is an interdisciplinary and creative thinker who can be innovative as well as pragmatic. S/He is an open-minded, confident professional who enjoys exploring issues while also recognising the ownership of ideas is less important than the result of the collaborative effort. The Hub Manager is an enabler and facilitator with the strength of character and conviction to work with a strong, engaged auspicing body which is dedicated to the mission of the Community Children's Centre.

Strong written and oral communication skills are critical to ensure that the Hub Manager is effective and persuasive in managing the diverse and complex partnerships with service providers and community members alike, that are the hallmark of the Community Children's Centre. The Hub Manager has strong organisational, administrative, and financial management skills.

#### **Reporting Relationships:**

The Hub Manager reports to person (TBC) of the auspicing body (TBC).

The Hub Manager is responsible for the maintenance of effective partnerships with a variety of services based at the Community Children's Centre.

#### **Key Responsibilities:**

- broker mutually beneficial partnerships with family and children's service providers and other key stakeholders in the interest of children and families in the local community
- engage service users and community members in decision making relevant to the hub's future
- provide executive support to, and facilitative leadership of a Parent Advisory Group and Multi-Agency Steering Committee



- administer overall operations of the hub, including: establishing partnership protocols, codes of practice and inter-agency referral processes, reviewing and evaluating the results of program activities, ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; developing organisational and administrative policies and program objectives for auspicing body consideration
- provide leadership and guidance to all staff with a presence at the hub, especially in relation to joint planning, policy development and program implementation and evaluation
- support and influence staff in the development and implementation of short and long range plans and policies and other activities
- prepare funding submissions and attract new resources to the centre
- develop and implement the annual budget, and closely monitor the financial health of centre activities
- liaise with a wide variety of stakeholders interested in child and family wellbeing in the local community
- actively contribute to the strategic plans of the centre, including leading strategic planning exercises where appropriate
- under direction of the auspicing body, implement policies set by the auspicing body

### **Core Competencies:**

#### **Knowledge**

- Extensive understanding of the child and family welfare service system in the state/territory, and the state and federal policy settings that inform this
- Extensive understanding of family and child centred practice and ability to role model good practice
- Detailed understanding of the theory and practice of community development
- Detailed understanding of collaborative processes, stakeholder relationship management and the formation of partnerships and consortia
- Good understanding of cultural diversity

#### **Skills and Experience**

- Practical experience in at least one child and family service
- Demonstrated experience in successful management of complex and diverse partnerships
- Demonstrated track record of case planning across multiple agencies
- High level influencing and negotiation skills
- Sound project management skills
- Demonstrated leadership skills including advanced capacity to develop and promote shared values, a common perspective, respect and trust
- Advanced capacity for effective communication and ability to build a common language with diverse stakeholder groups
- Advanced ability to manage competing agendas
- Business management skills

- Financial management skills, including capacity to develop and manage budgets for a variety of service types

**Values and Attitudes**

- Demonstrated commitment to social justice
- Clear and strategic thinker
- Positive, able to engender support
- Self directed and proactively seeks out opportunities
- Flexible and adaptable
- Patience and persistence to develop relationships with a range of stakeholders

## Attachment 2

Table: Award provisions for non-contact time

<b>Position</b>	<b>Relevant Award</b>	<b>Hrs per week non-contact time per full time position</b>
Primary school teacher	Teachers (Victorian Government schools) Conditions of Employment Award 2001	15.5
Early Childhood Teacher in a sessional community kindergarten	Agreement is the VECTAA. VECTAA term is “non-teaching time”	12.5
Early Childhood Teacher in a Long Day Care Centre	Award is the Educational Services Award (2010) schedule B for EC Teachers employed in early childhood services operating for at least 48 weeks per year.	2
Early childhood Teacher Employee Level 4 / Room Leader in a long day care service,	Children’s Services Award 2010 Schedule B.2	2
Children’s Services Employees Level 2 & 3. Typically have Cert III in children’s services and work as assistants in a long day care centre.	Children’s Services Award 2010	0
OSHC Co-ordinator	If employed in a Government School under the Education Support Agreement 2010	0
OSHC Educator Diploma/CertIV/CertIII	If employed in a Government School under the Education Support Agreement 2010	0
Occasional care educators	Children’s Services Award 2010	0