

<b>ECEC AND SAC SECTORS SKILLS PLAN</b>	
<b>Minutes of Roundtable</b>	
<b>Date</b>	19 August 2013
<b>Location</b>	The Grange, Campbell Town
<b>Time</b>	1.00 – 3.00pm
<b>Present</b>	<p><b>Project Officers</b> - Roger O’Meagher, Helen Simmons</p> <p><b>Steering Committee</b> – Jo Walsh, Annette Barwick (ECA Tas)</p> <p><b>T&amp;PDRG</b> – Nicole Schenk (ECU), Robyn Horner (Clarence FDC), Wendy Richards (Wynyard OSHC), Kathy Cripps (LGT), Emily O’Brien (Little Bees), Michelle Beakley (Care Bears), Susan Tuck (Abacus)</p> <p><b>Advisory Group</b> - April Bradford (Campbell Page), Helen Houston (Skills TasTAFE), Ruth Batge (TasTAFE), Annie Saunders (TasTAFE),</p> <p><b>RTO Representatives</b> – Chris Mayfield and Linda Millucci (Stepping Stones), Kimbilli Johnstone (Ashley Institute), Jane Jaksimovic (Guilford), Sarah Berwick and Jenny Brooks (TasTAFE, Burnie campus), Kim Dean (Learnng Partners), Sherylyn Brakey (TasTAFE, Clarence campus), Pam Daly (Willson Training)</p>
<b>Apologies</b>	<p><b>Steering C’ee</b> - Chris Symons, Linda Seaborn (Skills Tas)</p> <p><b>T&amp;PDRG</b> - Scott Gibson (BBCS, OSHC), Shirley Kelly (BBCS), Kelly Ashton (Lipscombe), Sharon Payne (St Patrick’s CS), Alicia Lampkin, Una Lalagavesi (Discovery Dominic), Tanya Westwood (St Mary’s NCN), Aileen Brett (Elanora),</p> <p><b>Advisory</b> – Janelle Brennan (Kingborough FDC), Helen Miller (ECU), Janette Armstrong (United Voice), Shirley Grace (DEEWR)</p> <p><b>RTOs</b> – Jan Duncan (Stepping Stones), Colleen Harper and Sue Shegog (Learning Partners), Michelle Baker (St Mary’s College)</p>
<b>Item</b>	<b>Discussion</b>
<b>1. Welcome</b>	Roger extended a warm welcome to members of the Advisory Group and representatives from RTOs.
<b>2. Skills Plan Update</b>	<p>Roger distributed a printed report for RTOS, covering points raised this morning in relation to:</p> <ul style="list-style-type: none"> <li>▪ <b>Training Resource</b> – work has commenced</li> <li>▪ <b>Career Development</b> – Grade 10 2 day ‘taster program’ is planned for late 2013 in the South, with extension to North and North-West in 2014.</li> <li>▪ <b>Career Promotion</b> – Range of resources to include a powerpoint presentation and brochure (both underway).</li> <li>▪ <b>Communication and Information sharing</b> – database developed.</li> <li>▪ <b>Newsletters</b> – underway</li> <li>▪ <b>Skills Plan Website</b> – still under investigation</li> <li>▪ <b>Communicating with Families</b> – project underway. 6 services have joined in the TasTAFE training for workplace literacy support personnel.</li> <li>▪ <b>The Alfresco site</b>, for project resources, etc, up and running.</li> </ul>

<p><b>3. Issues from the sector</b></p>	<p>Roger noted that the only issue raised this morning, ie re ‘packaging’ of the new Training Package, will be covered during planned discussions.</p>
<p><b>4. Cert III and Diploma electives</b></p>	<p>Helen had distributed an outline of the Cert III and the Diploma courses; plus a ‘schedule’ of the electives. Previous training package had recommended electives. Not so with this Training Package.</p> <p><b>Certificate III:</b></p> <p>It was noted that Cert III educators have the same level of responsibility as other educators, ie there is an expected high knowledge base. The Training Package says that 15 core units and 3 electives are required.</p> <p><b>How will RTOs select their range of electives?</b></p> <p>April (Campbell Page) noted that trainees can select electives for RPL process, so Campbell Page wants to give them choice around these. Also, some electives might be appropriate for some educators, but not others, eg FDC units. Also need to factor in where services are/are not meeting the NQF – this could impact on which electives would be more useful for their educators.</p> <p>Meeting agreed that there needs to be choice available, rather than a set list. Maybe a list with a few ‘Highly Recommended’, plus other ‘Recommended’ electives.</p> <p><b>Resolved:</b> List of Highly Recommended/Recommended electives to be produced and circulated to RTOs by Friday 30 August.</p> <p><b>So, which electives for Cert III?</b></p> <p>4 suggestions for electives had been circulated prior to the meeting, for discussion</p> <ul style="list-style-type: none"> <li>▪ CHCECE006 <i>Support behaviour of children and young people</i></li> <li>▪ CHCECE012 <i>Support children to connect with their world</i></li> <li>▪ CHCECE014 <i>Comply with FDC administration requirements</i></li> <li>▪ CHCORG303C <i>Participate effectively in the work environment</i></li> </ul> <p><b>CHCECE006</b> <i>Support behaviour of children and young people</i> – meeting felt that this is Highly Recommended for all Certificate III students.</p> <p><b>CHCORG303C</b> <i>Participate effectively in the work environment</i> – this is a generic unit rather than ECEC specific – is it useful? This unit covers teamwork. Team work is NOT covered elsewhere in the core Cert III units. Meeting felt it would be useful for most educators, whilst recognising that existing educators may not need this one.</p>

**CHCPR003** *Work collaboratively to maintain an environment safe for children and young people.* This unit replaces both CHCCRF301E *Work effectively with families to care for the child* and CHCROT429A *Work collaboratively to maintain a child safe environment.* It is designed for those who work within an established child protection framework.

NB: CHCCRF301E *Work effectively with families to care for the child* was an extremely good unit for Certificate III. Now there is nothing in Certificate III re working effectively with families – an essential competence for Cert III educators.

The closest thing to it is Element 6 of Certificate III CHCECE005 *Provide Care for Toddlers and Babies* – however, the meeting felt that this does not adequately replace CHCCRF301E *Work effectively with families to care for the child.*

Helen Houston distributed copies of the Diploma unit CHCECE026 *Work in partnership with families to provide appropriate education and care for children.* This unit does fit into the Diploma neatly with programming: however, sector representatives believe it also is appropriate for Certificate III.

Under the packaging rules, it is possible to use this unit as an elective.

April said that there are potential problems for students to be able to demonstrate competencies, because of some of the conditions that services put around students' contact with families. Sector representatives acknowledged this, agreeing that the sector should encourage services to take on more of a mentoring approach with students and their communication with families. Also, encourage services to recognise the difference between Work Experience and Certificate III students and their prac placement requirements.

Meeting felt this unit more important than CHCECE012 *Support children to connect with their world.* Focus is sustainable practices; however, this is now strongly interwoven through other units.

**Resolved:** Meeting felt this should be Highly Recommended, with service to give assistance to students.

**Resolved:**

**Highly recommended:**

CHCECE006 Support behaviour of children and young people

CHCORG303C Participate effectively in the work environment

CHCECE026 Work in partnership with families to provide appropriate education and care for children

**Recommended:**

CHCECE014 Comply with FDC administration requirements

CHCECE012 Support children to connect with their world

## Diploma:

The Training Package states that 23 core units + 5 electives are required.

7 suggestions for electives had been circulated prior to the meeting, for discussion.

- CHCINF407D *Meet information needs of the community* (from Cert IV)
- CHCORG428A *Reflect on and improve own professional practice* (from Cert IV)
- CHCORG624E *Provide leadership in community services delivery* (NB: from Adv Diploma)
- CHCORG627B *Provide mentoring support to colleagues* (NB: from Adv Diploma)
- CHCPOL403C *Undertake research activities* (from Cert IV)
- CHCPOL504B *Develop and implement policy* (Diploma)
- CHCCOM504A *Develop, implement and promote effective workplace communications* (Diploma)

Helen Houston had suggested these for discussion, because

1. Sector has expressed need for leadership training – a good cluster of units to meet this need would be

- CHCORG624E *Provide leadership in community services delivery*
- CHCORG627B *Provide mentoring support to colleagues*
- CHCPOL504B *Develop and implement policy*

2. CHCPOL403C *Undertake research activities* – based on Clare Warden’s promotion of the value of action research

3. Another sector concern – communication skills

- CHCCOM504A *Develop, implement and promote effective workplace communications*
- CHCINF407D *Meet information needs of the community*

4. To promote professional development

- CHCORG428A *Reflect on and improve own professional practice*

The meeting noted that it is potentially possible for a student to gain a Certificate III in Grade 11, then come into Diploma and tackle these electives.

Selection procedures therefore are very important – even more so, given that traineeship funds are now linked to the **completion** of Cert III.

It was noted that traineeship funds will not cover 28 units (Diploma).

	<p><b>Resolved:</b> Selection procedures to be discussed at a future Roundtable.</p> <p><b>Resolved:</b></p> <p><b>Highly recommended: the ‘leadership cluster’ of electives for existing workers</b></p> <ul style="list-style-type: none"> <li>• CHCORG624E Provide leadership in community services delivery</li> <li>• CHCORG627B Provide mentoring support to colleagues</li> <li>• CHCPOL504B Develop and implement policy</li> </ul> <p><b>Recommended: for new workers/students</b></p> <ul style="list-style-type: none"> <li>• CHCPOL403C Undertake research activities</li> <li>• CHCCOM504A Develop, implement and promote effective workplace communications</li> <li>• CHCINF407D Meet information needs of the community</li> <li>• CHCORG428A Reflect on and improve own professional practice</li> </ul>
<p><b>5. Gaps in Training Package</b></p>	<p>The ‘teach-out’ period for those enrolled in the previous Training Package (TP) is 6 months, which can be extended but the RTO may need to demonstrate to ASQA the reasons why a further extension is required.</p> <p>RTOs have noted that there are significant gaps between previous and new Training Packages. However, if a trainee has already received funding for Certificate III, they are not able to sign up again at Certificate III level, ie cost of the gap training is a significant issue.</p> <p>Roger noted that the National Workforce Development Fund can support training for identified skills gaps; following the issue being raised at the previous Roundtable, Roger has had initial discussions with ISC.</p> <p>Mapping the gaps – RTOs currently individually doing this, very time-consuming. ISC has not produced an adequate mapping document.</p> <p><b>NB: A mapping document would be needed by end of October 2013. Gap assessment tools by mid-Jan 2014.</b></p> <p><b>Resolved:</b></p> <ol style="list-style-type: none"> <li>1. Check out whether DEEWR have produced an updated RPL document, and if the mapping for this RPL doc’t is available for RTOs to use</li> <li>2. Discuss with Skills Tas possibility of funding to release RTO staff to meet (one-off) to map the gaps. Important to have this document industry validated.</li> </ol>
<p><b>6. Assessment of the core</b></p>	<p>The ‘Work effectively with Aborigines and/or Torres Strait Islanders’ unit is from the Health Package, and although it can be contextualised, it is written with a focus on health service delivery.</p>

**unit 'Work effectively with Aborigines and/or Torres Strait Islanders**

Roger distributed some written comments from Linda Seaborn.

Ruth Batge reported that the ISC has taken on board the feedback from the ECEC sector re difficulties of assessing this unit and there will be changes made to it; however, changes probably won't come through until 2015.

RTOs and sector share the concern that, as is, there is potential for the unit to be tokenistic, which is going backwards.

It is culturally inappropriate for a white person to be talking with Aboriginal families re health issues, and also many of the performance criteria are inappropriate for Certificate III level.

TasTAFE currently have their own Aboriginal Training Programs (ATP) but they liaise with the Tasmanian Aboriginal Centre to organise guest speakers as well as the Tasmanian Aboriginal Health Service.

The RTOS present expressed a willingness to work together around this unit. Annette Barwick offered to get further information and get back to those attending this meeting.

**Resolved:** That, following Annette's follow-up contact, RTOs meet to discuss further. If possible, Aboriginal representatives to be involved to ensure that the outcome of the meeting is culturally sensitive.

Jenny Brooks sent around some new Indigenous resources – available from Department of Health and Ageing

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