

| ECEC AND SAC SECTORS SKILLS PLAN | | | | |
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| Minutes of Meeting of Steering Committee and T&PDRG | | | | |
| Date | 19 August 2013 | | | |
| Location | The Grange, Campbell Town | | | |
| Time | 10.15am – 12.30pm | | | |
| Present | <p>Project Officers - Roger O’Meagher, Helen Simmons Steering Committee – Jo Walsh, Annette Barwick (ECA Tas) Advisory Committee – Shirley Grace (DEEWR) T&PDRG – Michelle Beakley (Care Bears), Emily O’Brien (Little Bees), Nicole Schenk (ECU, Authorised Officer), Wendy Richards (Wynyard OSHC), Robyn Horner (Clarence FDC), Susan Tuck (Abacus), Kathy Cripps (LGT) Guest speaker – Dr Elspeth Stephenson, Lecturer in Teacher Professional Learning, Faculty of Education, University of Tasmania</p> | | | |
| Apologies | <p>Steering Committee – Chris Symons, Linda Seaborn (Skills Tas) Advisory Committee – Helen Miller (ECU) T&PDRG - Scott Gibson (BBCS, OSHC), Kelly Ashton (Lipscombe), Sharon Payne (St Patrick’s CS), Alicia Lampkin, Janelle Brennan (Kingborough FDC), Shirley Kelly (BBCS), Tanya Greenwood (St Mary’s NCN), Aileen Brett (Elanora), Una Lalagavesi (Discovery Dominic)</p> | | | |
| Item | Discussion | Action | By Whom | By When |
| 1. Welcome | Roger welcomed all present, giving a special welcome to Elspeth Stephenson, Lecturer in Teacher Professional Learning, Faculty of Education, University of Tasmania. | | | |
| 2. Minutes | Minutes of 3rd Roundtable, held on 28 May 2013, had been distributed by email prior to this meeting. No requests for amendments. Adopted. | | | |
| 3. Early Childhood Degree from UTas | <p>Guest Speaker: Elspeth Stephenson</p> <p>Current arrangements for credit transfer – some agreements and guidelines for students with qualifications from Polytechnic, but not for students from RTOs across the board.</p> <p>There is NO credit for professional experience, because professional experience (PE) will not be recognised/accredited by accrediting authority, PE is linked to course work . All students must therefore do 80 days practicum.</p> <p>Situation for UTas in 2014 - UTas must be accredited by ACECQA as well as by ACARA.</p> <p>Elspeth noted that UTas understands that the requirements around practical placements are difficult for those in the ECEC field. However, students must demonstrate their capacity in an independent location –</p> | | | |

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| | <p>potentially there is conflict of interest if in their own workplace.</p> <p>Also, the student is required to demonstrate their learning at degree level – this is potentially difficult for students in their existing work role/workplace.</p> <p>So, think of it more as how can a student make this work best for them? How much can they learn from the experience in other services?</p> <p>Registration with Tas Teachers Registration Board (TRB) – UTas has an agreement with TRB that B – 2 years is recognised as a valid ‘learning space’. Tasmania is the only State which has this in place, and TRB has to battle with other States, especially NSW about it.</p> <p>UTas must demonstrate that the B – 2 years prac experience is at degree level, so, if the service does not have a person with a degree qualification supervising the student, Uni must put greater mentoring arrangements in place, on and offsite.</p> <p>Wendy Richards noted that Wynyard Council, is supporting 2 of their dedicated, long-term employees to up skill to an ECT degree, found the UTas requirements unsuitable. They have signed up for the B – 5 degree with Charles Sturt Uni, and have an arrangement for a staff ‘swap’ with Burnie Council so that these 2 employees are not disadvantaged with salary, plus are able to maintain their annual leave, etc.</p> <p>Wendy noted, and others agreed, that UTas is missing out on a large group of Tasmanian ECEC personnel, who would prefer to work through UTas if arrangements were more flexible.</p> <p>In response, Elspeth noted that <i>UTas philosophy is that early childhood covers B – 8 years</i>, therefore UTas must now meet the accrediting requirements of 2 bodies in relation to these degrees; therefore students must demonstrate competence for teaching across the B – 8 years.</p> <p>The meeting noted that ECEC services have difficulty with knowing that many graduates are more committed to teaching in schools and will work in an ECEC service for short time only, ie no value for the service to employ them. Recruitment and up skilling to ECEC requirements is a huge, ongoing cost.</p> <p>The meeting felt that the majority of Tas services would prefer to work through UTas if arrangements are more flexible – currently there is a huge shift to interstate institutions. This is loss of income to UTas.</p> <p>It was acknowledged that it would be easier to work closely with UTas re on-going needs of the sector than working with a range of interstate institutions.</p> <p>Elspeth noted that Education Faculty has large proportion of mainland students – Utas offers them flexibility; plus a large proportion of full fee paying international students. UTas has to keep an eye on the big picture.</p> | | | |
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| | <p>Meeting recognised that any changes to assist ECEC sector may have negative consequences in other ways. (Editorial comment: ie Tas ECEC sector possibly would provide only a small % of enrolments, and for how many years after the initial ‘rush’ by services to meet the NQS requirements?)</p> <p>Question – is it possible to have 2 exit points? Have a different prac component for those who come from ECEC and wish to stay in ECEC, and not teach in school environment? Ie Exit Point 1 – accreditation from ACECQA; Exit Point 2 – accreditation from both ACECQA and TRB.</p> <p>Elspeth noted that she is soon to visit SAUni to discuss the ‘double accreditation’ process – they are the 1st Uni to go through this.</p> <p><i>So, where to from here? How does our sector get to the decision makers?</i></p> <ol style="list-style-type: none"> 1. Sector should voice its opinion in writing – in 1st instance, to Bronwyn Reynolds, the course co-ordinator, re sector’s issues, what’s working, what’s not working, etc. 2. ECA Executive to do some advocacy. <p><i>Anything else sector can do?</i></p> <ol style="list-style-type: none"> 1. Elspeth noted that students need to have community placements in order to do some work with families and communities as part of their units of study – Elspeth would be happy to negotiate with services!! 2. Closer connection with individual students 3. Services with degree trained staff to help those services without degree trained staff with regard to supervision of students 4. Network for graduates, especially in their 1st couple of years out. <p>Elspeth would like to keep in touch with sector, and to update us with regard to the accreditation process.</p> | <p>Write to Bronwyn Reynolds, Faculty of Ed</p> <p>ECA Exec</p> <p>?</p> <p>?</p> <p>?</p> <p>?</p> <p>Skills Plan to advise Elspeth of Roundtable dates</p> | <p>??</p> <p>??</p> <p>?</p> <p>?</p> <p>?</p> <p>?</p> | <p>??</p> <p>??</p> <p>?</p> <p>?</p> <p>?</p> <p>?</p> |
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| <p>4. Skills Plan Update</p> | <p>Roger presented a Skills Plan update</p> <p>4.1 Training Resource – Jo Walsh noted that this is ‘chugging’ along in the right direction; funds transfer will happen soon</p> <p>4.2 Career Development – work commenced with Pathway Planners (Gde 9 and 10) in the South. A 2 day ‘taster’ is planned, which will involve visits to some services + TasTAFE. Gde 10 students must submit an EoI, then 2 – 3 will be accepted from each High School. Pathway Planners in the North and North-West are keen for this program in 2014. Program is important as it creates the perception of a career path, and the message that the sector wants to select the right people. The Beacon Foundation (BF) is keen to work with Skills Plan – BF currently works in selected High Schools, but the Education Department want BF to work in all High Schools from 2014.</p> <p>4.3 Career Guide – will help sector to be better prepared for career days, Expos, etc. Range of resources – people prepared to represent sector, and, on the website – a powerpoint presentation and brochure (both underway). DEEWR will fund the printing of the brochure. <i>Refer to Item 5.</i></p> <p>4.4 Communication and Information sharing – Roger demonstrated the database. Hoping to get this on ECA website.</p> <p>4.5 Newsletters – Roger is keen for items, please.</p> <p>4.6 Website – still under investigation, eg may be attached to the ECA – Tas, or a link to ECA-Tas.</p> <p>4.7 Communicating with Families – Roger reported that the initial phase with 3 services is up and going. 6 services have joined in the TasTAFE training for workplace literacy support personnel. Good feedback re this. At present, the group is trying to develop resources to use in the 3 services which can then be accessed by other services from the Alfresco site. Anyone interested in accessing the Alfresco site – email Roger and he will arrange registration.</p> | <p>Roger to co-ordinate at appropriate time</p> <p>?</p> <p>?</p> <p>Everyone – please</p> <p>Email Roger</p> | | |
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5. Career Guide

Shirley Grace distributed examples of flyers that DEEWR will be printing in SA – flyer, brochure, postcards – very colourful.

Roger discussed the work done on our draft at the regional meetings – Tracey Bradley suggested a different model where person’s interests are in a central circle, each additional circle outlines potential career paths, aligning with relevant qualifications. Shirley Grace to follow up – this model may be on a DEEWR poster.

Resolved that the central section feature the characteristics that the ECEC sector wants in educators.

Roger noted that our brochure/information could be shared with other organisations, e.g. RTOS who may also produce promotional material, acknowledging the interests and attributes required.

Group Exercise: *What do we want in our future educators?*

| INTERESTS | PERSONAL ATTRIBUTES | |
|---|----------------------|---------------------|
| Enjoyment of children | Motivation | Caring |
| Want to make a difference | Energy | Creative |
| Lifelong learning/embrace change | Enthusiasm | Confident |
| How children learn/complexity of children | Ethics/Integrity | Flexibility |
| See children as having rights | Initiative | Adaptability |
| Enjoy a challenge | Nurturing | Professional |
| Creative | Good communicator | Non-judgmental |
| Imaginative | Literate | Critical reflection |
| | Interpersonal skills | |

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| <p>6. Update on Regional meetings</p> | <p>Regional meetings were held in Launceston on 31 July, and Burnie on 01 August.</p> <p>Common themes re workforce development:</p> <ul style="list-style-type: none"> ● Need for a ‘degree finder’ – a quick reference guide for services which have limited time and experience in this area. Annette suggested it would be preferable to encourage services to be the researchers, i.e. build service capacity. <p>Shirley suggested that a reference guide which gives links would enable services to have up to date information, rather than rely on us keeping the guide up to date.</p> <ul style="list-style-type: none"> ● Network for ECEC personnel who up skill to ECT degree ● Effective communication/literacy skills ● Inclusion – training for educators ● IT/computer literacy training | | | |
| <p>7. Current Issues to take to Roundtable</p> | <p>Packaging of new Training Package – what will it look like?</p> <p>Meeting noted that there is a 12 month ‘teach-out’ but that this can be extended by 6 months if student would be disadvantaged by the 12 month rule.</p> | | | |
| <p>8. Close of meeting</p> | <p>The meeting concluded at 12.30pm.</p> | | | |