

ECEC AND SAC SECTORS SKILLS PLAN	
Minutes of Meeting of Steering Committee and T&PDRG	
Date	28 May 2013
Location	The Grange, Campbell Town
Time	1.00 – 3.00pm
Present	<p>Steering C’ee – Chris Symons, Jo Walsh, Annette Barwick (ECA Tas) and Linda Seaborn (Skills Tas)</p> <p>T&PDRG – Nicole Schenk (Goodstart}, Blackman’s Bay), Una Lalagavesi (Discovery Dominic), Shirley Kelly (BBCS), Tanya Westwood (St Mary’s NCN), Robyn Horner (Clarence FDC), Wendy Richards (Wynyard OSHC), Aileen Brett (Elanora), Kathy Cripps (LGT)</p> <p>Advisory Group - Janelle Brennan (Kingborough FDC), Helen Miller (ECU), April Bradford (Campbell Page), Helen Houston (Skills Institute), Ruth Batge (Polytechnic)</p> <p>Project Officers - Helen Simmons, Roger O’Meagher</p> <p>RTO Representatives – Dorisanne Booth, Chris Mayfield, Linda Millucci and Eliza McBain (Stepping Stones), Kimbilli Johnstone (Ashley Institute), Denise Schenk</p> <p>Guest Speaker – Ros Lamprill (The Skills Institute, south)</p>
Apologies	<p>T&PDRG - Michelle Beakley (Care Bears), Scott Gibson (BBCS, OSHC), Emily O’Brien (Little Bees), Kelly Ashton (Lipscombe), Susan Tuck (Abacus), Sharon Payne (St Patrick’s CS), Alicia Lampkin</p> <p>Advisory – Janette Armstrong (United Voice), Annie Saunders (Polytechnic), Shirley Grace and Chris Graham (DEEWR)</p> <p>RTOs – Jane Jaksimovic (Guilford), Sarah Berwick and Jenny Brooks (Polytechnic, Burnie campus)</p>
Item	Discussion
1. Welcome	Helen extended a warm welcome to members of the Advisory Group, representatives from RTOs, and Ros Lamprill, from the Skills Institute.
2. ‘Unpacking’ CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	<p>CHCECE017 <i>Foster the holistic development and wellbeing of the child in early childhood</i> is a unit proposed for the Diploma in the new Children’s Services Training Package.</p> <p>Our objectives today in ‘unpacking’ the unit include explore whether this unit covers the 5 development units from Training Package CHC50908 adequately, to discuss what RTOs and sector consider adequate assessment strategies; and whether sector would see these as sufficient in light of the NQS.</p> <p>Ros Lamprill, teacher of child care development for 27 years, facilitated this section of the Roundtable discussion.</p> <p>Ros opened the discussion by asking service providers why is it important to study child development? Agreed – that development is a core knowledge base; but because educators’ work is skills based, it can be hard for educators to embed their knowledge into everyday practice. Educators must consciously make the jump from theory to professional conversations.</p> <p>Message to new graduates must be – ‘..you’ve done your learning, but don’t let go of it; put your analytical thinking into practice....’.</p>

The Learning Process - It is all about the learning journey, and consolidation of knowledge, rather than meeting the 'to be done by dates'. Competency becomes proficiency (knowledge, skill, reinforcement, support), which in turn becomes expertise.

Ros drew the analogy with obtaining a driver's licence – there is a process of learning in order to acquire it – how you then *use* that licence is a personal decision.

How to build the bridge from classroom to workplace?

Professional conversations!

Do services express clearly their expectations around educators having professional conversations?

Ros noted that the EYLF provides a fantastic vehicle for this.

Some present feel that Educational leaders have a higher responsibility to ensure professional conversations occur.

Some present feel that the sector previously had more experienced educators who acted as mentors than is now the case. Consequently, there is now more pressure both on RTOs to deliver the training, and services to provide support.

Also, services and RTOs need to ensure that students make the link between their knowledge re development and the EYLF.

The important aspect is that of interpretation, ie how did the educator make decision re the action to take – ie linking underlying knowledge to their actions; it was suggested that new graduates probably need a couple of years to reach this stage of proficiency.

Does this unit cover the 5 development units in the (current) Training Package CHC50908?

Ros facilitated this by (a) presenting her analysis and (b) inviting discussion.

(i) Omitted from (current) CHCFC502A Physical Development

1:4 Plan and provide experiences to challenge the physical endeavours of children ensuring suitable clothing to promote outdoor play in all weather

1:6 Select and provide equipment to encourage spontaneity in physically active play

2:5 Encourage children of both genders to participate in a full range of activities

Also importance of experiencing success and failure and developing the resilience to cope with both

To summarise: –

- no mention of growth
- not sufficient reference to outdoor play in all weathers and the need for aerobic fitness (children need to get puffed at least 3 tpd – can't do that in a sandpit!)

Discussion: This is a concern in light of the AEDI figures for Tasmania, which went backwards in period 2009 – 2012.

Helen Houston advised that an RTO must deliver to the competency standard as specified in the unit, ie RTO can't put in other things. At this stage, too, there is no Range Statement in the unit – Range Statement gives parameters around tailoring the delivery.

Meeting recognised that it is now too late to influence content of the new Training Package. However, this Roundtable is a good forum for the sector to bring forward its concerns to RTOS, and

- a) the RTOs may then be able to contextualise the delivery and assessment strategies suitably; OR
- b) **Roundtable could investigate skillsets, eg physical development, that the sector could pick up**
- c) Need to check re the proposed implementation guides that will come out with the Training Package, because these may give clarity around the delivery.

(ii) Omitted from current CHCFC503A (Social development)

Element 1 is missing

Support children to build and maintain trusting friendships

- Respect choices
- Reciprocal nature of friendships
- Support those who have difficulty making friends
- Emphasise importance of play

Discussion: Social development element of the new unit does not mention friendships when this is one of the key goals of childhood. Ros noted that educators can undertake intentional teaching in this area (practices in EYLF). There are strong opportunities for educators to identify if a child is struggling with friendships and to intervene with intentional teaching.

So, ask the CSHISC where do they see friendships sitting?

A concern was raised that if the Training Package is missing things which are in the NQS, then the graduates will come to the workplace without the skills, and service personnel will have to teach them.

(iii) Omitted from current CHCFC504A (Emotional and psychological development)

1:3 Accept responsibility for their own actions

3:2 Talks about experiencing success (what about experiencing failure)

3:6 Appreciate one another's experiences

Ros noted that she feels it important to move away from notion that a child must experience only success, because they do not develop resilience until they have experienced failure.

Robyn noted that there is research now re people who drop out when they feel they are not doing as well as they are entitled to.

	<p>(iv) Omitted from current CHCFC505A (Cognitive development) Important to emphasise process not product</p> <p>(v) Omitted from current CHCFC506A 1:7 Use open ended questions to encourage children to express thoughts, feelings and words 3:1 Identify children with special language needs, monitor language development including the provision of special language programs to meet individual needs 3:7 Seek specialised assistance where necessary</p> <p>Is there any point now discussing what has been omitted from the unit, especially given that we did have the opportunity to provide input into the changes via the CSHISC? Yes, because the sector can bring up their concerns with RTOs. RTOs can take away the information and focus delivery and assessment. Meeting also felt that this feedback should be forwarded to CSHISC.</p> <p>How can RTOs assess in ways they are not yet doing so? Professional conversations. Acknowledged that this will be easier where the student is already an employee, eg a trainee, cf a pre-service student <i>What is a professional conversation?</i> We need to make sure that RTOs and services/sector have a similar understanding re this.</p>
<p>3. Implementing the new Training Package</p>	<p>Helen S invited RTOs to raise issues re implementation of the new Package. It has to be on an RTO's scope by the start of 2014. Helen H noted that the Roundtable will be a useful forum. Chris S noted that morning meeting designed for sector to bring issues forward; equally, Roundtable provides opportunity to raise issues which can be forwarded to ISC, and from RTOs to the sector.</p> <p>Does the new Package reflect terminology changes, etc? Helen H noted that the new terminology is built into the units, although a lot of the literature mentioned has not been updated.</p> <p>Resources –there is not much time for RTOs to select and purchase appropriate resources.</p> <p>Practicum hours – 240: this is for the whole package, not just development.</p>

Classroom vs e-learning – how to assess? Professional conversations.

Transition of existing students – April Bradford raised concern re this. There is a 12 month ‘teach out period’ from 01 July.

Why is there no mapping for transfer done at national level? Is detailed mapping of the competencies to identify gaps between current and new packages?

April advised that there is an implication for the cost of traineeships, eg transfer of Cert III there is a gap before going into the Diploma.

Resolved: Talk to Skills Tas for possibility of assistance to develop a ‘transition’ skillset.

NB: This is an issue for future follow up.

Direct entry to the Diploma – Helen H advised that some electives are at Level 6, ie Advanced Diploma, ie set at a higher capacity.

Implication – **selection process is more crucial**. Helen H suggested that more push from the sector, relating to the NQF and NQS, would be timely. There is a new CEO, who would need some background to this discussion.

Some workers need more experience – they are not ready for the Diploma. (refer to previous discussion re learning + experience → proficiency)

NB: This is an issue for future follow up.

Do JSA’s understand the sector’s needs? Linda S advised that JSAs’ contracts are being renewed. Skills Tas, as a stakeholder, could feed into discussions around this.

Trainee pathway: Cert III in Children’s Services → Diploma in Children’s Services → Advanced Diploma in Children’s Services



OR Cert III in Community Services → Diploma in Community Services → Advanced Diploma in Community Services

Do educators go to Cert III or Diploma if a trainee? April – the RTO must rely on the *employer*, and of course cost will be a factor. Cheaper to go direct entry to Diploma.

The RTO must be aware of the student’s literacy and numeracy skills, but if additional support is needed, this will be additional cost.

Is there scope for some sort of Self-assessment Guide for students to give feedback re the appropriate level for them to enter?

NB: This is an issue for future follow up with RTOs and sector.

4. Future Priorities

The focus of the Skills plan over the next 6 months:

4.1 Raising the profile of the Skills Plan

How? Potential strategies include

(i) Regional Meetings

Dates set – Launceston 31 July, Burnie 1 August

Agenda to cover items including:

1. The Skills Plan – what has been achieved so far, and where are we headed
2.
 - 2.1 Articulating to a University qualification – which uni? Why? Why not? Hopefully educators with that experience will be prepared to participate in a forum
 - 2.2 Info from services re whether they are have a teacher/ ECU survey etc – important that services give accurate information
3. Changes in the Children’s Services Training Package(CSTP) – following up on the Implementation Forum to be conducted by CSHISC on 18 July in Hobart

NB: Date of the Implementation Forum has been changed to 10 September. Please refer to ISC website to register.

4. Which RTOs are services using? – ie a chance to double check that all RTOs currently delivering the CSTP are being invited to the Roundtable meetings
 5. Overview of ASQA’s role – an avenue for services with concerns re delivery of training.
- Funding - has been received from DEEWR for meetings in North and North-West.

(ii) Effective communication strategies for services and RTOS

Proposals include:

- A Newsletter
- A Skills Plan database
- An ECA-Tasmania Branch/Skills Plan Website

4.2 Implementing the ‘Improving Communication Skills’ Program

Under the NQF, educators need a high level of oral communication skills to hold professional conversations with families, and high level of written communication skills for, eg, reports, forms, journals and displays.

ECA-Tas was advised by Skills Tasmania on Friday 24 May that ECA’s submission for funding of \$50K via Skills Tasmania has been successful.

1st phase – with 3 southern centre-based services, with a view to extending program across Tasmania as soon as possible. The PDO, Roger, will work initially with support of Lee Veitch, Aged Care Services Tas.

	<p>Next steps – selection of Adult /literacy Support Officers (ALSOs) and their ‘induction’ to the ECEC sector and the NQF; development of a specific ECEC and SAC literacy assessment tool; development of plans for 3 individual service programs; literacy and numeracy ‘testing’, mapped back to the ACSF; delivery of group programs focussing on NQF workplace requirements and appropriate on-site 1:1 work where required.</p> <p>In order to build service capacity to maintain and sustain improvements in LLN and to promote ‘literacy-friendly’ workplaces, selected ‘workplace literacy mentors’ (2 from each service) will undertake skillset of 3 units around adult language and literacy and numeracy.</p> <p>The program could also involve developing suitable resources which could be used in the roll-out of the training to other services throughout the State.</p> <p>4.3 Recruiting capable candidates to an ECEC career and Networking with their organisations around workforce development strategies, eg Guaranteeing Futures, TL3 (which brokers partnerships between business, schools and training providers)</p> <p>Aim – to work with Career Counsellors in senior secondary colleges, and employment providers, to promote their awareness of NQF and NQ, and realistic educator requirements, ie to intervene in the current recruitment cycle.</p> <p>This project would involve developing resources for students, eg a pamphlet which highlights the qualities and attributes of educators, and/or a presentation ‘package’ for counselling/teaching/JSA staff, and/or Information Session re the sector - would need to focus on July – September.</p> <p>4.4 Educators with ESL – this is a matter arising from this morning’s discussion: there are growing numbers of educators with ESL in both FDC and centre-based care, eg at a recent FDC conference in Hobart, 25 of 140 participants were African.</p> <p>What are appropriate assessment strategies for educators with ESL, in order to assist with assessing their underpinning knowledge, whilst maintaining the literacy requirements of NQF. Discussion this morning suggested that this is an issue across both FDC and centre-based care.</p> <p>This has been raised at national level – ie ESL educators’ understanding of legislation and regulation. Therefore some work is being done at national level to ensure that documentation about legislation and regulation is easy to understand.</p> <p>In addition, cultural background is influential, and can flow through to educators’ practice, which may/may not meet NQF/compliance requirements.</p> <p>Question for RTOs – what are your strategies to support ESL educators?</p> <p>There are a lot of resources in Victoria, which may be available for Tasmanian RTOs to utilise.</p> <p>The new Children’s Services Training Package includes a unit ‘Work Effectively with Culturally Diverse Clients and Co-workers’.</p> <p>Linda noted that this may be an area that Skills Tas could assist – would need to map what we want to the unit of competence.</p>
<p>5. Close of meeting</p>	<p>The meeting closed at 3pm</p>