

| ECEC AND SAC SECTORS SKILLS PLAN | | | | |
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| Minutes of Meeting of Steering Committee and T&PDRG | | | | |
| Date | 28 May 2013 | | | |
| Location | The Grange, Campbell Town | | | |
| Time | 10.15am – 12.30pm | | | |
| Present | Project Officers - Helen Simmons, Roger O’Meagher Steering Committee – Chris Symons, Jo Walsh, Annette Barwick (ECA Tas) and Linda Seaborn (Skills Tas) T&PDRG – Nicole Schenk (Goodstart, Blackman’s Bay), Una Lalagavesi (Discovery Dominic), Janelle Brennan (Kingborough FDC), Shirley Kelly (BBCS), Tanya Greenwood (St Mary’s NCN), Robyn Horner (Clarence FDC), Wendy Richards (Wynyard OSHC), Aileen Brett (Elanora), Kathy Cripps (LGT) | | | |
| Apologies | 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 | | | |
| Item | Discussion | Action | By Whom | By When |
| 1. Welcome | Helen welcomed all present, giving a special welcome to Roger O’Meagher (newly appointed ECA-Tas Branch Project Officer), and also to Tanya Greenwood and Kathy Cripps (newly appointed to TPDRG); and acknowledged the traditional owners. | | | |
| 2. Minutes | Minutes of 2nd Roundtable (Guest presenter – Michele Dawkins, Manager, Industry Engagement, National Office ASQA) had been circulated. No requests for amendments. Adopted. Matters arising: <ol style="list-style-type: none"> 1. ASQA’s website for further information on their role, contact details, etc: www.asqa.gov.au 2. Children’s Services Training Package: subgroup of the Roundtable (Helen Houston, Scott Gibson, Janelle Brennan, Jo Walsh, Annette Barwick and Helen Simmons) met on 6 March to prepare a short submission on Draft 2 of the Training Package. 3. Regional meetings: arrangements underway for meetings in the North and North-West; arrangements yet to commence for meetings in the South | | | |
| 3. Activity since 20 Feb 2013 | 3.1 Appointment of Roger O’Meagher as Skills Plan Project Development Officer. Chris introduced Roger, noting that ECA-Tasmania Branch has appointed Roger to a 20 hour per week position for next 6 months, in order to progress the Skills Plan priorities. It is hoped that the position will become sustainable into the future. | | | |

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| | <p>3.2 Regional Meetings</p> <p>(a) The Roundtable on 20 February strongly supported the idea of regional meetings to cover items including:</p> <ol style="list-style-type: none"> 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 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. <p><i>Funding</i> - has been received from DEEWR for meetings in North and North-West.</p> <p><i>Dates set</i> – Launceston 31 July, Burnie 1 August</p> | | | |
| | <p>3.3 Development of a resource which will be a comprehensive guide to training and assessment.</p> <p>Jo Walsh advised the meeting of MECAC’s approval to use funds remaining from the Recognition Project to develop a resource, the aim of which is to promote the importance of quality training to increase the sector’s professionalism and to assist services to select a quality RTO, as well as to guide services and educators on the recognition process.</p> <p>Roger is Project Officer. The project will be overseen by a small group of MECAC and ECA representatives, which will report to MECAC on a regular basis. A working group of sector stakeholders, including some of the coaches who completed the TAA and TAE training through the original Recognition Project, will assist on the scoping and reviewing of the draft resource.</p> | | | |

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| | <p>3.4 Literacy pilot project – Improving Communication Skills to enhance outcomes under the NQF</p> <p>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.</p> <p>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.</p> <p>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> <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>3.5 FDC Best Practice workshop with Louise Dorrat on Friday 17 May.</p> <p>Helen reported:</p> <ul style="list-style-type: none"> • Workshop conducted with funding from DEEWR’s workforce development funds (\$2000). • The objective - to support RTO’s to better understand and value the FDC context and therefore ensure their teaching and assessment strategies are inclusive and considerate of the role of FDC educators. • The workshop was attended by 26 people, including RTOs – Skills (2 campuses), Polytechnic (2 campuses), St Marys, Campbell Page, Gowrie Training Centre, Learning Partners – and representatives from 4 Schemes – Clarence, Kingborough, Mersey-Leven and Launceston. • A vibrant presentation, always linking back to the 5 principles outlined in the NQF. <p>Meeting discussion:</p> <p>(1) Those present who had attended the workshop gave feedback about the day – however, no formal evaluation had occurred on the day.</p> <p><i>Resolved:</i> To put out an evaluation form to participants, with a view to potentially developing a resource for trainers and assessors working with FDC educators.</p> <p>(2) Some RTOs did not attend – a pity. Also although some ‘on the ground’ staff were there, ie those who visit the educators’ homes, many classroom teachers were not. Possible gap – some teachers perhaps do</p> | <p>Design evaluation form</p> <p>Distribute this</p> | <p>Roger, Janelle</p> <p>Roger</p> | <p>30 May</p> <p>ASAP</p> |

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| | <p>not understand how accreditation works.</p> <p>Chris Symons noted what happened in the Tasmanian Aged Care Sector – the sector was concerned re training around medication, so developed a competency, and advised RTOs on the ‘non-negotiables’ around delivery of this competency. If RTO’s wanted to access any of the funded places available through ACST, then they needed to meet the criteria set by the sector.</p> <p>Perhaps there is a parallel with FDC – FDCCT can work out what is ‘non-negotiable’, that RTOs must deliver.</p> <p>Annette suggested that perhaps a resource for RTOs around delivery for FDC sector could be developed, perhaps through FDCAustralia.</p> <p>Would it be possible to get Louise’s planning notes? Would she be prepared to let us purchase her intellectual property?</p> <p>Possible focus for a resource - to ‘challenge’ classroom teachers around their practice. Perhaps those who attended the workshop on 17 May could be the testers of any such resource.</p> <p><i>Resolved:</i> Janelle to contact FDCAustralia.</p> | Contact FDCA | Janelle | ASAP |
| | <p>3.6 Better communication strategies with services re the Roundtable and submitting issues to the TPDRG and Steering Committee</p> <p>Currently, if Skills Plan wants to distribute information to sector, an email is sent via the ECU or PSC. Chris thanked both agencies for their kind assistance to date.</p> <p>Proposals include:</p> <p>3.6.1 Newsletter - Roger has developed a format for a regular, short, newsletter. This could be sent to services, plus to educators who wish to get a personal copy – Roger to ask services to send in names of those who would like to receive a personal copy of newsletters.</p> <p>Important news/topics, etc could be covered in newsletter, ie reduce the number of emails.</p> <p>What about RTOs? – could they be included on mailing list? Could newsletter outline which RTOs are offering what courses/quals, etc? Annette expressed caution re potentially being seen to promote particular RTOs; others felt that smaller services in particular do not have the time to source the information, so it would be useful information for them.</p> <p>Meeting recognised that ECA-Tas must consider the ‘fine line’ around what they are/are not promoting.</p> <p><i>Resolved:</i> That Skills Plan develop a set of Communication Guidelines, to be approved by ECA-Tas Executive. Guidelines could include, for example:</p> | | | |

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| | <ul style="list-style-type: none"> • Can't endorse any particular RTO, but welcome them as active participants in the Skills Plan • Have a regular disclaimer • Website that RTOs can send information re, for example, funded places <p><i>Sample format:</i></p> <p>Issue: COMMUNICATION</p> <p>Communication Strategies: outline these, noting who is the audience, eg Database to services & RTOs</p> <p>Communication Activities: eg newsletter with disclaimer.</p> <p>Does ECA Aust have a national communication strategy? If so, let's use it.</p> <p>Meeting agreed that a draft be sent out to TPDRG for comment, with a 1 week 'turn around' for comment; then to Steering Group, then to ECA-Tas Executive.</p> <p>3.6.2 Database – Roger has commenced work on that, using the 'My Child' website for data. Meeting discussed need for permissions for access to database to be very clearly organised.</p> <p>3.6.3 Website – Chris is in touch with national office – see whether we could develop our own website with a link to national office, or see if they have suggestions.</p> <p>3.6.4 Role of TPDRG – Do they take info back from Skills Plan to their local groups? What is their role? Chris described the Skills Plan structure, noting that we want a lot more input from the TPDRG re Skills Plan priorities, ie to bring local service issues to the Roundtable discussions.</p> | | | |
| 4. Future priorities | <p>The focus of the Skills plan over the next 6 months:</p> <p>4.1 Raising the profile of the Skills Plan</p> <p>How? Potential strategies include Regional meetings/effective communication strategies for services and RTOS/developing the Skills Plan database/maintaining contact and feedback with CSHISC/?monitor the introduction of the new Training Package over next 12 months.</p> <p>4.2 Implementing the 'Improving Communication Skills' Program - see 3.4</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> | | | |

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| | <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.</p> <p>Information Session re the sector – In Tasmania, the building sector does this well, giving out stickers, pamphlets, etc. Would need to focus on July – September.</p> <p>Need to investigate what other States have in place.</p> <p>How to pay for this? Eg Builders Registration would cover this sort of cost.</p> <p>Should this presentation be available at a local level? eg could it be available on a Skills Plan website for Colleges to download?</p> <p><i>Resolved:</i> PDO to develop a powerpoint presentation re qualifications/pathways/EYLF, plus a video snapshot of employers and services, ie covering LDC, FDC, OSHC, Inclusion, etc.</p> <p>4.4 Sourcing funding for on-going Roundtable meetings and projects</p> <p>4.6 Educators with ESL – matter arising from discussion: appropriate assessment strategies for educators with ESL, in order to assist with assessing their underpinning knowledge, whilst maintaining the literacy requirements of NQF. Discussion suggested that this is an issue across both FDC and centre-based care. Janelle noted that at recent FDC conference, 25 of 140 participants were African. Recent census figures should give an indication of the trend.</p> <p>Annette noted that this has been raised at national level – ie ESL educators understanding of legislation and regulation. Some work therefore happening at national level to ensure that documentation about legislation and regulation is easy to understand.</p> <p>It is also deeper than this, ie 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>Janelle noted that there are a lot of resources in Victoria, which may be available for Tasmanian RTOs to utilise.</p> <p>Training Package includes a unit ‘Work Effectively with Culturally Diverse Clients and Co-workers’. Linda noted that this may be an area that Skills Tas could assist – we would need to map what we want to the unit of competence.</p> | | | |
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| <p>5. Current Issues</p> | <p>5.1 Compliments to RTOs – Nicole Schenk re an RTO giving additional training to one educator who was struggling a little.</p> <p>5.2 How will RTOs articulate new Training Package to students? When will RTOs distribute that information to services?</p> <p>5.3 Delivery of the new TP – eg outdoor physical experiences, especially in light of Tasmanian AEDI figures</p> <p>The new TP is ‘streamlined’; so it is all around delivery, ie RTOs need</p> <ul style="list-style-type: none"> ▪ Current research ▪ EYLF, etc <p>5.5 Early Childhood Teacher qualification – suitability of qualification in Tas. MECAC are working on availability of qualification in Tasmania.</p> <p>Tanya W noted that there is a high dropout rate of educators who sign up to do degree course at UTas.</p> <p>There is concern that many services will not be able to meet this NQF requirement. What strategies do the smaller services, in particular, have in place?</p> <p>Meeting noted that ECU planning to do a survey soon re services ‘positioning’ with regard to staffing and qualifications. Concern that ECU will be ‘hit’ with requests for waivers, esp in relation to ECT role.</p> <p>Resolved that Jo Walsh contact Lyn Chapman to see if it is possible to tailor a couple of questions which could be included in the survey, which will inform Skills Plan too.</p> | | | |
| | <p>The meeting closed at 12.30pm</p> | | | |