

**ECEC AND SAC SECTORS SKILLS PLAN**  
**Minutes of Meeting of Steering Committee and T&PDRG**

<b>Date</b>	4 <sup>th</sup> June 2014
<b>Location</b>	The Grange, Campbell Town
<b>Time</b>	10.00am – 12.30pm
<b>Present</b>	<p><b>Project Officer</b> - Roger O’Meagher  <b>Steering Committee</b> – Chris Symons – Goodstart Early Learning, Linda Seaborn – Skills Tasmania, Jo Walsh - Discovery  <b>Advisory Committee</b> –  <b>T&amp;PDRG</b> – Una Lalagavesi – Discovery Dominic, Kim – Discovery Dominic, Christie Goss - Malangenna Children’s Centre, Aileen Brett - Elanora Children’s Centre, Janelle Brennan – Kingborough FDC , Robyn Horner – Clarence FDC  <b>Guest speakers/participants</b> - Lisa Bryant (Community Child Care Co-op Ltd)</p>
<b>Apologies</b>	<p><b>Steering Committee</b> – Annette Barwick – PSC  <b>Advisory Committee</b> – Lisa Punshon – Skills, Tas Shirley Grace – Federal Dept of Employment, Helen Miller –ECU, Sally Giacon – ECU  <b>T&amp;PDRG</b> – Kate Whitbread - Glenorchy City Council, Kathy Cripps (LGT), Shirley Kelly – Blackmans Bay, Kellie Watson – Gowrie, Susan Tuck (&amp; resigned from T&amp;PDRG), Michelle Beakley - Gaia’s Nest, Tanya Greenwood – St Mary’s CCC, Emily O’Brien – Little Bees  <b>Guest Speakers/participants</b> - Helen Yost – Utas</p>

<b>Item</b>	<b>Discussion</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>
<b>1. Welcome</b>	Acknowledgement of country			
<b>2. Minutes</b>	<p>Minutes of Roundtable, held on 5<sup>th</sup> March 2014, had been distributed by email prior to this meeting.  Amendments: none  Further discussion:  -Susan Tuck resigned from T&amp;PDRG and Kate Whitbread has rejoined</p>			
<b>3. Skills Plan Update</b>	<p>Roger provided the following update to the meeting:</p> <ul style="list-style-type: none"> <li>Colleges have been given Career information, brochures and link to skills plan website. We are participating at Careers Expos and offering the opportunity to services &amp; RTOs who would like to attend. If you want to be informed when opportunities arise please let me know.</li> <li>The two day Career Awareness Program (CAP) was held in the South on the 22/23 May.</li> </ul>			

	<p>Over 80 students expressed an interest in participating, 30 were selected. The overall number and quality of those participating was higher than last year.</p> <ul style="list-style-type: none"> <li>ASbA program has been launched state wide with the possibility of over 20 opportunities for apprentices. The CAPs program is stage 1 of this process, then parent meetings, work experience opportunities and then formal application to be an ASbA. The process will provide feedback to students at each stage and will be supportive of them if they commence an apprenticeship. Documentation in relation to this project was dealt with later in the meeting</li> <li>Website launched <a href="http://www.ecaskillsplan.org.au">www.ecaskillsplan.org.au</a> – this has a broad range of information and targeted resources to support the work being undertaken as part of the Skills Plan.</li> <li>We are waiting for final approval for an additional \$50 000 LLN grant to support 2 services in the North &amp; 2 in the North West.</li> <li>As part of our previous LLN funding there is the opportunity for Roger &amp; Anne (ALSO) to work with a group to develop some LLN assessment tools for the sector. One resource that you might find useful immediately is: <a href="http://www.precisionconsultancy.com.au/acs_framework">http://www.precisionconsultancy.com.au/acs_framework</a> A link is also on the Skills Plan website.</li> <li>The Training &amp; Assessment Guide is in draft form. The final document will be launched in October with state wide implementation workshops.</li> </ul> <p>-</p>	If you would like to participate please let Roger know.	anyone	By 30 <sup>th</sup> June
<p><b>4. Training &amp; Assessment Guide</b></p>	<p>-Lisa Bryant presented the draft of the Employer section of 'The Quals Book' to the group.</p> <p>-Feedback on content was given directly to Lisa. The group was very positive about the quality, style and content of the guide so far. Lisa will make agreed changes to the document, new version will then be emailed to the T&amp;PDRG &amp; Working Group for additional feedback. Lisa will supply some guiding questions for providing feedback.</p> <p>-The group was unable to reach a conclusion on how the RTO section should be presented and where TasTAFE will be mentioned as the State provider. It was agreed that the Working Group will discuss this further.</p> <p>-The employee section was only considered from a content list point of view. It was accepted that if the content for the employer section is complete and accurate then this same information will be used in the employee section, the only differences will be in the style of presentation and information will be in a briefer format.</p>	<p>Feedback on 'Guide'</p> <p>Agreement on how TasTAFE &amp; RTOs are presented.</p>	<p>T&amp;PDRG working group</p> <p>Working Group</p>	<p>tba</p> <p>At next meeting</p>

<p><b>5. School based Apprenticeships</b></p>	<p>Roger presented draft documents that support the ASbA Project.</p> <ul style="list-style-type: none"> <li>-Work Experience EOI</li> <li>-Work Experience Feedback</li> <li>- ASbA EOI</li> </ul> <p>The group discussed what else could be included in feedback on students. It was felt that comments on LLN would be difficult after only having students for a few days and it was felt that the application process itself will indicate literacy skills and that pathway planners should be directing students with suitable skill levels. Check boxes for communication, initiative and confidence will be included.</p>	<p>Update documentation</p>	<p>Roger &amp; DOE rep</p>	<p>End of June</p>
<p><b>6. Current Issues to take to Roundtable UTas or ECA</b></p>	<p>Questions/issues raised by the group:</p> <p>A number of issues were raised in relation to prac placements</p> <ul style="list-style-type: none"> <li>- Many services indicated that they would prefer block pracs for students.</li> <li>- Could we have more information about the role of the practical placement supervisor from RTOs such as TasTAFE. We'd like to know more about the kinds of evidence they use to support their assessments and what support they offer students who don't seem to be improving or are struggling. How do they deconstruct the outlines and assist the students to make meaning of what is required of them throughout their placement time line? My queries come from students expressing their disconnect with the classroom and institution and watching a number of students pass along with mediocre attitudes and efforts.</li> <li>- Services commented on the huge demand being placed on them to take students.</li> <li>- Some commented that there have been times when assessors have not visited students.</li> <li>- Services want to work with RTOs that have good communication, plan visits and who work with a services capacity to take students.</li> <li>- What capacity is there to not progress students who aren't meeting service expectations?</li> <li>- Services would like students to be 'badged up' when they are on a prac placement. This could include a name badge with the RTO they are training under and the course they are enrolled in. Services did indicate that parents appreciate knowing who is who. It can also ensure parents target staff with specific concerns or questions and not students.</li> </ul>			

	<p>Other issues</p> <ul style="list-style-type: none"> <li>- What screening is in place in the selection of students entering training, including LLN screening?</li> <li>- Many FDC educators can't access TasTAFE because they don't have rolling enrolments during the year and they must be enrolled in order to set up a FDC service.</li> <li>- Are there limits on the flexible delivery model for TasTAFE, are these limits based on specific geographic locations?</li> <li>- There is concern that UTAs are not including the EYLF as part of degree content. Roger had contacted UTAs before the meeting and Helen Yost said that the DOE provide support to graduates. The sectors response is that they do not have access to DOE support and feel that as the EYLF is a national framework that there is justification for its inclusion as part of an ECEC degree. The T&amp;PDRG recommended that the ECA Advocacy Group take up promotion of EYLF within the UTas ECEC degree.</li> </ul>	<p>Email ECA Exec to request advocacy group take on this issue.</p>	<p>Roger</p>	<p>asap</p>
<p><b>7. Close of meeting</b></p>	<p>The meeting concluded at 12.40pm Next meeting scheduled for Wednesday 17<sup>th</sup> September 2014</p>			