

<b>TASMANIAN ECEC AND SAC SECTORS SKILLS PLAN 2012 - 2016</b>	
<b>Notes from the First Roundtable between Skills Plan , RTOs and University of Tasmania representatives – ‘RTOs Vision for the NQA’</b>	
<b>Date</b>	<b>16 October 2012</b>
<b>Location</b>	The Grange, Campbell Town
<b>Time</b>	1.00 – 3.00 pm, following an informal lunch
<b>Present</b>	<p><b>Project Officers</b> - Helen Simmons, Jennifer Parsons (Survey Monkey)</p> <p><b>Steering Committee</b> – Chris Symons, Jo Walsh, Annette Barwick (ECA Tas) and Linda Seaborn (Skills Tas)</p> <p><b>Advisory Committee</b> – Helen Houston (TSI), Cathryn Ackroyd (Polytech), Janelle Brennan (FDC), April Bradford (Campbell Page), Shirley Grace (DEEWR), Allison Young (ECU)</p> <p><b>T&amp;PDRG</b> – Michelle Beakley (Care Bears), Nicole Schenk (Goodstart, Blackman’s Bay), Scott Gibson (BBCS, OSHC), Emily O’Brien (Little Bees), Kelly Ashton (Lipscombe), Robyn Horner (Clarence FDC), Una Lalagavesi (Discovery Dominic), Wendy Richards (Wynyard OSHC), Aileen Brett (Elanora), Susan Tuck (Abacus), Sharon Payne (St Patrick’s CS), Kate Whitbread (GCC)</p> <p><b>RTOs etc</b> – Leah Nischler (Campbell Page), Lyndene Bowen (Polytech), Carolan Anderson and Kimbilli Johnson (Ashley Institute), Jennifer Byrne (Willson), Jane Jakimowicz (Guilford Young College), Bronwyn Reynolds (Dep’t of Education, UTas), Chris Mayfield and Linda Millucci (Stepping Ahead), Colleen Harper (Learning Partners)</p>
<b>Apologies</b>	<p><b>Steering Committee</b> - Ros Cornish</p> <p><b>Advisory Committee</b> – Annie Saunders (Polytech), Helen Gibbons and Janette Armstrong (United Voice)</p> <p><b>T&amp;PDRG</b> - Tammy Bennett (Bagdad CCC), Shirley Kelly (BBCS), Vicki Middleton</p>
<b>Facilitator</b>	<p><b>Aimee Wood</b>, Education and Care Consultant, Lady Gowrie Tasmania - Campbell Burnett Training Services</p> <p><b>Roundtable Focus:</b></p> <p><i>The session will provide the opportunity for networking with other RTO’s and sector representatives from across the state through facilitated conversations. The focus will be on the significant changes in the Education and Care Sector under the National Quality Agenda and the impact that this has on training and assessment. There will be opportunities to identify changes in the skills and knowledge requirements of students, the challenges faced by RTO’s in addressing these changes and the identification of potential support and partnerships into the future.</i></p>
<b>Introduction to NQA and NQF</b>	<p><b>Introduction to the NQA and NQF</b></p> <p>Aimee presented a background to the national reforms.</p> <p><b>Implications for the workforce</b></p> <p>Reflective practice, partnerships with families, Learning frameworks to guide curriculum, collaborative partnerships with the community to support consistency for the child, sustainability</p> <p>Assessing outcomes for children – this is a big shift</p> <p>Familiarity with new Law and Regulations as well as the NQS</p> <p>Educators need to understand "why".</p>

	<p>Process of Change often → ↑↑stress! Today's Roundtable a great opportunity to support each other through the early stages of the process towards NQF, discuss what the ECEC sector will be like.</p>
<p><b>Training and Assessment in an ideal E&amp;C World</b></p>	<p><b>Activity One: VISION: Training and Assessment in an ideal E&amp;C World</b>  <b>Small group discussion.</b></p> <p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>• Meeting expectations of the sector</li> <li>• Collaborative relationships within the sector (with RTOs)</li> <li>• Uniformity of qualification outcomes</li> <li>• Competent, capable educators</li> <li>• Professional and passionate – there for the right reasons (set entry levels)</li> <li>• Understanding of legislation, Regulations, Standards, Learning Frameworks</li> <li>• People being recruited from the community and RTOs meet employability requirements</li> </ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"> <li>- Attitudes</li> <li>- Funding models</li> <li>- Time/resources</li> <li>- Education in schools and colleges</li> <li>- Perception of the sector among the wider community</li> <li>- Timeframes of changes</li> <li>- Sector division</li> </ul> <p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>• Consistency</li> <li>• Training package outcomes align to sector expectations</li> <li>• Focus on 'new', ie teaching materials support new NQA, NQF and NQS</li> <li>• Recommended number of hours of work placement prior to achieving qualification (preVoc)</li> <li>• Collaboration – seamless/constructive/positive</li> </ul>

**Group 3:**

- Higher LLN of students entering sector
- Increased RTO networking for Quality/Validation/Moderation
- Gov't funding for trainer/assessor PD/upskilling
- Consistent level of qualification outcomes for VET graduates
- Qualification requirements meet the industry standards (Cert III – Dip)
- Reflective and qualified workforce who through qual assess take on responsibility for continued learning

*Challenges:*

- Observations
- Assessment methods

**Group 4:**

- RTO + sector have a true partnership
- Consistency of qualification
- Quality of candidates
- Trust and confidence between RTO and sector
- Training package reflect current practice

**Group 5:**

- Working in true partnership
- Clear expectations conveyed to educators
- Clear definitions of the roles played
- Developing a professional association for educators working directly with children – meet outside work hours/accessible

**Group 6:**

- More quality training
- Consistency no matter where we work
- Integrating their practices from training
- Why do we call it 'training' – why not 'professional development'
- Recognition – the quality of work and being paid accordingly
- Making sure that training tools are upgraded faster
- Unpacking the framework at all levels

*Challenges:*

- Time and money
- Making training more affordable

**Group 7:**

- Government has same vision for all children, no matter the setting
- Regarded as a skilled profession
- Diploma as minimum
- Qualifications reflect current sector needs and best practice
- Benchmark for enrolment (interview/test?)
- Graduates 'hit the ground running'
- Consistent
- Attitudinal change between teacher/Diploma grad
- AQF – DEEWR/ACECQA/RA partnership to ensure no gaps
- WHS/Food safety/NQF
- Professionalism – IT skills/spelling and grammar

*Challenges:*

- Quality of training
- Access
- Different starting points
- Elections – Federal
- Pay/conditions.... tied to
- Morale for Cert III/Diploma/ECT

**Group 8:**

- High quality care
- Better funding
- Wonderful training program – supportive of all stakeholders and NQF; supported between sector and training
- Brilliantly paid workforce + great conditions
- Continual/lifelong learning
- Consistency
- Valuing change

**Challenges:**

- Money – time
- Expectations not on same page
- Funding out of date and unrealistic
- Paperwork
- LLN support services

**Group 9:**

- United
- Supportive of each other – respectful/true collaboration/recognise that there are complex issues both sides
- Passionate about children
- Suitable candidates with a good standard of literacy
- Responsive
- Nationally consistent – delivery and assessment (content and expectations)
- Optimum time for training and support
- Reflect current context – theory into practice/evidence based
- Students workplace ready → better outcomes for children
- Transparency and accountability
- Innovative model

**Activity 2: Small group discussions re relevant issues moving forward....**

1. **Considering the qualification requirements for Jan 2014, how does the sector keep student learning as the focus of training to ensure quality graduates- not quantity?**

**Group 1:**

- Assess knowledge not length of experience
- Communication/collaboration
- More robust feedback system
- Practice should be assessed
- Audit process should be focussed on practice, not just on paperwork
- Service + RTO have responsibilities here

- Students need to know WHY ie understanding
- LLNP – comprehension

**Group 2:**

- Review and adjustment of funding models
- Clarify expectations around what quality means
- Consistency across RTOs with acceptable timeframes and for students to have realistic expectations around time required to gain qualifications.

**2. What are the changes in skills/knowledge that educators need when entering the ECEC workforce under the NQF?**

**Group 1:**

- Greater understanding of the law/role/regulations
- To be more communicative and literate
- An awareness/understanding of the NQF/EYLF
- The importance of ECEC

**Group 2:**

- Intentional teaching
- Language – agency
- Reflective practice → of children
  - of self → professional standards, ethics, reading, currency
  - ↳Appraisals
- Curriculum →EYLF
  - ↳FSAC
- Documentation techniques → IT
  - ↳Profiles
  - ↳Groups/individuals
- Presenting documentation to parents
- Sustainable practices →Recycling
  - ↳Vegie gardens/water tanks
  - ↳Cycle of life

- Not tokenistic – meaningful experiences and conversations with children
- Nutrition – Food safety regulations
- Physical activity – not just outdoor play
- Resources – natural, appropriate, sufficient, set up/environment
- Interactions and relationships with children – respect for children
- Governance – policy and procedures – follow/implement, review, write
- Community involvement, family support, knowledge of community services
- Leadership
- Handle difficult conversations – complaints/grievances/criticisms/behaviour issues

**3. How can services and RTO's support educators develop the skills needed in a changing sector?**

**Group 1:**

- Ensuring quality PD and time release for study/mentoring – reflective practice.

**4. How do you currently maintain contact with the sector to ensure an understanding of the impact of the NQF 'on the ground'? How can this be improved?**

**Group 1:**

- **Currently:**
  - Sector consultations
  - ECA meetings
  - Attend sector PD
  - NQF consultations
  - Invited guest speakers
  - Workplace visits/informal consultation
  - 'Return to sector program
  - Validation
- **Improve:**
  - Validation and moderation
  - PD more accessible/targeted
  - More RTO:sector consultation

**5. How do you ensure that there is continuity for educators between their workplace and training organisation?**

**Group 1:**

- Communication – shared vision/same expectations/shared respect of each other
- Trainers have sector knowledge
- Education and Care Sector understanding training sector
- Tailored training for workplace
- Collaboration for sector – best place for/to get experience
- Difference between sector expectations and actual assessment levels

**6. How do we instil a culture of professional learning and professional growth among students that will support them to work in the broader sector under the NQF?**

**Group 1:**

- Interview to gain a training place
- Increase the benchmark for entry to qualifications
- Fully informed of expectations once in the workforce
- Start early - in high school
- On-going expectation of professional development to maintain employment/registration
- Leadership occurs at all levels, not just management
- Opportunities for RTOs to network with industry, not just 'return to work'
- Educating the community on the value and role of children's services

**7. How do we support educators to make a commitment to the E&C sector?**

**Group 1:**

- Paying for education
- Pay rate
- Conditions
- Fostering passion for working with children
- Profession title – career – starts at College? School? Not just non-Uni students
- Work pathway – Cert →Diploma→ECT→Director

	<ul style="list-style-type: none"> <li>• Commitment to P.L. – ongoing</li> <li>• Recognition of achievements</li> <li>• Incentives</li> <li>• Messaging/marketing of profession – importance for society/community/economy etc</li> <li>• Supportive work environment – Relationships/teams</li> <li>• Positive culture</li> <li>• Time for professional conversations/learning/planning</li> <li>• Support for enough hours to make OSHC an FTE – not just B and ASC</li> <li>• High quality, consistent, motivating training – education, P.L.</li> </ul>
<p><b>Where to from here?</b></p>	<p><b>What follow-up information or support?</b></p> <ul style="list-style-type: none"> <li>▪ Regular meetings – quarterly</li> <li>▪ Educating sector re <ul style="list-style-type: none"> <li>- RTO restrictions eg AQF</li> <li>- Access and equity issues</li> </ul> </li> <li>▪ Speak with RTOs re individual students →address the gaps with workplace support</li> <li>▪ Clarification around RTO response re sign-off; documentation is 3<sup>rd</sup> party evidence</li> <li>▪ Co-assessment: R&amp;R for services and RTO/expectations for services and RTO</li> <li>▪ LLN – understanding, deeper learning, reflective practice: WELL (national program) is available and could be part of the answer to upskilling</li> </ul> <p><b>Opportunities for Partnership and collaboration</b></p> <ul style="list-style-type: none"> <li>▪ To help with packaging, sector must have input into electives, eg Reflective Practice (Cert IV competency into Cert III) would be good Eg Leadership – sector feels that Diploma graduates don't have skills for NQF assessment level leadership. If this is so, then students need real opportunities to demonstrate these in the workplace. [Bronwyn Reynolds noted that Education Dep't at UTas is keen to apply for grant for a project around leadership – is happy to hear ideas from this group. Chris Symons to follow up with ECA-Tasmania Executive]</li> </ul> <p>Helen closed the meeting by thanking Aimee for leading such a positive afternoon discussion.</p> <p>The date of the next Roundtable will be advised – aim for mid-February 2013.</p>