



National Children's Education
and Care Workforce Strategy

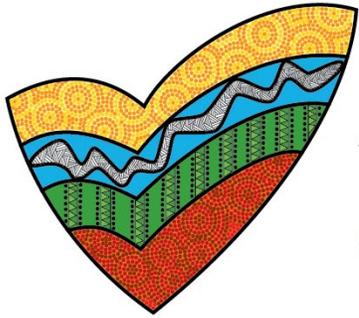
National Workforce Strategy Information Session

- sessions held between 10-14 May 2021

Hosted by



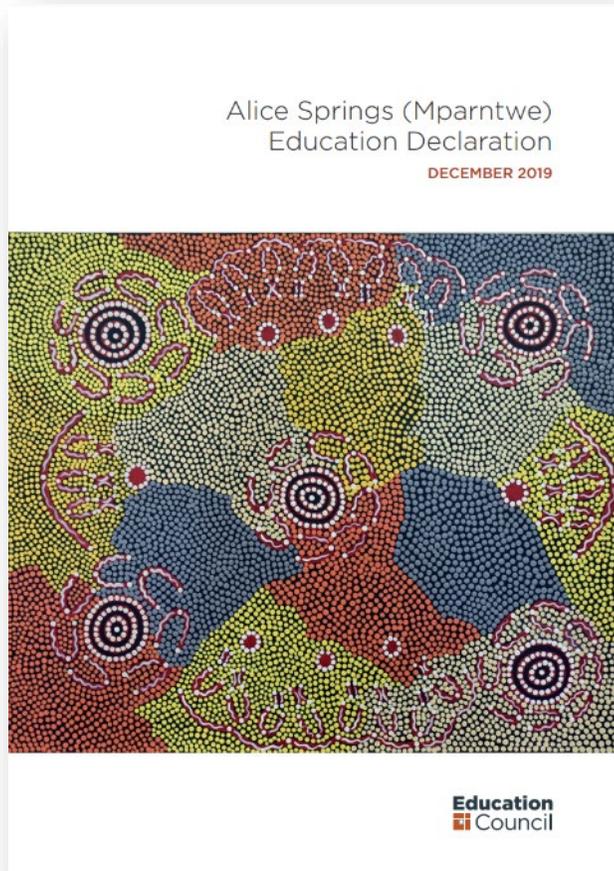
ACECQA acknowledges the traditional custodians of all lands across Australia.



Australian Children's
Education & Care
Quality Authority

We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the first Australians, including their role in the education and care of children.

What's this about?



'Education has the power to transform lives'

The Alice Springs (Mparntwe) Education Declaration commits all Australian governments to work with the education community to attract, develop, support and retain high-quality teachers, educators and leaders in Australia's education system.

Children's education and care is an integral part of that system and sets the foundations for lifelong learning and development.

What's the problem?

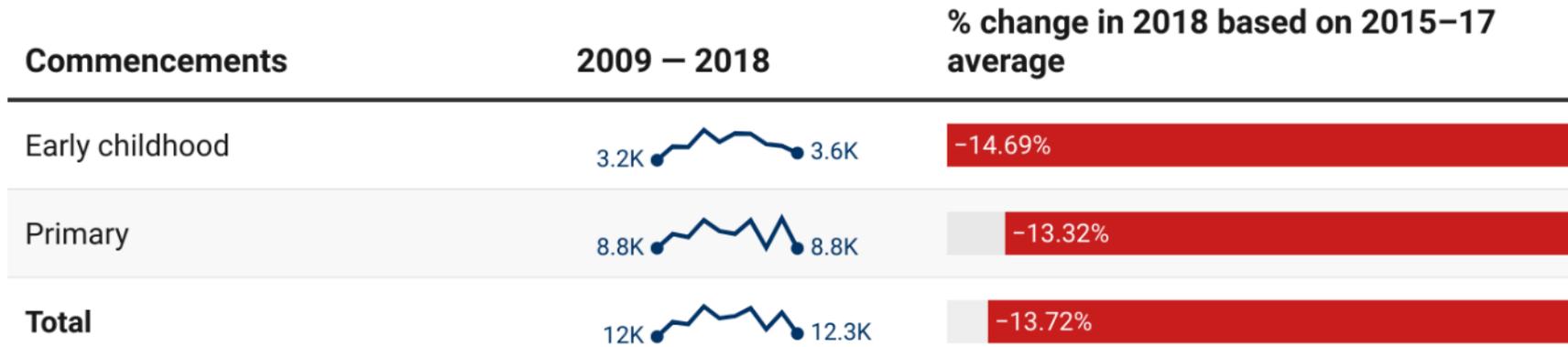
Estimated workforce growth for the next five years to 2024

	2019	2024	% change 2019 to 2024
Child Carers	152,200	182,300	19.78%
Early Childhood (Pre-primary School) Teachers	42,300	49,100	16.08%
Child Care Centre Managers	17,000	20,500	20.59%

Source: National Skills Commission, Labour Market Information Portal, 2019 Employment Projections - for the five years to May 2024, available: lmip.gov.au

What's the problem?

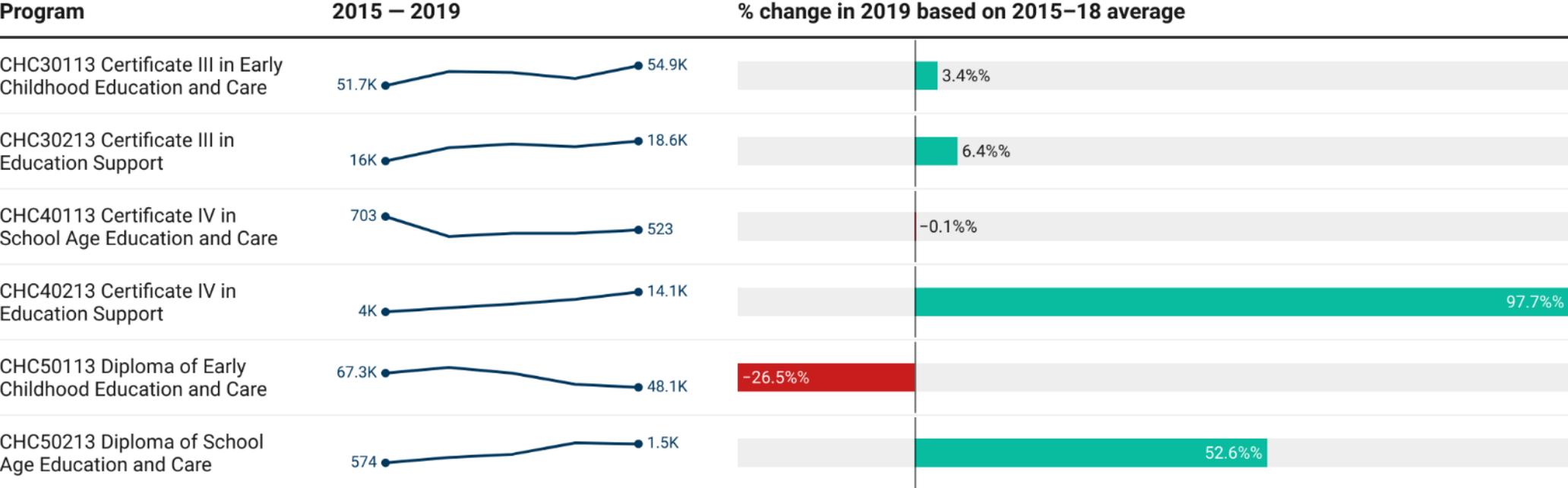
Higher education program commencements 2009 - 2018



Source: Australian Government, Department of Education and Training, Market Analysis and Data Branch, customised unpublished data requested by ACECQA as of 14 January 2020.

What's the problem?

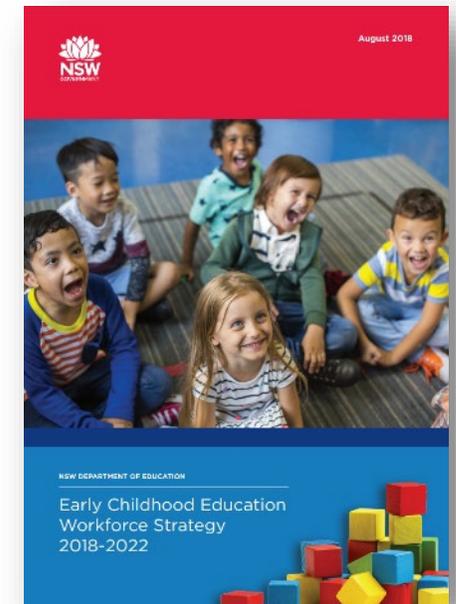
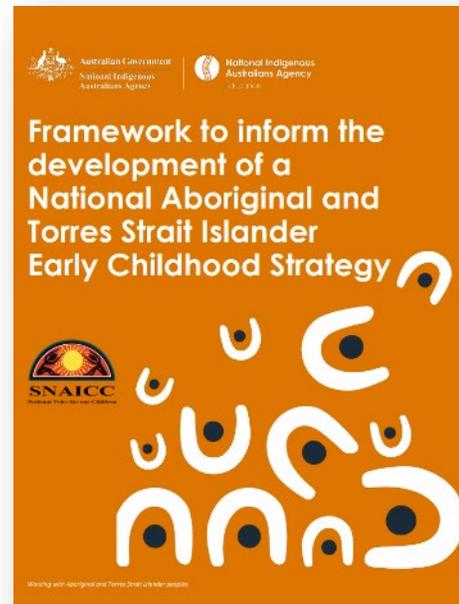
Vocational education and training enrolments 2015 - 2019



Source: National Centre for Vocational Education Research, Total VET Activity data, accessed through VOCSTATS.

What's currently being done?

Governments, individual providers and other key sector stakeholders continue to invest in a range of measures, however the issue of workforce supply and quality remains a national problem.





The success of the national workforce strategy will rest on **meaningful collective action** from all stakeholders – employers, higher and vocational education and training institutes, national, state and territory regulatory bodies and authorities, educators, teachers, unions and governments

What's the goal of the new workforce strategy?

Professional recognition

Workforce professional standing, including pay and conditions, registration, and community perceptions and value.

Data and evidence

Enhanced national data collection, analysis, and strategic discussion.

Qualifications and career pathways

Supporting quality, improving consistency and reducing complexity, as well as enabling flexible career progression.



Attraction and retention

Workforce diversity, including attracting the right people into the sector, and valuing and retaining high calibre staff.

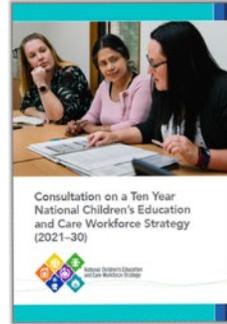
Leadership and capability

Workforce culture, including professional development, leadership and mentoring, and management capability.

Wellbeing

Helping service providers to have strong mental health and wellbeing supports for their workforce.

How's the strategy being progressed?



September 2020

October 2020

May 2021

Mid to late 2021

Approach and priorities agreed by Education Ministers, including the six focus areas.

Co-design process with sector leaders and all nine governments, through monthly meetings and series of workshops.

Sector consultation on potential actions, initiatives and priorities to inform the final strategy and action plan.

The new ten-year national workforce strategy and action plan will be considered by Education Ministers.



Focus area 1

PROFESSIONAL RECOGNITION

POTENTIAL ACTIONS AND INITIATIVES

- Investigate options for **improving professional standing**, and **workforce pay and conditions**, including examining the associated barriers and constraints
- Implement **nationally consistent early childhood teacher registration**, including agreement on qualification requirements to be eligible for registration and resources that are contextualised for early childhood settings
- Enhance **mentoring** and **induction** support for **new teachers** at local, jurisdictional and national levels
- Promote the importance of a career in children's education and care through a **national communications campaign**, including highlighting **career opportunities** in a growing sector
- Agree and consistently use **contemporary terminology** to describe the children's education and care sector, and its workforce (e.g. from 'childcare' to 'education and care')
- Develop options for a **national registration system for educators** (i.e. certificate III and diploma level educators) to improve professional recognition and embed ongoing professional development.



Focus area 2

ATTRACTION AND RETENTION

POTENTIAL ACTIONS AND INITIATIVES

- Building from a review of previous and current programs, develop **targeted programs** to support studies and placements for specified groups of potential educators and teachers, including **Aboriginal and Torres Strait Islander Peoples**, individuals located in **regional and remote areas**, and individuals from **culturally and linguistically diverse backgrounds**
- Review and streamline existing application and approval processes for **overseas trained educators and teachers**
- Develop an accessible suite of **resources** highlighting the **careers and career pathways** available within the children's education and care sector, tailored to specific groups of potential educators and teachers, and aimed at both **school leavers** and **mature age career changers**.



Focus area 3

LEADERSHIP AND CAPABILITY

POTENTIAL ACTIONS AND INITIATIVES

- Improve access to **core professional development** for educators and teachers, including an online 'Induction to the NQF' training package
- Improve access to an increasing range of **micro-credentials** for educators and teachers in areas of identified need, for example leadership and management capability, cultural competency and safety, and educating and caring for children with additional needs
- Establish a **leadership and mentoring network** at a national level for educators and teachers to access online, which includes opportunities for local networking and engagement
- Building from a review of existing resources, develop and promote a suite of **leadership resources** for educators and teachers.



Focus area 4

WELLBEING

POTENTIAL ACTIONS AND INITIATIVES

- Investigate options for improved **wellbeing supports**, including affordable and coordinated access to an employee assistance program, supporting service providers to have a strong mental health, resilience building and wellbeing culture, and examining the associated barriers and constraints to accessing wellbeing supports
- Building from a review of existing resources, develop and promote targeted **wellbeing resources** for educators and teachers
- Initiate and promote ongoing Australian **research monitoring the wellbeing of educators and teachers** over time.



Focus area 5

QUALIFICATIONS AND CAREER PATHWAYS

- Review **staffing and qualification requirements** under the NQF, with a focus on early childhood teachers and outside school hours care educators, to improve consistency, support quality and reduce complexity
- Review requirements for **initial teacher education programs**, including considering contemporary and emerging skills and knowledge needed for early childhood teaching, innovative design and delivery approaches, and programs that cover children from birth to 12 years of age
- Continue the ongoing focus on the **quality of vocational education and training**, including reforms aimed at improving responsiveness and sector engagement in qualification development and review, and student retention and completion rates.



Focus area 6

DATA AND EVIDENCE

POTENTIAL ACTIONS AND INITIATIVES

- Undertake a biennial **national workforce census** to provide comprehensive and contemporary information about a range of key workforce related indicators
- Develop options for a **longer term data collection** system, including a **live national workforce database** of educators to provide up-to-date data and evidence for relevant stakeholders
- Commit to an **evaluation plan** for the national workforce strategy, including regular dedicated stakeholder forums for strategic discussion of workforce related issues and priorities, including Aboriginal and Torres Strait Islanders, individuals located in regional and remote areas, individuals from culturally and linguistically diverse backgrounds, and data and evidence gaps.

How can I have my say?

- survey closes 31 May 2021





National workforce strategy consultation survey 2021

Introduction

Thank you for taking part in this survey.

The Australian Children's Education and Care Quality Authority (ACECQA), on behalf of all governments, is coordinating the development of a new ten-year National Workforce Strategy, to provide a coordinated, collaborative, Australia-wide approach to complex workforce issues and challenges.

To inform further discussions with governments and sector stakeholders, ACECQA wants to hear your views on actions and initiatives that you believe will assist in improving the supply, retention and quality of the sector workforce.

This survey should take no longer than 30 minutes to complete. If you have not already done so, it is recommended that you [download the Consultation Document](#) and keep a copy with you to help you complete this survey.

Section 1 is about you and where you work. It includes some basic demographic questions, for example the state and territory in which you live, and the type of service you work in (as applicable).

Section 2 looks at each of the six proposed focus areas of the new workforce strategy and asks for your level of support for each of the potential actions and initiatives, as well as the relative importance you place on each of them. You also have the opportunity to suggest additional actions and initiatives, and offer any overarching feedback.

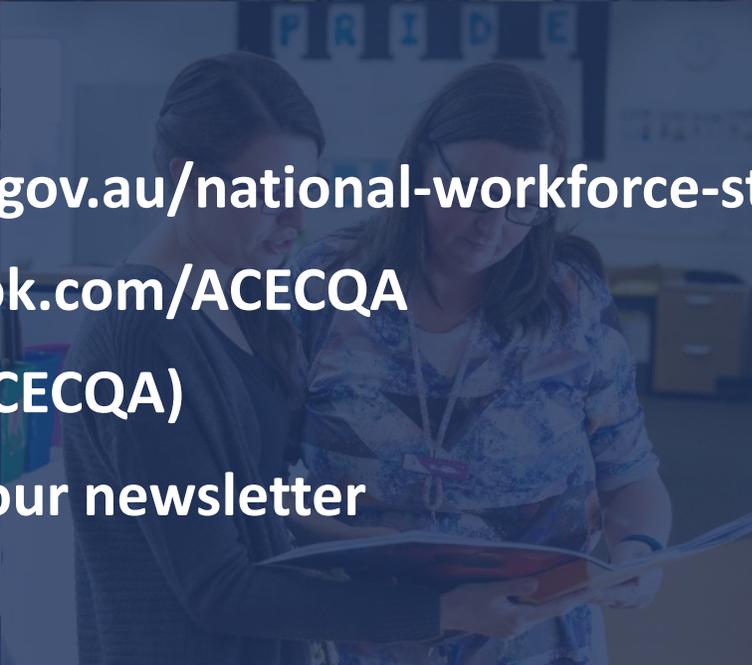
Section 3 is about your experience working in the sector and whether you would recommend a career in the sector to others.

Please be assured that any responses you provide cannot be used to identify you personally. All responses received will remain anonymous and be combined as aggregated totals.

Please click 'next' to continue.

3%

Next



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