

EARLY CHILDHOOD EDUCATION DIRECTORATE

October Consultation Session



AGENDA

1. About the Early Childhood Education Directorate
2. Changes to the National Law
3. A workforce plan for the ECE Sector
4. Disability program implementation in Community Preschools
5. Start Strong (for Community Preschools)

ABOUT US

Statewide Operations

Information, Approvals & Services

Statewide Network

Six hubs across NSW

Regulatory Strategy and Performance

Regulatory Policy

Business Improvement

Legal

Regulatory Reporting

Compliance & Investigations

Policy Insight and Engagement

Policy

Data & Insight

Sector & Workforce

Stakeholder Engagement

Communications

Programs and Strategic Projects

Program Design & Implementation

Strategic Projects

Access & Equity

Aboriginal Programs

Review & Evaluation

STRATEGIC PRIORITIES

Universal
access

Increase the number of 4 and 5 year olds enrolled in ECE programs for 600 hours

Choice &
sustainability

Support parental choice and foster sustainability and quality in the ECE sector

Quality
through
risk-based
regulation

Implement risk based regulatory reforms to support continuous improvement

Participation
for diverse
needs

Lift the participation of Aboriginal and low SES children, and children with additional needs in preschool programs

Quality
learning
environments

Improve teaching and educational practice for the long term benefit of children

EVIDENCE BASED APPROACH: HIGH QUALITY EARLY CHILDHOOD EDUCATION MATTERS

Studies show that children, especially children from disadvantaged backgrounds, experience greater benefits from a moderate level of participation in a preschool program

Young children develop behavioural and learning skills, as well as building new relationships



Children arrive at school equipped with the social, cognitive and emotional skills to engage in learning



Improvement in NAPLAN and PISA assessments, and a more productive, skilled workforce

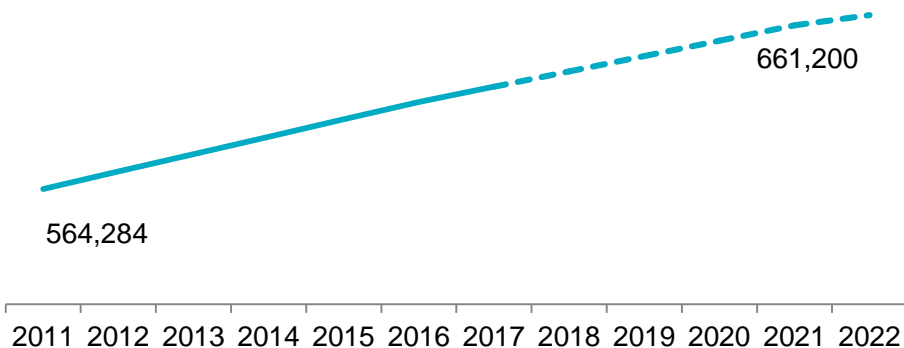
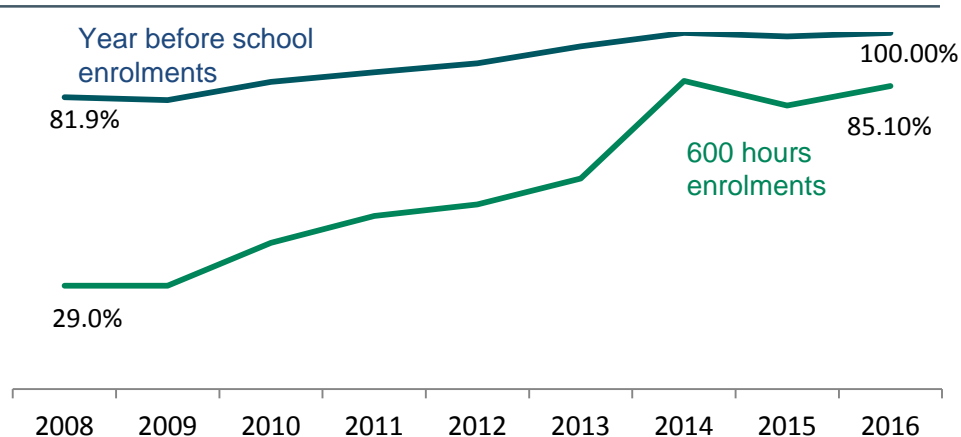


Adults continue to benefit from downstream outcomes such as educational attainment, economic participation and family and social wellbeing



PARTICIPATION IN EARLY CHILDHOOD

Participation in early childhood education has grown rapidly in recent years – but not all children are enrolled for 600 hours

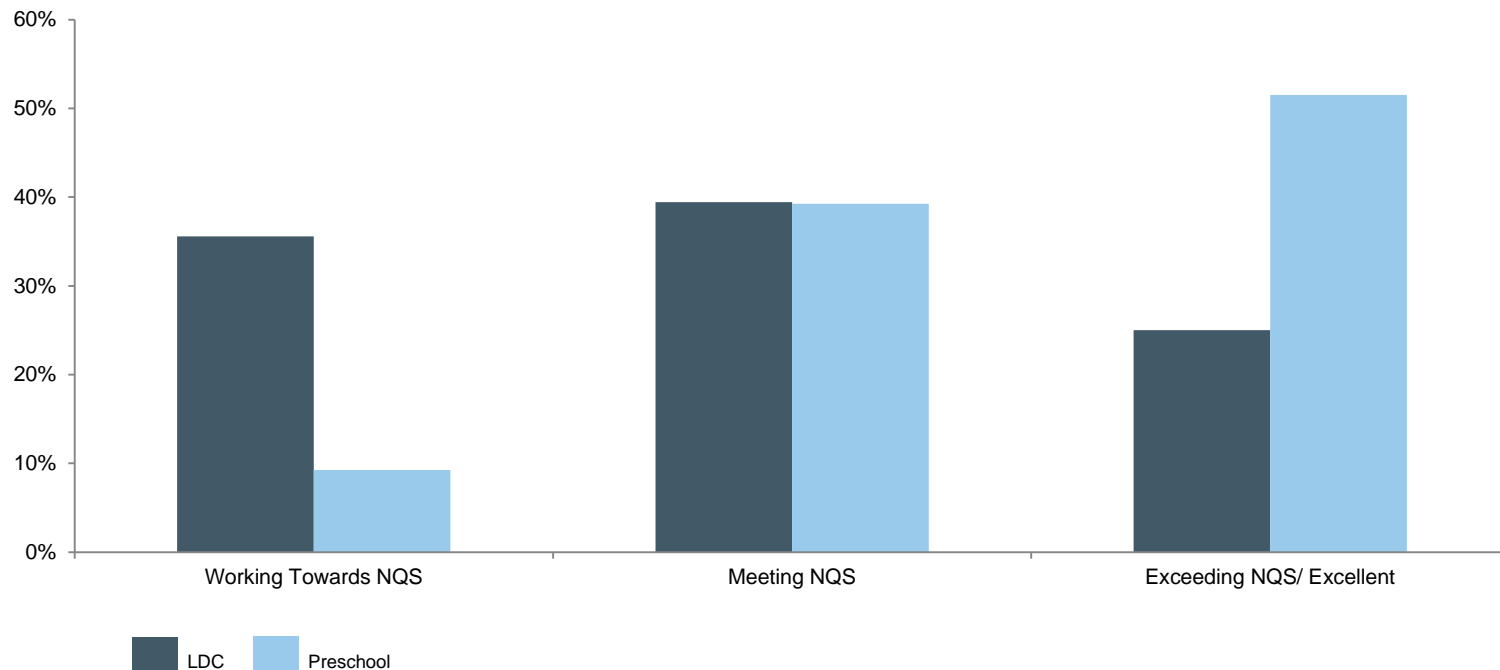


The number of 0-5 children in NSW is projected to increase by 100,000 from 2011 to 2022

THERE IS CURRENTLY A QUALITY GAP

Long day care centres lag behind community preschools in offering high-quality early childhood education

LDCs are significantly less likely to meet the National Quality Standards than community preschools



NQF CHANGES

Implementation of changes to the
National Law and Regulations



KEY AIMS OF CHANGES



**Cut red
tape**



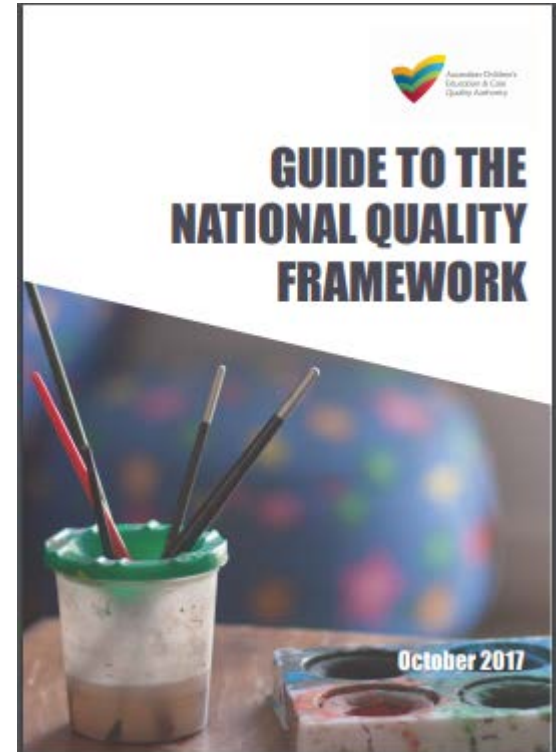
**Provide
greater
clarity**



**Improve
oversight
and
support**

PROVIDING GREATER CLARITY

- A new Guide to the National Quality Framework is available on the ACECQA website
- An updated version will be released in early 2018



SECTOR-WIDE CHANGES

- Removal of supervisor certificates
- Multiple nominated supervisors can be nominated
- Appointment and notification responsibilities (in day-to-day charge)
- Holders of First Aid qualifications
- Notifications
- Waivers
- Sleep and rest
- Child protection training



FAMILY DAY CARE SPECIFIC CHANGES

- Service-to-Educator caps
- Mandatory minimum coordinator-to-educator requirements
- Approvals
- Maximum children numbers as service approval conditions
- Powers of entry
- Notifications
- Registers



Removal of supervisor certificates



CUTTING RED TAPE

Multiple nominated supervisors can be appointed



CUTTING RED TAPE

Appointment – in day-
to-day charge



CUTTING RED TAPE

A staff member (not only an educator) or nominated supervisor can be the person immediately available with first aid qualifications

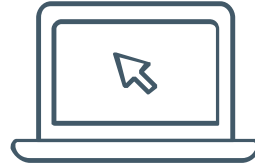


PROVIDING GREATER CLARITY

Notifications

Meaning of
'serious incident'
Reg 12

Incidents and
allegations of
physical and
sexual abuse



Changes to NQA
ITS for
notifications

Complaints –
serious incidents
or breaches

Waivers

- A waiver may now be granted subject to conditions



PROVIDING GREATER CLARITY

Sleep and rest

- The approved provider must now ensure sleep and rest policies and procedures are in place



PROVIDING GREATER CLARITY

Child protection training

- Each nominated supervisor and person in day-to-day charge of the service must have completed approved child protection training



PROVIDING GREATER CLARITY

Educator breaks

- Law has not changed (Reg 122)
- Flexibility to take a short break e.g. for personal hygiene
- Must remain on premises and be immediately available
- No NSW-specific regulations for Educator breaks

IMPROVING OVERSIGHT AND SUPPORT

Service-to-educator caps

- A maximum number of full time educators with a family day care service as a condition on the service approval
- NSW already applies a cap on new FDC services of 1 service: 12 Educators
- These caps will continue to apply in NSW and will not change



IMPROVING OVERSIGHT AND SUPPORT

Mandatory minimum FDC coordinator-to-educator requirements

- Introduction of a mandatory minimum coordinator to educator ratio applies to ensure FDC educators have adequate support
- In NSW, a ratio of 1:15 already applies to all new FDC services and will continue to apply after the first 12 months of operation



Family Day Care Approvals

- Service approval required in each jurisdiction that service is operating
- Need approval to operate from a venue



IMPROVING OVERSIGHT AND SUPPORT

Powers of entry

Authorised officers may enter a FDC residence to investigate the service if:

- they reasonably believe that an approved service is operating at the residence at the time of entry, or
- the register of FDC educators indicates that the service is operating at the residence at the time of entry, or
- the occupier of the residence has given written consent to the entry and inspection.
- An authorised officer would only do this if they reasonably suspect an offence has been or is being committed against the National Law.



IMPROVING OVERSIGHT AND SUPPORT

Notifications

Family day care educators must notify the approved provider of:

- A serious incident
- Any complaint alleging that a serious incident has occurred or is occurring or that there has been a breach of the National Law or National Regulations
- Any renovations or changes which pose or could pose a risk to the health, safety or wellbeing of children
- Any changes in the persons aged 18 and over residing at the residence.
- New monetary penalties will apply to family day care educators if they fail to notify this information to the approved provider.



IMPROVING OVERSIGHT AND SUPPORT

Register of FDC educators, coordinators and assistants



TRANSITIONAL PROVISIONS

Transitional staffing and qualification arrangements extended in NSW to January 2020

239A: Rural & remote ECT access

242: Persons taken to be an ECT (for services with less than 29 children)



NQS CHANGES



Revised National Quality Standards

ASSESSMENT AND RATING APPROACH

NSW is leading the nation in proportion of services with 1st A&R visit

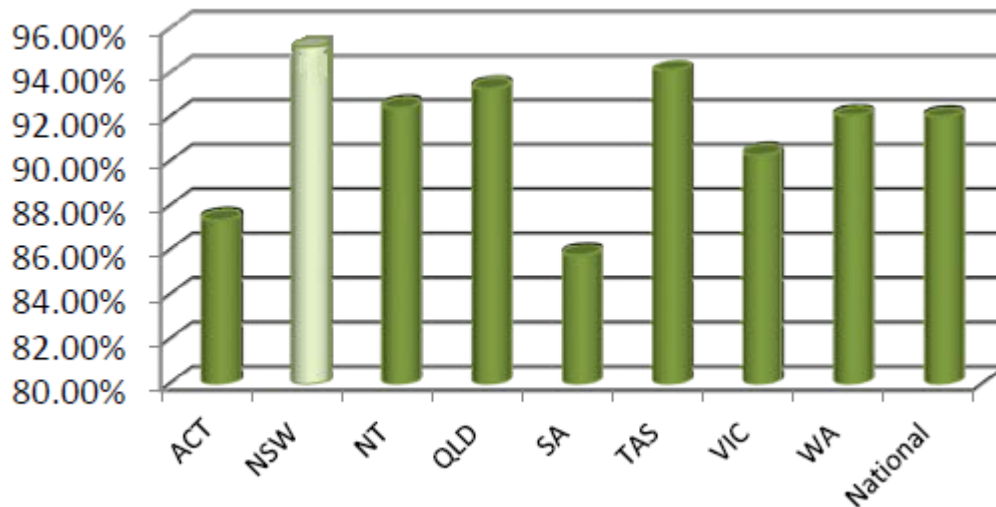
95%

September 2017



80%

September 2016



ASSESSMENT AND RATING

Change to scheduling of assessments and ratings from mid-November to ensure:

- All reports under the current system can be finalised by 8 December 2017
- Authorised Officers will receive training on the changes to the National Law and Regulations
- Consistency in the ratings process
- Upgrade the eSam reporting tool process so that all reports reflect the changes



REVISED NATIONAL QUALITY STANDARD

- Commences 1 February 2018
- From 18 to 15 standards
- From 58 to 40 elements
- Conceptual overlaps removed
- New concept column added
- Clearer language



EXCEEDING RATING – CHANGE FROM 1 FEB 2018

- All standards in a Quality Area must be rated Exceeding for that Quality Area to be rated Exceeding
- Application of 3 themes
- No changes to overall rating calculation for Exceeding NQS



EXCELLENT RATING – CHANGE FROM 1 FEB 2018

- To apply for an ‘Excellent’ rating, all standards must be rated ‘Exceeding’
- Now no fee to apply for an ‘Excellent’ rating from ACECQA



MINOR ADJUSTMENT POLICY

- No change to the law
- Further guidance provided in the Guide to the NQF
- Minor matters that are able to be addressed quickly and easily
- Providing evidence of rectification does not guarantee being assessed as having met the relevant element or standard



SUPPORT AVAILABLE

<http://www.acecqa.gov.au/nqf-changes>

Summary of changes

Guide to the National Quality Framework

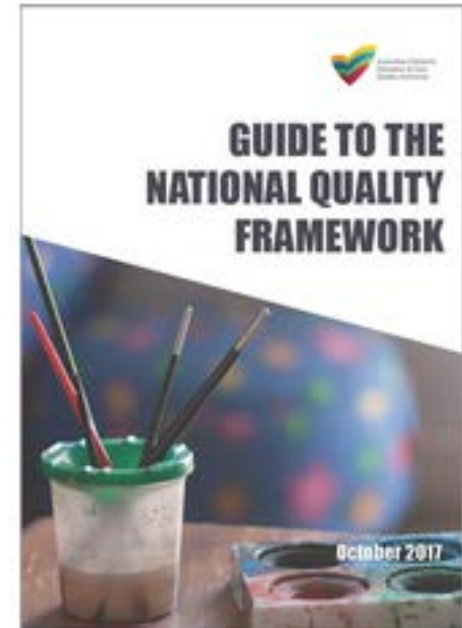
Updates to the National Law and Regulations

Information sheets and resources

Changes to the National Quality Framework – Frequently Asked Questions



Australian Children's
Education & Care
Quality Authority™

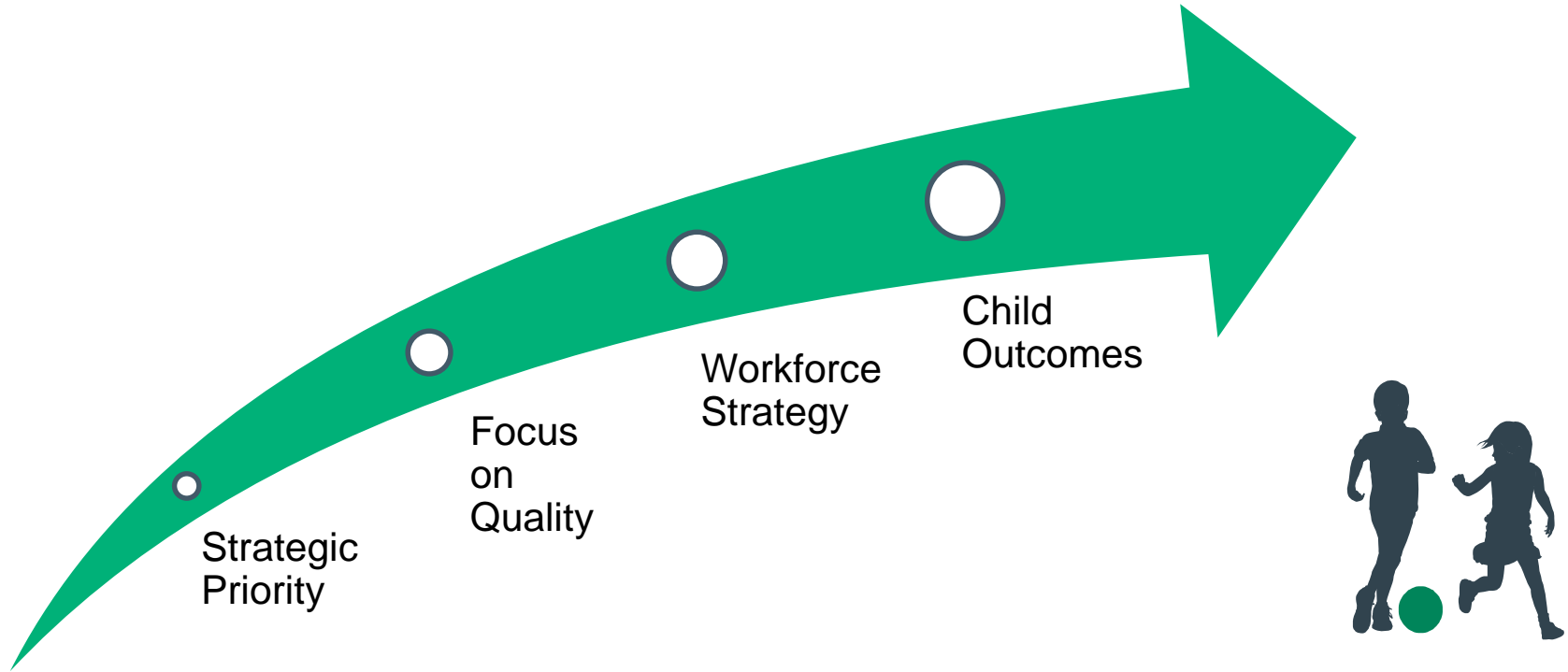


EARLY CHILDHOOD EDUCATION DIRECTORATE

Workforce Strategy Development

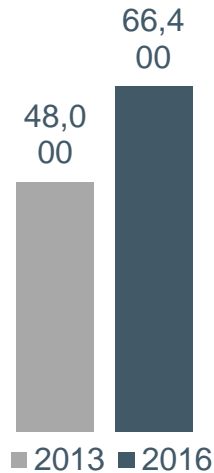


EARLY CHILDHOOD WORKFORCE: WHY WE ARE HERE

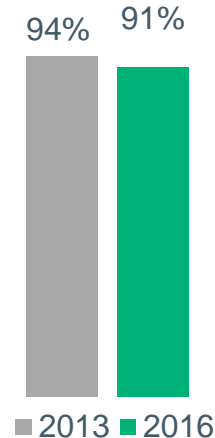


EARLY CHILDHOOD WORKFORCE IN NSW: WHAT WE KNOW

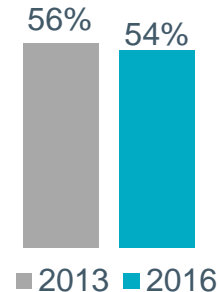
Total workforce in NSW



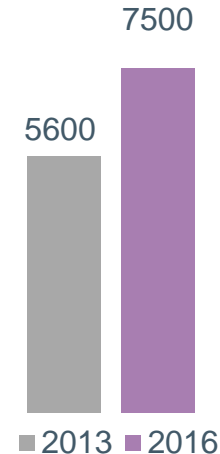
Female dominated workforce



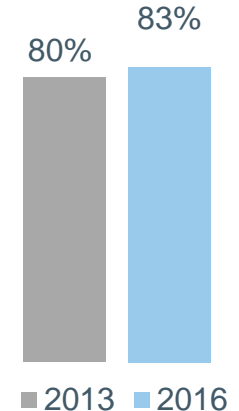
Part time employment



Degree qualified teachers



Formal qualifications

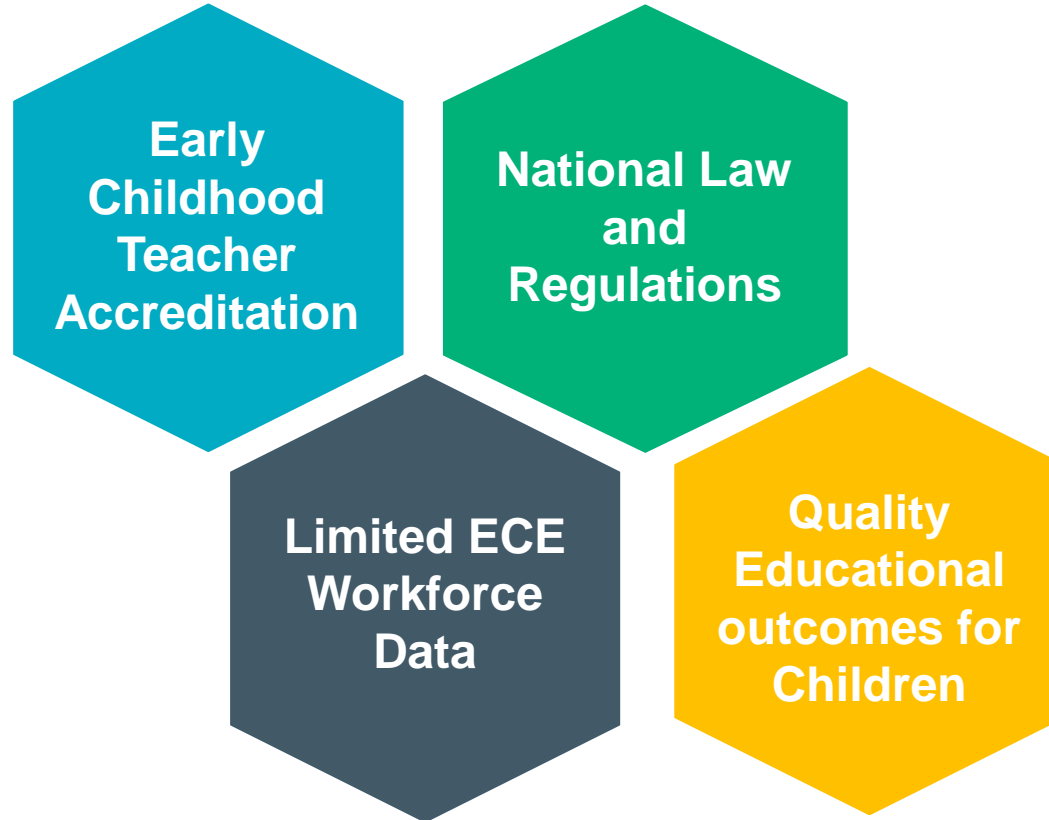


Source: 2013 and 2016 Early Childhood Education and Care National Workforce Census

EARLY CHILDHOOD WORKFORCE: LITERATURE REVIEW



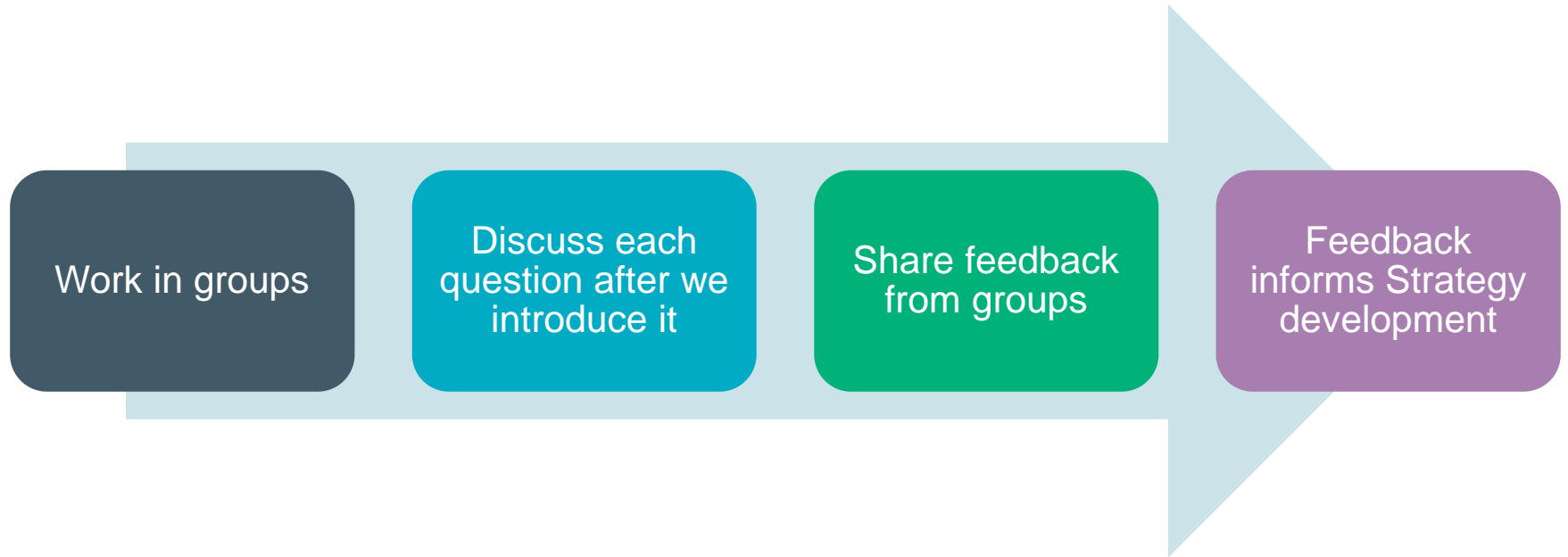
EARLY CHILDHOOD WORKFORCE: CURRENT STATE



EARLY CHILDHOOD WORKFORCE: FUTURE STATE



YOUR FEEDBACK



CONSULTATION AND FEEDBACK

What strategies have been successful in attracting and retaining a highly qualified and sustainable Early Childhood Education workforce?

What mentoring and support have you received as an educator/teacher or provided as an employer?

What is required to develop effective leadership skills in the Early Childhood Education sector?

What changes are required for the current vocational education and university systems to provide a workforce that is fit to practice?

FURTHER COMMENTS AND FEEDBACK

**More information
on our website**

**If you think of something else
please share it with us**

**ECE Workforce
Literature Review**

**Email:
ECECreferencegroups@det.nsw.edu.au**

EARLY CHILDHOOD EDUCATION

Disability and Inclusion Program Reform



DISABILITY AND INCLUSION PROGRAM


Addresses ECE Disability Round Table priorities and sector feedback

2016 ECE disability round table priorities	May 2017 sector consultation feedback	New model
Access for 3 year olds with disability	Funding for 3 year olds with disability	Priority of access and funding for 3 year olds with disability
Mentoring Program	More training and local support is required	Effective and Skilled Workforce
Resource Platform	The current process is too onerous	Accessible Educational Settings
Develop Practice Standards	The current program is not aligned to Start Strong	Priority of Access
	Funding should not be tied to 600 hrs, and an NDIS Plan should be mandatory	Meaningful Participation

PROGRAM AIMS



Access for 3 year olds with disability



Capacity of ECE sector to include children with disability on the same basis as all children

Bring disability funding under the Start Strong banner

Align with the NDIS to target funding to children who need it most

Shift the focus from funding provision to upskilling the sector over time

Streamline disability funding for preschools and families

DISABILITY AND INCLUSION PROGRAM COMPONENTS

**1. Start
Strong Equity
Funding**

**2. Additional
funding for
children with
high level
learning
support needs**
(Includes minor capital
works funding)

**3. Sector
Capacity
Building
Program**

**4. Early
Childhood
Intervention
Scholarships**

REFORM COMPONENT 1

Start Strong Equity Funding

**Equity funding for 3 year olds with disability and additional needs
\$6,600 per child**

Access on the same basis as an equity child – fully funded

**Equity funding for 4 & 5 year olds with disability and additional needs
\$6,600 per child**

Access on the same basis as an equity child – this represents a top up on the per child base rate

REFORM COMPONENT 2

High Level Learning Support Needs Funding

Aim

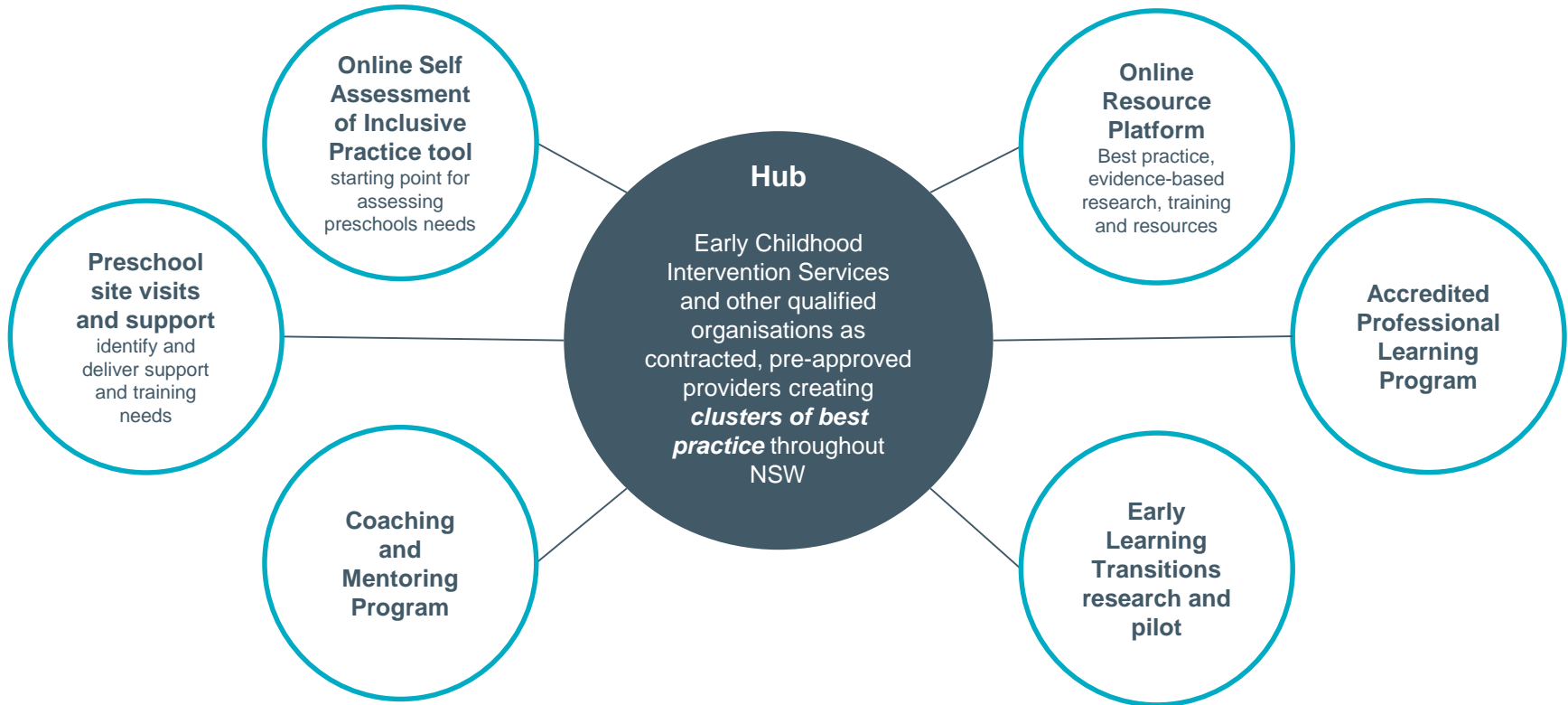
Funds the specific learning support requirements of children with high level learning needs to enable them to participate in the educational program *on the same basis* as children without disability

Funds up to 600 hrs
At a rate of
\$23 p/hr

reflective of the average hourly rates of employing and backfilling educators

REFORM COMPONENT 3

Sector Capacity Building Program



REFORM COMPONENT 4

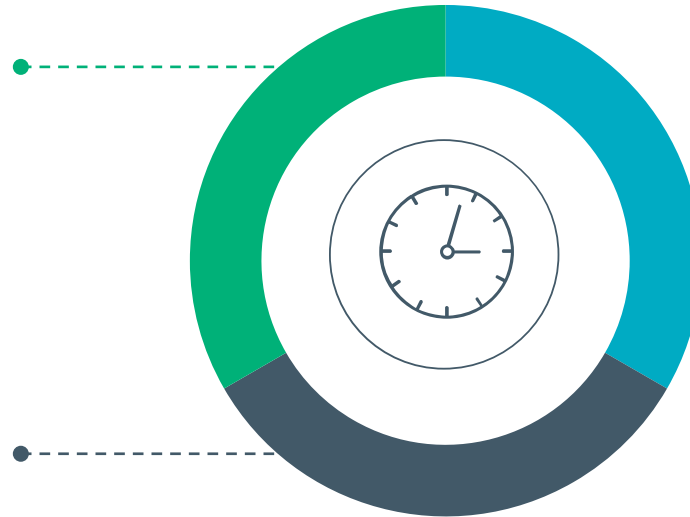
Scholarships: Post Graduate Certificate In Early Childhood Intervention



REFORM IMPLEMENTATION

There will be a transition period

Start Strong equity funding for 3, 4 and 5 year olds with a disability will apply from 1 Jan 2018



EARLY CHILDHOOD EDUCATION

Start Strong and Sector Support



BACKGROUND

Start Strong is a needs-based funding investment aimed at making 600 hours of preschool participation more affordable.

Per-child base rates have **increased across all socio-economic bands**, starting at \$4,250 and increasing to \$6,600

Preschools must pass on 75 per cent of the funding increase to **reduce fees**, with priority given to Aboriginal or low-income families

A **Service Safety Net** of \$132,000, has been introduced for eligible regional services. 66 services are currently receiving this funding.

Full implementation of 600 hour funding model from 1 July 2017

Next Annual
Preschool census
in August 2018



UPDATE: FEES

Fees will be expected to be maintained at 2017 fee levels, adjusted for CPI, in 2018

Preschools that are still working towards fee pass-through will be expected to continue efforts to lower fees as far as possible in 2018.

Daily fees for equity children must continue to be lower than non-equity children's daily fees.



START STRONG SECTOR SUPPORT PROGRAM

The Start Strong Sector Support program provides assistance to services transitioning to Start Strong



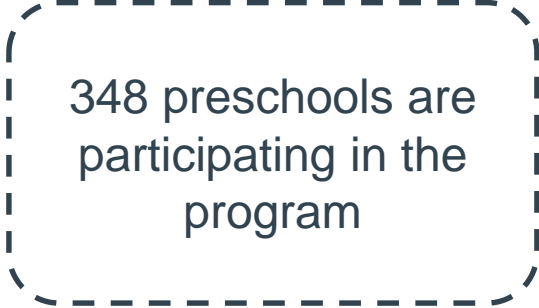
Fee pass through



Alignment with Start Strong



Service Safety Net



348 preschools are participating in the program

SECTOR DEVELOPMENT PROGRAM – PRIORITIES FOR 2017/18



**Ngroo
Walking
Together
program**



**Start Strong
Community
Safety Net**



**Professional
Development
grants**