SKILLSIQ

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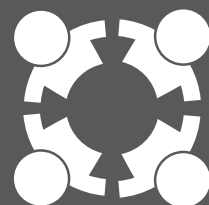STAKEHOLDERS   OUTCOMES   INTEGRITY   BOLDNESS   TEAMWORK

Children's Education and Care

INDUSTRY REFERENCE COMMITTEE
INDUSTRY SKILLS FORECAST

Refreshed April 2017

Contents

Executive summary

The early childhood education and care (ECEC) sector is experiencing increased demand, largely driven by population growth and increasing recognition of the importance in the development of children in the early years. Meeting this growing demand is a challenge, even with recent expansions of ECEC services. ECEC providers continue to report waiting lists and skills shortages. Regulatory changes and the introduction (in 2012) of the National Quality Framework (NQF), require providers to ensure that education and care are delivered by a mix of appropriately qualified workers, many of whom will be VET qualified.

The Children's Education and Care Industry Reference Committee (IRC) has responsibility for six qualifications, packaged in the CHC Community Services Training Package, and aligned to the following job roles:

- Early childhood educator – provides early childhood education and care services in a range of settings, including Family Day Care, Long Day Care, preschool and Outside School Hours Care.

- Education aide – provides assistance and support to teachers and students in a range of educational settings - for example, in public and independent schools as well as in community education settings.

The Children's Education and Care IRC commits to thorough and inclusive national consultation to ensure training package products under its remit are reflective of current industry skills needs and provide opportunities for workforce development that actively contributes to the variability and productivity of the sector/s. Recognition is given to the need for training package related decisions to be made based on appropriate levels of industry engagement and input.

Further, the IRC acknowledges the COAG Industry and Skills Ministers' priorities and will utilise consultation activities, through the support of SkillsIQ, to gain a national perspective on:

- opportunities to identify and remove obsolete training package products from the system

- industry expectations for training delivery and assessment to be documented within Implementation Guides

- opportunities to enhance portability of skills from one related occupation to another

- opportunities to remove unnecessary duplication within the system and create training package products that may have application to multiple industry sectors

- opportunities for the development of skill sets.

Where available the IRC will seek and maximise opportunities to work collaboratively with other IRCs.

An analysis of the sector in conjunction with industry consultation has identified a number of challenges and opportunities having direct impact on the sector, including:

- the integration of services broadly across the health and community services sectors

- the increasing cost to government and the need to keep up with demand

- concerns about the variability in the quality of training being delivered.

In addition, the sector has identified the following factors as having direct impact on the composition and skills needs of the workforce:

- suitably qualified and experienced workers

- attracting and retaining workers

- meeting the demands of regional and remote areas.

This Industry Skills Forecast identifies a number of international and national trends in workplace design that will impact on the skills needs of the sector. This information, along with industry-identified skills priorities, will directly inform the coming review of relevant training package products.

Information contained within this Industry Skills Forecast has been sourced by a variety of methods, including:

- desktop research, to develop an understanding of the existing research and views on skill requirements in the sector;

- an industry workforce survey, which was available to all stakeholders across all industries;

- consultation with the IRC, in order to confirm that the information is both valid and reflects industry views accurately.

The Industry Skills Forecast proposes a schedule for the ongoing review of relevant training package products, to inform the development of the four-year rolling National Schedule.

The training products in this sector have been approved for review by the Australian Industry and Skills Committee (AISC) at their meeting on 23 February 2017. The approved case for change included all training package products within the IRCs remit, this will allow interdependencies between the sectors to be closely considered, and also to ensure that any changes properly reflect the workforce requirements of all users.

A. Administrative information

Name of IRC

Children's Education and Care Industry Reference Committee

Name of Skills Service Organisation (SSO)

SkillsIQ Limited (SkillsIQ)

This document details the proposed four year schedule of work from 1 July 2016 to 30 June 2020 as agreed between the Children's Education and Care IRC and SkillsIQ.

This version of the Industry Skills Forecast was refreshed in April 2017.

About SkillsIQ

As a Skills Service Organisation (SSO), SkillsIQ is funded by the Department of Education and Training to support our allocated IRCs, which are responsible for the development and maintenance of the following training packages:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality

B. Sector overview

Workers covered by this IRC provide education and support to children under the age of 18 years. The sub-sectors include:

- Early childhood education and care
- Education support.

Early childhood education and care

The early childhood education and care (ECEC) industry is large, diverse and growing. Almost every family that lives in Australia would have had, or will have, some interaction with the sector. The Productivity Commission Report on Government Services has indicated that ECEC assists in providing better socialisation and smoother transition to school, as well as improved student performance in the early years of primary school. In 2012, around 19,400 child care and early learning services enrolled more than 1.3 million children (comprising around 15,100 services and 4,300 preschools).[1]

Early childhood educators support the social, emotional, physical and educational needs of infants and young children in various early childhood settings. They work in a variety of settings, including:

- Long-Day Care: This service provides all-day education and care and part-time education and care for children usually aged 0-5 years. Industry participants include private operators, community organisations, local councils, non-profit organisations and employers;

- Family Day Care: An increasingly popular segment, especially within regional areas,[2] through which flexible education and developmental activities for other people's children is provided in an approved family day care educator's home;

- Occasional Day Care: Used intermittently, this service caters for needs of families who require short-term care for their non-school aged children;

- Outside School Hours Care: Encompassing vacation care, this service provides education and care for

school-aged children before and after school, during the school term as well as during the school holidays. Commercial firms, not-for-profit organisations and local governments provide these services.

- Preschools: These generally cater to children 3-5 years of age. However, there are variations for ages across jurisdictions. Preschools can also be referred to as kindergartens or pre-primary.

These settings operate under the following ownership/management types: small private providers, not-for-profit community based centres, large for profit approved providers and school-based early learning centres.

NUMBER OF SERVICES BY SERVICE SUB-TYPE AND JURISDICTION

State	Family Day Care	Long Day Care	Preschool Kindergarten	Outside school hours care	Other	Total
ACT	20	135	99	98	0	352
NSW	419	2,837	805	1,285	0	5,346
NT	6	79	81	51	2	219
QLD	155	1,459	507	738	2	2,861
SA	38	352	404	375	0	1,168
TAS	14	119	0	98	0	231
VIC	391	1,313	1,207	1,190	1	4,101
WA	58	615	23	440	3	1,139
TOTAL	1,100	6,909	3,126	4,275	7	15,417

Source: Australian Children's Education and Care Quality Authority, NQF Snapshot, August 2016

In December 2009, the Council of Australian Governments (COAG) agreed to a National Partnership between the Commonwealth and State and Territory Governments to establish a National Quality Agenda for Early Childhood Education and Care. The National Partnership has helped establish a single National Quality Framework (NQF) for ECEC and Outside School Hours Care (OSHC) services, replacing separate licensing and quality assurance processes. The NQF comprises these key components:

• The new Education and Care Services National Law ("the Law")

• The Education and Care Services National Regulations ("the Regulations")

• The National Quality Standards

• Approved learning frameworks.

The implementation of the NQF is overseen nationally by the Australian Children's Education and Care Quality Authority (ACECQA). ACECQA provides national leadership on the implementation of the NQF and collaborates with the Australian and State and Territory governments to:

• implement changes that benefit children from birth to 13 years of age, as well as their families

• monitor and promote the consistent application of the Education and Care Services national law across all States and Territories

• support the early childhood education and care sector to improve quality outcomes for children.

A key feature of the NQF is the assessment and rating of ECEC services against the National Quality Standard (NQS) which are organised around seven quality areas. The seven quality areas are informed by best practice and the way in which high-quality education and care is delivered.

The NQF is linked to national learning frameworks which recognise that children learn from birth. Combined, these frameworks outline fundamental components to inform and guide educators in the delivery of nationally consistent and high-quality experiences and programs

across Australia. The two nationally approved learning frameworks are:

• *Belonging, Being and Becoming: The Early Years Learning Framework*, which describes the principles, practice and outcomes that enhance young children's learning from birth to five years of age, as well as their transition to school. It has a strong emphasis on play-based learning, recognising play is the best vehicle for young children's learning as it provides the most stimulus for brain development. It also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

• *My Time, Our Place: The Framework for School Age Care* extends the above principles, practices and outcomes to children and young people who attend school. It is designed to assist educators in providing children with opportunities to maximise their potential and develop a foundation for success in life. This framework has been designed for use by school-age care educators working in partnership with children, their families and the community, including schools.

There are also jurisdiction-specific approved learning frameworks:

• Tasmania: the Tasmanian Curriculum, the Department of Education of Tasmania

• Victoria: the Victorian Early Years Learning and Development Framework

• Western Australia: the Curriculum Framework for Kindergarten to Year 10.

Child care arrangements are types of care which may be formal or informal. The formal sector is government-regulated, services are mostly provided away from children's homes and receive some form of public funding and/or subsidy. The informal sector includes services provided by people such as grandparents or nannies that are not regulated and do not receive public funding and/or subsidy.

The formal sector is separated into 'approved care' and 'registered care'. Approximately 90% of children are in

'approved care', which is 'those services approved by the Australian Government for Child Care Benefit purposes in accordance with the Government's standards and requirements'.[3] 'Registered care' is defined as 'child care provided by grandparents or other relatives, friends, neighbours, nannies or babysitters who are registered as carers with the Department of Human Services'.[4] As at the second quarter of 2016 there were 15,417 children's education and care services operating across Australia.[5]

NUMBER AND PROPORTION OF APPROVED SERVICES BY PROVIDER MANAGEMENT TYPE

Provider management type	Number of services	Proportion of services
Private for profit	7,089	46%
Private not for profit community managed	3,760	24%
Private not for profit other organisations	1,836	12%
State/Territory and Local Government managed	1,312	9%
State/Territory government schools	764	5%
Independent schools	447	3%
Catholic schools	197	1%
Not stated/Other	12	0%
TOTAL	**15,417**	**100%**

Source: Australian Children's Education and Care Quality Authority, NQF Snapshot, August 2016

The Australian Government and State and Territory Governments share responsibility for formal ECEC and preschool services within Australia. The Australian government and State and Territory governments have different but complementary roles in supporting ECEC. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

The Australian government's roles and responsibilities for ECEC include:

- paying Child Care Benefit (CCB) to eligible families using approved services or registered carers

- paying Child Care Rebate (CCR) to eligible families using approved services

- providing funding to State and Territory governments through the National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) to support the achievement of universal access to early childhood education

- providing funding and support to implement the NQF through the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care (NP NQAECEC)

- funding organisations to provide information, support and training to service providers

- providing operational and capital funding to some providers.

Over the past five years, there has been increased pressure on service providers. The government assistance for parents via the Child Care Rebate (CCR) and Child Care Benefit (CCB)[6] has encouraged more parents back into the workforce, leading to a boost in the demand for child care services,[7] as well as a rise in the maternal workforce participation rate. This has also driven industry revenue growth over the five years through 2016-17, with revenue expected to grow at an annual rate of 14.3% and generate $12.4 billion in the year 2016-17.[9]
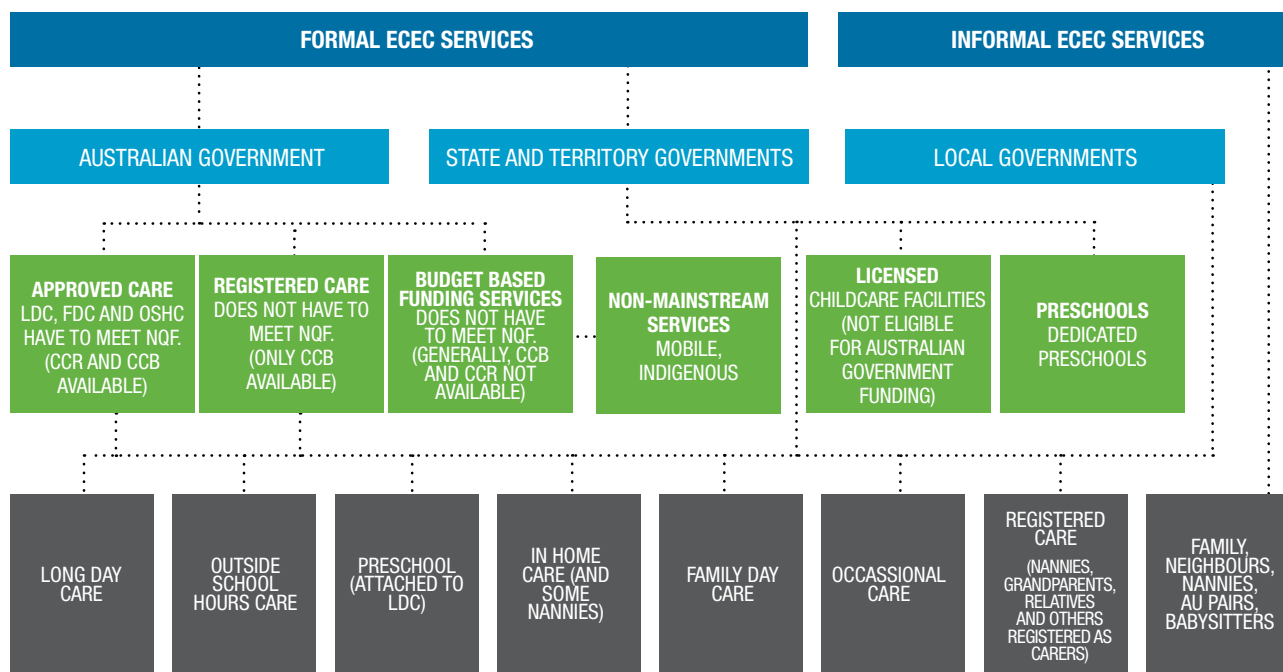
State and Territory governments' roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. They may solely fund some ECEC services or contribute to services in receipt of Australian government funding. They may license or register ECEC services which are not approved by ACECQA under the NQF. State and Territory governments are responsible for regulating services under the NQF. State and Territory governments' roles and responsibilities can include:

- providing a legislative framework in which ECEC services not approved under the NQF are licensed or registered to provide selected services

- approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations

- monitoring and resourcing licensed and approved ECEC providers

- providing operational and capital funding to non-government service providers

- delivering services directly (especially preschool services)

- developing new ECEC services

- providing information, support, training and development opportunities for ECEC providers

- providing curriculum and policy support and advice, as well as training and development for management and staff

- planning to ensure the appropriate mix of services is available to meet the needs of the community

- providing information and advice to parents and others about operating standards and the availability of services

- providing dispute resolution and complaints management processes.

OVERVIEW OF THE **EARLY CHILDHOOD EDUCATION AND CARE SECTOR**

FORMAL ECEC SERVICES				INFORMAL ECEC SERVICES	
AUSTRALIAN GOVERNMENT		STATE AND TERRITORY GOVERNMENTS		LOCAL GOVERNMENTS	

| APPROVED CARE LDC, FDC AND OSHC HAVE TO MEET NQF. (CCR AND CCB AVAILABLE) | REGISTERED CARE DOES NOT HAVE TO MEET NQF. (ONLY CCB AVAILABLE) | BUDGET BASED FUNDING SERVICES DOES NOT HAVE TO MEET NQF. (GENERALLY, CCB AND CCR NOT AVAILABLE) | NON-MAINSTREAM SERVICES MOBILE, INDIGENOUS | LICENSED CHILDCARE FACILITIES (NOT ELIGIBLE FOR AUSTRALIAN GOVERNMENT FUNDING) | PRESCHOOLS DEDICATED PRESCHOOLS |

| LONG DAY CARE | OUTSIDE SCHOOL HOURS CARE | PRESCHOOL (ATTACHED TO LDC) | IN HOME CARE (AND SOME NANNIES) | FAMILY DAY CARE | OCCASSIONAL CARE | REGISTERED CARE (NANNIES, GRANDPARENTS, RELATIVES AND OTHERS REGISTERED AS CARERS) | FAMILY, NEIGHBOURS, NANNIES, AU PAIRS, BABYSITTERS |

Source: Productivity Commission (2014)
Note: ECEC = early childhood education and care, LDC = Long day care, FDC = Family day care, OSHC = outside school hours care, NQF = National Quality Framework, CCR = Child Care Rebate and CCB = Child Care Benefit

Budget-Based Funded services

These services are part of the Australian government's Budget-Based Funded Programme which provides an Australian Government contribution to the operational costs of services in a limited number of approved locations. These services are predominantly located in regional, remote and Aboriginal and Torres Strait Islander communities where the market would otherwise fail to deliver services to meet the needs of children and their families. A range of service types are funded, including crèches, mobile services, Multifunctional Aboriginal Children's Services and OSHC services. Services reported as Budget-Based Funded services are not approved to administer CCB on behalf of families. State and Territory governments may license or register Budget-Based Funded services to operate. In March 2015 there were 304 Budget-Based Funded services nationally (38 in NSW, 14 in Victoria, 72 in Queensland, 28 in WA, 39 in SA, 6 in Tasmania and 107 in the NT).[10]

Workforce demographics

According to the National ECEC Workforce Census (2013), the majority of the ECEC workforce was female (94%), with males primarily represented amongst the vacation care (17%) and outside school hours care (16%) industry segments. The median age was reported as 26 years for males and 36 years for females, with approximately 56% of the workforce in vacation care and outside school hours care aged 15-29 years and 65% of the workforce in preschools and family day care services aged over 40 years.

In the three years from 2010 to 2013, the number of workers employed in the ECEC sector grew by an average of 10%

across all service types from 139,187 in 2010 to 153,155 in 2013.[11] An updated ECEC Workforce Census has been carried out in 2016, results are currently being analysed.

Education support

Education Aides (or Teacher's Aides) work collaboratively with classroom teachers and specialist teachers to support the learning, social and emotional needs of children who present with special or higher needs. There appear to be significant differences in how individuals employed in education support roles are utilised in different school sectors and across different States and Territories. Although education aides are seen as being fundamental to the educational sector, they are primarily employed in a part-time capacity and have lower salary bands, with their most common level of educational attainment being Certificate III/IV.[12]

Research suggests that effective use of Education Aides can contribute to improved student outcomes. A performance improvement and development framework[13] which provides opportunities for Education Aides to engage in professional learning and receive constructive feedback, mentoring and coaching is required to improve performance and promote student learning.

Training products for this IRC

The VET qualifications that cater to this sector include:

- CHC30113 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care
- CHC40113 Certificate IV in School Aged Education and Care
- CHC50213 Diploma of School Aged Education and Care
- CHC30213 Certificate III in Education Support
- CHC40213 Certificate IV in Education Support

A full list of associated units of competency is set out in the attached IRC proposed schedule of work.

Registered Training Organisations using the training products

The National Register of VET (www.training.gov.au) provides information about Registered Training Organisations (RTOs) and the approved scope of each RTO to deliver nationally recognised training. The table below indicates the number of RTOs with this IRCs qualifications on their scope of delivery, as at 13 April 2017. It is important to note that although an RTO may have a qualification on their scope of delivery, they may not be delivering any nationally recognised training for that qualification. As a result, the following data may not be a true reflection of the extent of delivery.

Code	Qualification name	No of RTO on scope
CHC30113	Certificate III in Early Childhood Education and Care	489
CHC30213	Certificate III in Education Support	133
CHC40113	Certificate IV in School Age Education and Care	51
CHC40213	Certificate IV in Education Support	77
CHC50113	Diploma of Early Childhood Education and Care	452
CHC50213	Diploma of School Age Education and Care	46

Source: training.gov.au. RTOs approved to deliver this qualification. Accessed 13 April 2017

Enrolment and completion figures

The following section details enrolment and completion figures in the qualifications in the remit of the IRC. This data has been sourced from the National Centre for Vocational Education Research (NCVER). NCVER's VET data, used within this report, provides information on publicly funded training in public providers, publicly funded training in private providers, and fee-for-service training in public providers.

A number of other factors also influence the data. These factors should be taken into consideration when reviewing the following data:

• Government funding − declining enrolments and completions often directly correlate with a reduction in funding availability

• Timing of release of training product − the year in which the training product is released on the national register will impact when data becomes available

• Usage of current and superseded training products concurrently − in some years data will occur in both current and superseded qualifications

• Exemptions in reporting − some providers are exempt from reporting - for example volunteer organisations. Additionally, some courses are exempt from reporting - for example short courses (taking one day or less) are not required to report data.

It is important to note that the data set does not include fee-for-service VET by private providers.

All students program completions and enrolments 2014	E/C*	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Over seas	Not known	Total
CHC30113 - Certificate III in Early Childhood Education and Care	E	12,187	8,394	8,337	830	1,213	729	336	886	956	313	**34,188**
	C	2,703	762	471	114	125	75	23	41	202	18	**4,536**
CHC30213 - Certificate III in Education Support	E	2,227	1,244	2,592	373	1,126	498	100	98	9	40	**8,303**
	C	523	145	215	88	243	95	12	23	6	8	**1,357**
CHC30402 - Certificate III in Children's Services	E	81	-	-	-	-	1	-	-	-	2	**88**
	C	62	-	-	-	-	-	-	-	-	-	**62**
CHC30708 - Certificate III in Children's Services	E	236	1,441	109	307	38	9	101	5	49	61	**2,356**
	C	138	551	70	135	31	4	2	1	51	26	**1,009**
CHC30712 - Certificate III in Children's Services	E	6,691	15,943	8,802	2,850	2,364	355	888	612	597	397	**39,503**
	C	3,775	8,175	5,211	1,395	994	231	258	379	386	128	**20,925**
CHC30808 - Certificate III in Education Support	E	1	339	14	1	5	1	-	-	-	-	**369**
	C	5	104	14	6	37	2	-	-	-	-	**158**
CHC30812 - Certificate III in Education Support	E	1,313	3,231	2,149	533	1,466	254	148	25	22	68	**9,189**
	C	607	950	1,546	330	812	207	17	20	13	33	**4,542**

* E = Enrolment C = Completion

All students program completions and enrolments 2014	E/C*	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Over seas	Not known	Total
CHC40113 - Certificate IV in School Age Education and Care	E	132	116	2	8	33	21	-	17	11	6	**336**
	C	43	6	-	3	4	-	-	-	9	-	**62**
CHC40213 - Certificate IV in Education Support	E	229	232	692	73	398	2	72	43	8	7	**1,762**
	C	65	23	60	40	187	2	25	4	6	-	**415**
CHC41208 - Certificate IV in Children's Services (Outside school hours care)	E	54	14	-	10	4	-	-	2	-	8	**99**
	C	46	9	-	5	4	-	-	-	-	2	**72**
CHC41212 - Certificate IV in Children's Services (Outside school hours care)	E	388	398	14	87	99	-	7	10	29	12	**1,037**
	C	350	165	11	39	39	-	3	6	34	11	**658**
CHC41708 - Certificate IV in Education Support	E	-	9	-	1	2	-	9	-	-	2	**21**
	C	-	4	2	-	3	-	-	-	-	-	**7**
CHC41712 - Certificate IV in Education Support	E	59	463	282	151	449	8	110	6	16	15	**1,555**
	C	41	247	225	111	332	5	38	-	11	11	**1,030**
CHC50113 - Diploma of Early Childhood Education and Care	E	9,365	10,509	7,987	2,592	2,264	547	206	518	673	243	**34,902**
	C	493	227	134	27	43	2	11	11	23	7	**975**
CHC50213 - Diploma of School Age Education and Care	E	27	136	20	16	-	-	-	9	-	5	**211**
	C	1	-	-	-	-	-	-	-	-	-	**1**
CHC50302 - Diploma of Children's Services	E	-	7	-	-	-	-	-	-	-	-	**7**
	C	-	4	-	-	3	-	-	-	-	-	**4**
CHC50908 - Diploma of Children's Services (Early childhood education and care)	E	3,322	8,708	4,717	1,614	1,346	272	239	205	727	188	**21,342**
	C	1,856	3,592	2,579	666	443	150	64	123	569	81	**10,130**
CHC51008 - Diploma of Children's Services (Outside school hours care)	E	42	100	13	30	18	3	-	1	-	5	**221**
	C	38	51	8	13	6	-	-	-	-	6	**120**
CHC51308 - Diploma of Education Support	E	270	139	247	15	54	4	84	12	88	-	**909**
	C	48	35	50	-	30	-	32	6	-	-	**198**
CHC60208 - Advanced Diploma of Children's Services	E	7	497	109	89	30	51	9	11	10	10	**815**
	C	7	296	59	29	9	40	5	-	7	6	**450**
Total	**E**	**36,631**	**51,920**	**36,086**	**9,580**	**10,909**	**2,755**	**2,309**	**2,460**	**3,195**	**1,382**	**157,213**
	C	**10,801**	**15,346**	**10,655**	**3,001**	**3,345**	**813**	**490**	**614**	**1,317**	**337**	**46,711**

* E = Enrolment C = Completion

Source: NCVER VOCSTATS, TVA Program enrolments and completions 2014 by Industry Skills Council and State/territory of residence, accessed July 2016

Government funded	E/C*	2015	2014	2013	2012	2011	Total
CHC30113 - Certificate III in Early Childhood Education and Care	E	35,256	24,095	469	-	-	59,817
	C		4,864	-	-	-	4,863
CHC30213 - Certificate III in Education Support	E	9,224	5,157	7	-	-	14,385
	C		1,235	-	-	-	1,235
CHC30402 - Certificate III in Children's Services	E	5	81	64	218	1,214	1,580
	C		56	24	170	932	1,190
CHC30708 - Certificate III in Children's Services	E	178	2,094	18,722	49,386	42,716	113,097
	C		963	7,535	17,717	15,188	41,406
CHC30712 - Certificate III in Children's Services	E	1,633	30,408	40,921	798	-	73,764
	C		16,765	11,056	117	-	27,935
CHC30808 - Certificate III in Education Support	E	7	347	3,584	10,694	9,375	24,002
	C		148	1,118	4,187	3,083	8,547
CHC30812 - Certificate III in Education Support	E	307	7,217	11,978	503	-	20,007
	C		4,495	3,917	17	-	8,435
CHC40113 - Certificate IV in School Age Education and Care	E	410	299	1	-	-	708
	C		62	-	-	-	62
CHC40213 - Certificate IV in Education Support	E	3,373	1,545	-	-	-	4,916
	C		409	-	-	-	410
CHC40402 - Certificate IV in Out of School Hours Care	E	-	-	-	2	23	27
	C		-	-	8	17	22
CHC41208 - Certificate IV in Children's Services (Outside school hours care)	E	2	43	317	916	816	2,092
	C		39	171	371	306	884
CHC41212 - Certificate IV in Children's Services (Outside school hours care)	E	54	638	1,195	206	-	2,089
	C		360	480	2	-	834
CHC41308 - Certificate IV in Children's Contact Services Work	E	-	-	-	2	-	3
	C		-	-	2	-	2
CHC41708 - Certificate IV in Education Support	E	-	23	441	1,967	1,718	4,151
	C		5	276	1,059	854	2,196
CHC41712 - Certificate IV in Education Support	E	138	1,286	1,959	7	-	3,390
	C		875	873	9	-	1,755
CHC50113 - Diploma of Early Childhood Education and Care	E	50,118	29,646	859	-	-	80,618
	C		1,340	2	-	-	1,349
CHC50202 - Diploma of Out of School Hours Care	E	-	-	-	2	33	38
	C		-	-	8	23	26

* E = Enrolment C = Completion

Government funded	E/C*	2015	2014	2013	2012	2011	Total
CHC50213 - Diploma of School Age Education and Care	E	356	149	-	-	-	503
	C		2	-	-	-	2
CHC50302 - Diploma of Children's Services	E	-	4	20	1,386	3,996	5,408
	C		4	17	179	1,474	1,673
CHC50908 - Diploma of Children's Services (Early childhood education and care)	E	1,571	19,263	30,767	27,396	21,947	100,940
	C		9,619	7,388	6,272	4,254	27,533
CHC51008 - Diploma of Children's Services (Outside school hours care)	E	14	157	282	312	239	1,007
	C		78	98	153	95	421
CHC51308 - Diploma of Education Support	E	500	420	367	636	558	2,492
	C		152	161	374	193	874
CHC60202 - Advanced Diploma of Children's Services	E	-	-	-	2	37	40
	C		-	-	-	37	38
CHC60208 - Advanced Diploma of Children's Services	E	43	745	1,670	1,550	1,569	5,574
	C		435	605	479	567	2,087
Total	**E**	**103,189**	**123,617**	**113,623**	**95,983**	**84,241**	**520,648**
	C	**-**	**41,906**	**33,721**	**31,124**	**27,023**	**133,779**

* E = Enrolment C = Completion

Source: NCVER VOCSTATS, Program enrolments and completions 2003 - 2015 by Industry Skills Council and year, accessed July 2016

Apprentices and trainees	E/C*	2015	2014	2013	2012	2011	2010	Total
CHC30113 - Certificate III in Early Childhood Education and Care	E	4,133	4,436	1,006	18	1	-	**9,594**
	C	2,613	709	10	-	-	-	**3,332**
CHC30213 - Certificate III in Education Support	E	343	293	54	-	-	-	**690**
	C	283	31	-	-	-	-	**314**
CHC30402 - Certificate III in Children's Services	E	-	-	-	2	6	73	**81**
	C	-	-	3	42	251	2,453	**2,749**
CHC30708 - Certificate III in Children's Services	E	-	-	92	5,517	6,153	5,571	**17,333**
	C	31	465	3,112	3,936	3,496	787	**11,827**
CHC30712 - Certificate III in Children's Services	E	2	700	4,841	895	38	3	**6,479**
	C	240	3,210	1,147	18	-	-	**4,615**
CHC30808 - Certificate III in Education Support	E	-	-	15	296	220	180	**711**
	C	-	15	117	143	122	43	**440**
CHC30812 - Certificate III in Education Support	E	-	111	960	48	12	-	**1,131**
	C	11	287	644	-	-	-	**942**
CHC40113 - Certificate IV in School Age Education and Care	E	70	118	73	4	-	-	**265**
	C	55	28	-	-	-	-	**83**
CHC40213 - Certificate IV in Education Support	E	21	25	3	-	-	-	**49**
	C	23	5	-	-	-	-	**28**
CHC40402 - Certificate IV in Out of School Hours Care	E	-	-	-	-	-	13	**13**
	C	-	-	2	8	32	90	**132**
CHC41208 - Certificate IV in Children's Services (Outside school hours care)	E	-	-	6	284	238	238	**766**
	C	16	41	144	111	108	18	**438**
CHC41212 - Certificate IV in Children's Services (Outside school hours care)	E	-	14	169	76	6	-	**265**
	C	36	83	39	-	-	-	**158**
CHC41708 - Certificate IV in Education Support	E	-	-	1	115	101	47	**264**
	C	13	19	79	71	25	12	**219**
CHC41712 - Certificate IV in Education Support	E	-	23	99	14	-	-	**136**
	C	16	67	36	-	-	-	**119**
CHC50113 - Diploma of Early Childhood Education and Care	E	2,508	4,063	523	30	4	1	**7,129**
	C	1,051	128	2	-	-	-	**1,181**
CHC50202 - Diploma of Out of School Hours Care	E	-	-	-	-	-	19	**19**
	C	-	-	-	1	11	26	**38**
CHC50213 - Diploma of School Age Education and Care	E	62	37	8	-	-	-	**107**
	C	12	1	-	-	-	-	**13**

* E = Enrolment C = Completion

Apprentices and trainees	E/C*	2015	2014	2013	2012	2011	2010	Total
CHC50302 - Diploma of Children's Services	E	-	-	-	3	6	134	**143**
	C	-	2	10	86	579	1,304	**1,981**
CHC50908 - Diploma of Children's Services (Early childhood education and	E	-	735	3,551	4,579	4,175	3,607	**16,647**
	C	507	3,252	2,367	2,026	1,129	229	**9,510**
CHC51008 - Diploma of Children's Services (Outside school hours care)	E	1	12	42	90	61	43	**249**
	C	17	36	26	22	10	3	**114**
CHC51308 - Diploma of Education Support	E	1	11	13	28	2	2	**57**
	C	3	15	25	-	2	-	**45**
CHC60202 - Advanced Diploma of Children's Services	E	-	-	-	-	-	6	**6**
	C	-	-	-	-	4	17	**21**
CHC60208 - Advanced Diploma of Children's Services	E	-	1	21	47	64	54	**187**
	C	-	7	11	15	29	5	**67**
Total	**E**	**7,140**	**10,579**	**11,477**	**12,046**	**11,087**	**9,991**	**62,320**
	C	**4,930**	**8,401**	**7,774**	**6,479**	**5,798**	**4,987**	**38,369**

* E = Enrolment C = Completion

Source: NCVER VOCSTATS, Program enrolments and completions 2003 - 2015 by Industry Skills Council and year, accessed July 2016

VET in Schools Program enrolments and completions	E/C*	2014	2013	2012	2011	Total
CHC30113 - Certificate III in Early Childhood Education and Care	E	3,443	-	-	-	**3,443**
	C		-	-	-	**-**
CHC30213 - Certificate III in Education Support	E	201	-	-	-	**201**
	C		-	-	-	**-**
CHC30402 - Certificate III in Children's Services	E	5	-	42	77	**124**
	C		-	2	9	**11**
CHC30708 - Certificate III in Children's Services	E	70	1,723	5,733	4,288	**11,814**
	C		358	1,239	767	**2,364**
CHC30712 - Certificate III in Children's Services	E	3,483	5,191	114	-	**8,788**
	C		1,080	1	-	**1,081**
CHC30808 - Certificate III in Education Support	E	5	58	294	208	**565**
	C		28	93	22	**143**
CHC30812 - Certificate III in Education Support	E	808	955	-	-	**1,763**
	C		78	-	-	**78**
CHC40113 - Certificate IV in School Age Education and Care	E	5	-	-	-	**5**
	C		-	-	-	**-**
CHC40213 - Certificate IV in Education Support	E	19	-	-	-	**19**
	C		-	-	-	**-**
CHC41208 - Certificate IV in Children's Services (Outside school hours care)	E	-	4	23	27	**54**
	C		1	9	-	**10**
CHC41212 - Certificate IV in Children's Services (Outside school hours care)	E	7	9	-	-	**16**
	C		-	-	-	**-**
CHC41708 - Certificate IV in Education Support	E	-	-	5	-	**5**
	C		-	4	-	**4**
CHC41712 - Certificate IV in Education Support	E	2	12	-	-	**14**
	C		11	-	-	**11**
CHC50113 - Diploma of Early Childhood Education and Care	E	183	-	-	-	**183**
	C		-	-	-	**-**
CHC50302 - Diploma of Children's Services	E	-	-	-	2	**2**
	C		-	-	-	**-**
CHC50908 - Diploma of Children's Services (Early childhood education and care)	E	49	157	54	54	**314**
	C		28	9	-	**37**
CHC60208 - Advanced Diploma of Children's Services	E	-	1	-	-	**1**
	C		-	-	-	**-**
Total	**E**	**8,280**	**8,110**	**6,265**	**4,656**	**27,311**
	C	**-**	**1,584**	**1,357**	**798**	**3,739**

* E = Enrolment C = Completion

Source: NCVER VOCSTATS, VETiS Program enrolments and completions 2006 - 2014 by Industry Skills Council and year, accessed July 2016

Peak bodies and key industry players

The following list represents a range of organisations that perform a variety of key roles in this sector. These organisations and their networks are well placed to offer industry insights at the time of training package review. Industry engagement will include a broad and inclusive range of stakeholders beyond those included in this list, as relevant to the nature of training package product review.

- Peak and industry associations:
  - Australian Childcare Alliance
  - Australian Community Children's Services
  - Australian Teacher's Aide Association
  - Australian Tutoring Association
  - Community Child Care
  - Early Childhood Australia
  - Family Day Care Australia
  - National Outside School Hours Care Association
  - Secretariat of National Aboriginal and Islander Child Care.
- Employee associations:
  - United Voice
  - Australian Education Union
  - Australian Services Union.
- State and Territory government departments
  - Department of Education (NSW)
  - Department of Education and Training (Victoria)
  - Department of Education and Training (Queensland)
  - Department of Education and Training (Northern Territory)
  - Department of Education and Child Development (South Australia)
  - Department of Local Government and Communities (Western Australia)
  - Department of Education (Australian Capital Territory)
  - Department of Education (Tasmania)
- National authority
  - Australian Children's Education and Care Quality Authority

- Registered training organisations both public and private
- Large and small private employers across metropolitan, regional, rural and remote areas.

Challenges and opportunities in the sector

Integrated services

Governments throughout the developed world, including in the United Kingdom, Canada, the United States and Scandinavia, are implementing, or considering moving towards, more integrated models of service delivery for early childhood services to provide services that are more accessible and responsive to the needs of children and their families .

ECEC is a part of the broader Early Childhood Development (ECD) workforce, and furthering the skills of ECEC educators to work successfully with other ECD professionals would be an important step towards improved integration of early childhood services. Integration includes a more interdisciplinary way of working, facilitating collaboration and coordination, networking and referral. Integration of ECD services in the early childhood sector encompasses a broad range of professionals working with children and families, including child and family health services, social workers, family support workers, child protection officers, and allied health professionals such as speech therapists and physiotherapists. Improved integration of services would support awareness and ease of access, to better and more readily meet the needs of families.

Costs to Government

Total Australian, State and Territory government expenditure on ECEC services was $7.7 billion in 2013-14, compared with $6.8 billion (an increase of $857.8 million, or 12.5% in real terms) in 2012-13.[15] From 2016, the Australian government will invest around $40 billion

on child care support over the next four years.[16] This is
a significant investment by government, which includes
the implementation of a new Child Care Subsidy from
July 2018 that will replace the CCB and CCR into a single
payment that will be means-tested. Considering the
predicted population growth in Australia, including an
estimated 2.2 million children aged under five by 2031
and 2.6 million by 2051,[17] demand for these services is set
to grow significantly. Keeping up with this demand will be
a challenge not only for governments but for the sector
as a whole.

Quality of training

Employers have raised concerns about the variability in
the quality of training being delivered and noted that the
amount of practical experience which students receive
while studying is inadequate. In 2015, the Australian
Skills and Quality Authority (ASQA) released the strategic
review Training for early childhood education and care
in Australia. The review focussed on training providers
delivering CHC30113 Certificate III in Early Childhood
Education and Care and CHC50113 Diploma of Early
Childhood Education and Care, the findings of this report
support these concerns about the quality of training.
Many employers have raised concern about the short
course qualifications, which included, for example,
the completion of the CHC30113 Certificate III in Early
Childhood Education and Care in a period of just three
months. Others stated they would not recruit students
who obtained their qualification from certain Registered
Training Organisations (RTOs), due to concerns regarding
quality.

C. Employment

Health Care and Social Assistance is the largest employing sector in Australia, representing 1,523,000 workers (13% of the workforce) and accounting for 27% of total new jobs over the five years to November 2015. Almost half of the workforce are aged over 45 years and over (46%). Women have a particularly large share of jobs (nearly four in every five), the largest proportion of any industry. Part-time employment is also common, with 45% of workers employed on this basis (compared with 31% across all industries).[18]

Employment growth is projected to remain strong, with the sector requiring a 16.4% growth (or an estimated 250,200 more workers) to November 2020.[19]

PROJECTED EMPLOYMENT GROWTH BY INDUSTRY – FIVE YEARS TO NOVEMBER 2020 ('000)

Industry	Growth
Health Care and Social Assistance	250.2
Professional, Scientific and Technical Services	151.2
Education and Training	121.7
Retail Trade	106.0
Accommodation and Food Services	98.8
Construction	87.0
Transport, Postal and Warehousing	52.2
Public Administration and Safety	51.2
Financial and Insurance Services	37.4
Administrative and Support Services	32.6
Rental, Hiring and Real Estate Services	25.8
Other Services	25.5
Arts and Recreation Services	24.5
Information Media and Telecommunications	8.8
Wholesale Trade	3.1
Electricity, Gas, Water and Waste Services	0.8
Agriculture, Forestry and Fishing	-9.4
Mining	-31.9
Manufacturing	-45.7

Source: Australian Department of Employment, Employment Outlook to November 2020

Health Care and Social Assistance is projected to make the largest contribution to employment growth, underpinned by Australia's ageing population and increasing demand for ECEC and home-based care services as well as being stimulated by the implementation of the National Disability Insurance Scheme.[20] The following graph shows projected growth (to November 2020) in selected health and community services occupations. Collectively, Child Carers and Education Aides represent 5.66%[21] (or 56,000) of new employment to November 2020. The ECEC sector mandates minimum qualifications, these new employment opportunities will most likely require a VET qualification as the minimum requirement to work in the sector.

PROJECTED GROWTH IN SELECTED HEALTH AND COMMUNITY SERVICES SPECIFIC OCCUPATIONAL GROUPS 2015–2020 ('000)

Occupational Group	Value
Health and Welfare Services Managers	4.3
Counsellors*	4.8
Social Workers	8.7
Nursing Support and Personal Care Workers*	10.2
Welfare Support Workers*	11.6
Education Aides*	17.8
Child Carers*	39.0
Aged and Disabled Carers*	43.0
Registered Nurses	51.4
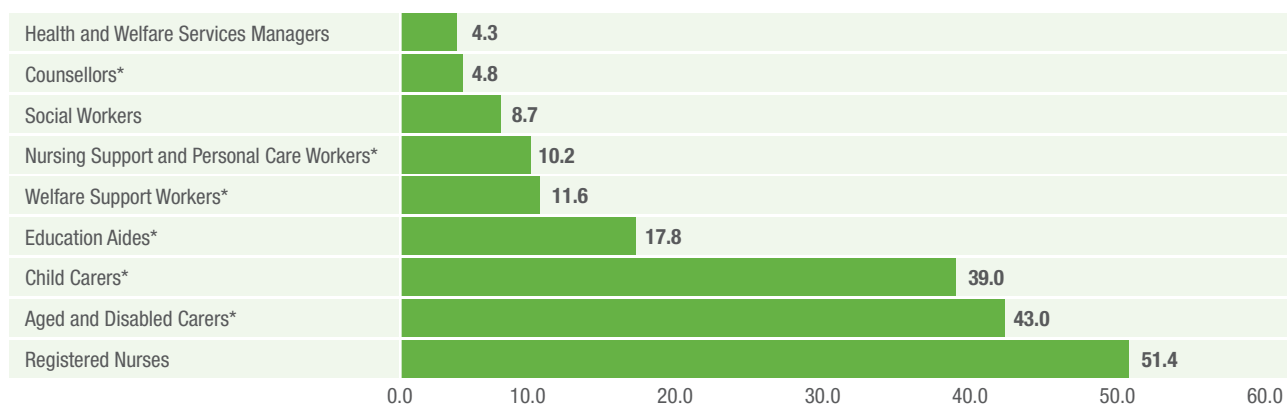
Source: Australian Department of Employment, 2016 Occupational Projections – five years to November 2020
* Indicates industries that include occupations aligned to VET qualifications.

Early childhood education and care

With rising household wealth, government incentives and low unemployment, there is likely to be a rise in the number of young children, leading to an increase in demand for ECEC services.[22] Over the five years to 2016-17, enterprise numbers, including long-day care centres and family day care facilities, are expected to grow by 4.9%, with the projected annual growth of 5.7%.[23] Children aged six to 12 (34.2%) account for the largest market segment for this industry, with parents increasingly turning to before- and after-school care and vacation care services to complement their work schedules. Children aged three to four (29.8%) and children aged zero to two (27.3%) account for other primary market segments.[25]

According to IBISWorld figures,[26] Australia's birth rate is set to increase by 6.4% over the five years to 2019-2020 to reach 332,901 births annually. When compared with the 2.9% growth over the past five years, this upward trend presents a compelling picture and projects a significant transformation for this industry in the coming years.

Meeting this growing demand is a challenge, even with the expansion of ECEC services. The projected employment growth to 2020 is expected to grow very strongly, with the number of job openings expected to be high (greater than 50,000).

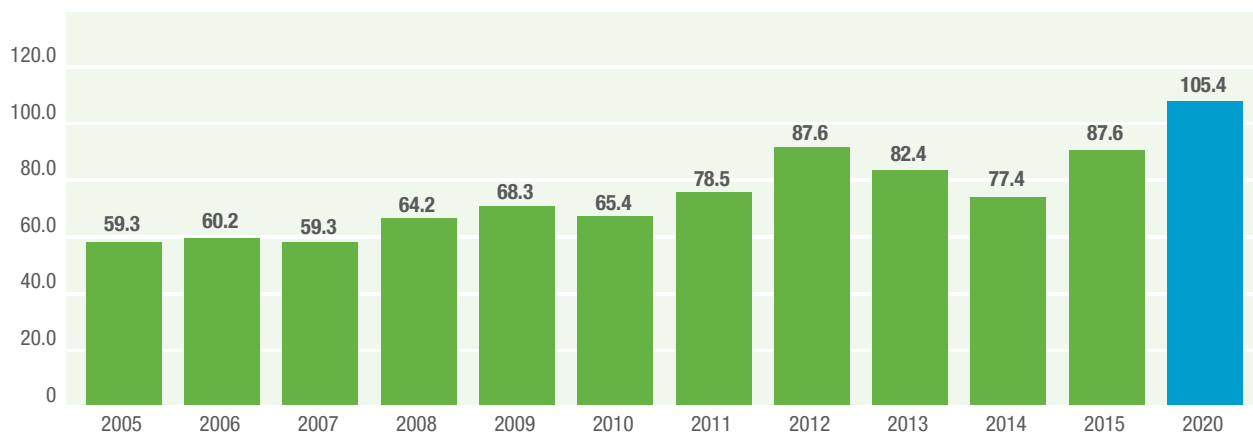## PROJECTED CHILD CARERS EMPLOYMENT LEVEL – ('000)
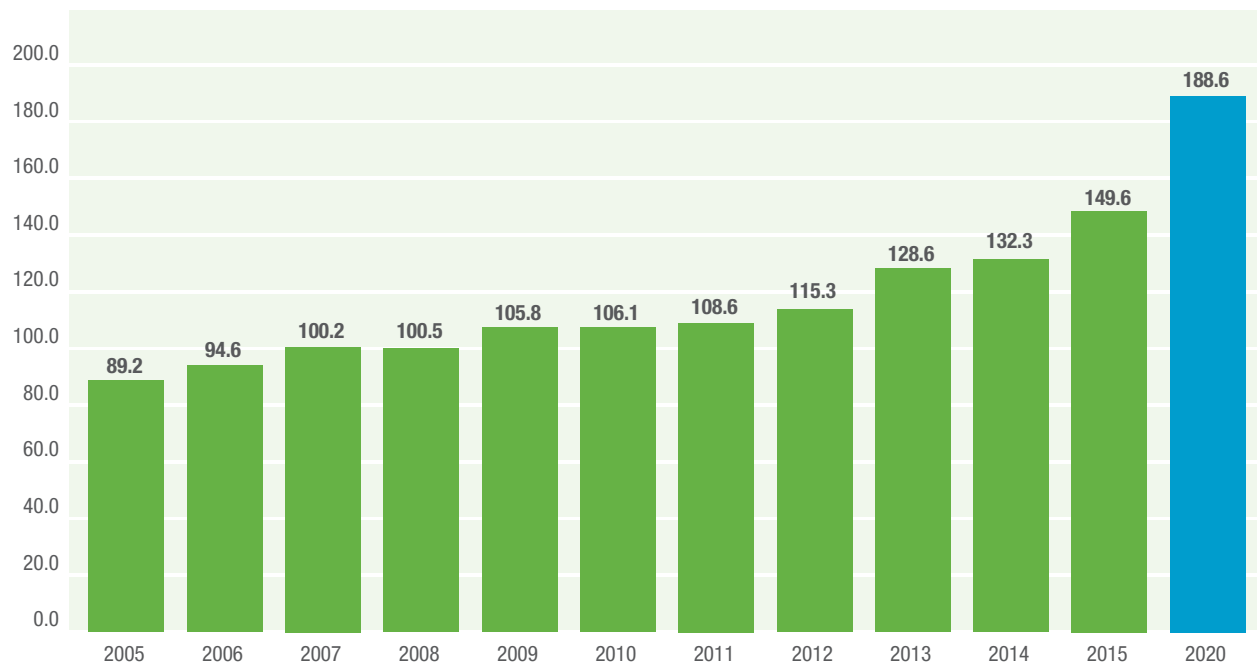
This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

Education support

In 2015, 87,600 Education Aides were employed across Australia, with the majority of the workforce being females (90.9%) with a median age of 47 years.[28] This number is likely to be higher as many Education Aides work as either volunteers or parent helpers, therefore they would not be represented in the employment data. Employment for Education Aides is expected to grow very strongly for the 10 years to November 2020, with an anticipated 50,000 job openings over the five years to November 2019.[29]

PROJECTED EDUCATION AIDES EMPLOYMENT LEVEL – ('000)

This data shows past and projected (to 2020) employment levels (thousands). Source: ABS Labour Force Survey, Department of Employment trend data to November 2015 and Department of Employment projections to 2020.

Workforce supply-side challenges and opportunities

Qualified educators

Much of the ECEC workforce is regulated under the Education and Care Services National Law. Regulated positions will require the educator to hold, or be working towards, an approved qualification. ACECQA has the legislative responsibility to determine and approve the qualifications that need to be held by educators.

- Section 225(1)(p) of the National Law lists one of ACECQA's functions as "determining the qualifications required to be held by educators, including the assessment of equivalent qualifications".

- Section 169(7) of the National Law states that ACECQA "may, on application, determine qualifications, including foreign qualifications, to be equivalent to the qualifications required by the national regulations".

ACECQA is required to publish a list of the qualifications it has approved. The following qualifications from the

CHC Community Services Training Package are published on the list of current approved Diploma level education and care qualifications and qualify educators to work as Diploma qualified educators in approved services:

- CHC50113 Diploma of Early Childhood Education and Care.

The following qualifications, also from the CHC Community Services Training Package, are published on the list of current approved Certificate III level education and care qualifications and qualify educators to work as Certificate III qualified educators in approved services:

- CHC30213 Certificate III in Education Support
- CHC40213 Certificate IV in Education Support
- CHC30113 Certificate III in Early Childhood Education and Care.

In addition, ACECQA publishes lists of qualifications approved for work with children over preschool age (outside school hours care) for jurisdictions where qualification requirements apply. The requirements vary by jurisdiction, however approved training package qualifications include:

- CHC40113 Certificate IV in School Aged Education and Care
- CHC50213 Diploma of School Aged Education and Care.

Assessment of equivalent educator qualifications is also undertaken by ACECQA. To help guide decision making, the ACECQA Board established guidelines for determining whether qualifications meet the requirements of the National Law and Regulations. There are separate guidelines for early childhood teacher, Diploma and Certificate III level educator qualifications. These guidelines are publicly available on the ACECQA website, and apply to both the assessment of early childhood programs and the assessment of individual educator qualifications, where an educator holds a qualification not published on the approved qualifications list. The guidelines cover four key areas:

- qualification requirement, including educational level, duration and structure;
- age focus, with a preference for qualifications covering the birth to eight years age range;
- professional experience (also known as supervised placement or practicum); and
- curriculum specification, including specific content that relates to early childhood curriculum, learning and pedagogical theory, professional studies and cultural studies.

Research from the Department of Employment survey shows that employers generally reported that they received a significant number of applicants per job vacancy. However, when employers were asked about the suitability of applicants there were generally only 1-2 applicants (per vacancy) suitable for the role. The most common reason for considering applicants to be unsuitable was that these applicants did not have the required qualification. For roles at Certificate III level there were a large proportion of applicants that did not have the required, or any, qualifications. This number was reduced for roles at the Diploma level, but was still significant.

When a candidate held a qualification, the most common issue was that the person did not have

sufficient experience, whether it be in the sector or for a specific age group. This was more of an issue for job roles at Diploma level and for smaller centres. For roles at Certificate III level there were mixed requirements for experience. Some employers were less concerned about significant amounts of previous experience but others required experience of around 12 months. Previous experience became a more significant issue for roles at the Diploma level where employers reported the requisite number of years' experience was between 1 and 5 years.

Nationally, the majority of jurisdictions have a relatively high number of vacancies filled, with the exception of NT. The number of vacancies filled in NT was around 28%, significantly lower than in 2014 where 81% of vacancies (in NT) were filled. This has been attributed to difficulties in attracting people due to low wages relative to the level of responsibility and working conditions.

Attraction and retention

Although not skills-related, wages are an ongoing issue for the sector's ability to attract and retain appropriately qualified staff. Employers expressed the view that if qualified people were offered a higher rate of pay, relative to their level of responsibility and working conditions, more people would be attracted to the industry. The 2013 National Early Childhood Education and Care Workforce Census revealed that around 20% of paid contact staff had less than one year's tenure with their current employer and 19.6% expected to shift employment, with 30.2% indicating they were seeking work outside of the sector. More recently, a nationwide survey conducted by the Queensland University of Technology reported that one-in-five childcare workers intended on leaving their job in the next 12 months.[32]

The Productivity Commission found that Aboriginal and Torres Strait Islander services, and services in rural and remote areas, are especially impacted by a high staff turnover and recruitment difficulties. The sector as a whole experiences a 15.7% turnover rate per year.[33] Recruitment of early childhood teachers is particularly difficult as many teachers who are qualified to work in the early childhood education and care hold qualifications

that are transferable to primary school teaching, which in most jurisdictions offer higher pay, better professional development and support and more career opportunities.[34] High turnover rates in the early childhood education and care sector affects not only the quality of service provision, but also undermines the profitability and sustainability of services as the sector needs to budget for the high costs of recruitment, causal filling of vacancies and retraining of staff.[35]

Regional and remote communities

Creating a sustainable ECEC workforce in regional and remote communities raises additional challenges, including how best to support a workforce that generally has a lower qualification profile and greater difficulties accessing training and professional development, as well as broader issues that range from the higher cost of living to housing shortages. Attracting and developing Aboriginal and Torres Strait Islander ECEC educators, particularly in remote communities and in locations with significant Aboriginal and Torres Strait Islander populations, will have significant benefits for the ECEC sector and these communities.[36] However, this raises issues with the requirements of some of the current units of competency, which specify assessment and minimum work hours to be completed within a regulated education and care setting. Aboriginal and Torres Strait Islander early childhood educators working in remote services often cannot access these regulated education and care services to complete this mandatory requirement.

Further to this, as has been identified, this workforce generally has a lower qualification profile. Feedback collated by SkillsIQ has suggested that mixed views are held amongst stakeholders, with some holding the view that the entry level requirement for work in the sector (Certificate III) is too high an entry point for some learners in regional and remote communities, notably in Aboriginal and Torres Strait Islander communities. There has been suggestions that a Certificate II or a Skill Set be developed to accommodate these workers. Whilst others suggest staff working within Budget Based Services should be provided with more support to complete Certificate

III qualifications. This would then better equip Budget Based Services to make the transition to recognition as an approved Education and Care Service. Generally, Budget Based Services are not under the NQF and therefore educators are not subject to its qualification requirements, although this will differ across jurisdictions. If a Budget Based Service was able to be recognised as an approved service, this would in turn alleviate the issue of other learners not being able to access a regulated education and care service for assessment purposes.

It is important to note that foundation skills training should play a role to develop areas of language, literacy and numeracy. This is not just the case for regional and remote areas but broadly for the sector. However, challenges associated with remote service delivery and quality training and assessment at these locations is a barrier. More work needs to be undertaken to consider these issues and enable this workforce to meet the needs of its local community.

D. Skills outlook

The NQF includes requirements for educator qualifications and educator-to-child ratios. Higher educator qualifications are strongly associated with improved child outcomes, as educators are better able to involve children, stimulate interactions, and use a range of strategies to extend and support their learning. These requirements were developed based on research that indicates links between high quality education and care, and positive outcomes for children. High quality education and care for very young children can protect against behavioural problems, increase academic skills and assist the formation of secure attachments.

The NQF has, and will continue to impact the workforce and providers. For example:

* It was a requirement that from 1 January 2014, educators at long day care services and preschools/kindergartens who were included in the educator-to-child ratios must, at a minimum, be studying towards a Certificate III qualification. In addition, half of educators in each service must have, or be studying towards, an approved Diploma qualification or a degree in early childhood teaching.

* Also as of 1 January 2014, all family day care educators must have, or be studying towards, an approved Certificate III qualification at a minimum. The maximum number of children preschool age or younger who may be educated and cared for by a family day care educator also decreased to four.

* 1 January 2016 was the deadline for ACT, NSW, NT, QLD, SA and Victoria services to meet improved educator to child ratios, allowing staff to give more individual attention to each child.

These regulatory changes that ensure education and care is delivered by a mix of appropriately qualified workers has seen a significant increase in the number of people undertaking Vocational Education and Training (VET) qualifications. Between 2010 and 2013 the proportion of workers with an ECEC-related qualification increased from 69.8% to 82%, while the proportion without an ECEC-related qualification reduced from 30.2% to 18%.[37]

TABLE 2. ECEC CONTACT STAFF BY HIGHEST LEVEL OF QUALIFICATION ACHIEVED IN 2010 AND 2013

Highest qualification achieved	2010		2013		Change in share 2010–2013 (%)
	n	%	n	%	
Staff without an ECEC-related qualification	35,127	30.2%	23,168	18.0%	-12.3%
Total staff with an ECEC-related qualification	81,068	69.8%	105,867	82.0%	12.3%
Below Certificate III	2,717	2.3%	1,968	1.5%	-0.8%
Certificate II & IV	33,517	28.8%	46,660	36.2%	7.3%
Advanced Diploma/Diploma	28,571	24.6%	36,619	28.4%	3.8%
Bachelor degree and above	16,263	14.0%	20,619	16.0%	2.0%
Total paid contact staff	**116,195**	**100.0%**	**129,034**	**100.0%**	**N/A**

Source: The Social Research Centre (2014). 2013 National Early Childhood Education and Care Workforce Census
Notes:
1. Relevant ECEC qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing (including mothercraft nursing), other human welfare studies, behavioural science and other early childhood education and care related qualifications.
2. Total includes paid contact staff only and excludes staff where qualification not specified.

Additional changes to educator/child ratios scheduled for implementation by 2020 will impact services with more than 60 children preschool age or under. These services will be required to have a second Early Childhood Teacher (ECT), or another suitably qualified person. These requirements are set to change across all states and territories (except for NSW where a higher requirement is already in place). While the focus in this Industry Skills Forecast is on the VET qualifications, ECTs are Degree qualified. ECTs are currently listed on the national skill shortage list, as the recruitment difficulties exist for positions in long day care centres in a number of states and territories.[38] However, with the above ratio changes there will be increasing pressure to increase the number of ECTs. Workforce shortages at Degree level can put pressure on other staff, particularly Diploma qualified educators. To improve supply, improved articulation pathways from VET to higher education should be considered. However in doing so, the sector will need to ensure that this does not, in turn, result in a shortage of educators at Diploma level.

International and national trends

As part of the Education and Care Services National Law, all approved services are assessed against the National Quality Standards (NQS) and given an overall rating based on these results. The NQS has a number of quality areas and standards, some of which are about interactions of employees with children and families. Employers identified communication skills as an area of major concern when hiring, as performing poorly in this area could directly affect their rating. This was consistent with feedback received through the Department of Employment survey where communication skills were identified as a major issue among unsuitable applicants for advertised job vacancies.

One of the quality areas of the NQS relates to leadership and service management. These skills were especially sought-after and required for Diploma level roles where job requirements were more geared toward leadership and management.

Diverse needs of children and families

Australian society is becoming increasingly diverse, and services and educators must respond to this. A responsive workforce needs to:

■ confidently identify the diverse needs of children

■ further develop skills that address the needs of the diverse range of children it is working with, such as those:

- from Aboriginal and Torres Strait Islander backgrounds

- with a disability, including children with high support needs

- from Culturally and Linguistically Diverse (CALD) backgrounds

- from a refugee or humanitarian intervention background

- who are vulnerable

- who may be disadvantaged

■ work with families to support and assist them in creating strong learning environments.[39]

It is essential that a skilled workforce be built which can deliver high-quality programs that focus on relationships between educators, children and their families. It is also important that workers have relevant cultural competencies in inclusive practices that respond to the diverse needs of children.[40]

Family violence

In the year 2014-15, child care personnel accounted for around 1.09% (1,661 reports) of all sources of family violence notification across all Australian jurisdictions.[41] Although the requirement for mandatory reporting will differ across state/territories, as well as educator roles, this statistic raises concerns, as despite their close relationship with young children, child care personnel rank among the last source of reports of child abuse and neglect, second to reports made by the subject child themselves.

Due to their frequent proximity to children, child care workers and early childhood educators are in a position to observe potential indicators of maltreatment and abuse of children including bruises, signs of malnutrition, aggressive behaviours and other behavioural attributes indicative of exposure to family violence. Primary interventions that target whole communities can build public resources and attend to factors that contribute to child maltreatment. Further research is required to assess whether low reporting figures are due to a lack of understanding of professional responsibility and legal reporting obligations of workers in this industry or lack of skills to recognise indicators of abuse and neglect.

The National Plan to reduce violence against women and their children (National Plan) was endorsed by the Council of Australian Governments (COAG) in 2009 and proposed many targeted changes between 2009 and 2021 to be implemented through a series of four three-year action plans over 12 years. A primary objective under the National Plan has been towards introducing better integrated, multi-agency responses to reduce the levels of violence experienced by women and children in Australia. Research suggests that prevention strategies that help children become critical of gender norms and violence-supportive attitudes, can assist in equipping them with skills to form healthy and respectful relationships in adulthood.[42] In Victoria for example, child care workers, who are perceived to be front line workers when it comes to 'tackling the abuse', are being trained to not only identify but also prevent family violence.[43] On a national platform, the Australian Government has provided funding for resources such as the 1800RESPECT Campaign and Safer Schools Program to educate front line workers, particularly educators and education professionals, to identify indicators of family violence, child abuse and neglect and include resources on respectful relationships, to aid services in changing the attitudes of young people to violence.[44]

In February 2015, a Royal Commission into Family Violence commenced in Victoria. The Royal Commission was established in recognition of the harm family violence causes, and the need to invest in family violence reforms to assure the future wellbeing and prosperity of all Victorians.

Recommendations of the Royal Commission into Family Violence stress the capacity for everyone working in the health and community services sectors to be able to identify clients affected by family violence, to recognise the impacts and to be able to confidently refer clients to appropriate specialist services. This is an important piece of work not only for Victoria but all jurisdictions to promote prevention as a tool to reduction in domestic and family violence as a national issue. It will likely have a significant and rapid impact on training for people in many community services and health VET qualifications.

Rise of the enterprise skills

Jobs of the future will require Australians to be literate, numerate and digitally literate. Most commonly-required skills include those such as communication, teamwork, problem solving, creativity and digital literacy (collectively referred to as 'enterprise skills'). The job roles within this IRC remit require similar skills, with an increasing importance on Language, Literature & Numeracy (LLN) skills. Educators require strong communication skills as they constantly interact not just with children but with the parents, as well as others in the service. According to Job Outlook, 'speaking', defined as 'talking to others to convey information effectively', is rated as the most important skill for child carers.[45] Stakeholder feedback received by SkillsIQ has indicated that there is a growing concern by employers that educators are not meeting these critical aspects of the role.

Skill requirements

These skills have largely been informed by an industry workforce survey which was available to all stakeholders across all industries. There were a total of 1,480 respondents to the survey, 122 of whom identified themselves as relating to the Children's Education and Care sector. The IRC acknowledge that this is a small sample size and that further industry validation of the skills required by the sector is necessary.

The following tables represent a collation of the skills identified by respondents for the next three to five years as well as rankings for the pre-determined generic workforce skills. Although the IRC generally accepts the survey results, it notes that varying interpretations and definitions are offered when broad workforce skills are examined. Industry stresses that a generic skill may have vastly different meaning, and application, to different individuals and organisations. Industry cautions that a lack of consistent understanding requires careful consideration when reviewing and determining industry skills priorities.

Top five skills required within the next three to five year period
Communication
Leadership
Language, Literacy and Numeracy
Teamwork
Technology

GENERIC WORKFORCE SKILLS RANKED IN ORDER OF IMPORTANCE

Workforce Skill	Rank
Communication/Virtual collaboration/Social intelligence	1
Learning agility/Information literacy/Intellectual autonomy and self-management	2
Design mindset/Thinking critically/System thinking/Solving problems	3
Managerial/Leadership	4
Customer service/Marketing	5
Language, Literacy and Numeracy	6
Technology	7
Environmental and Sustainability (STEM)	8
Data analysis	9
Financial	10
Science, Technology, Engineering and Mathematics	11
Entrepreneurial	12

E. Other relevant skills-related insights for this sector

The IRC has not identified any further issues to be
addressed in this Industry Skills Forecast.

F. Proposed Schedule of Work: 2016-17 – 2019-20

Interdependencies

There are significant interdependencies between the qualifications within this IRC. The units of competency that detail the skills and knowledge for working in the ECEC sector are coded CHCECE. In CHC30113 Certificate III in Early Childhood Education and Care and CHC50113 Diploma of Early Childhood Education and Care these units are commonly listed in both the core and electives. Similarly, the units coded CHCECE are heavily included in the core and electives of the four additional qualifications within this IRC's remit:

- CHC40113 Certificate IV in School Aged Education and Care
- CHC50113 Diploma of School Aged Education and Care
- CHC30213 Certificate III in Education Support
- CHC40213 Certificate IV in Education Support.

The units and qualifications were purposely written to be used across aligned sectors in order to remove duplication and streamline training packages. The AISC has approved a review of all training package products within the IRCs remit, this will allow interdependencies between sectors to be closely considered. The ECEC and OSHC sectors are also regulated, requiring all relevant stakeholders to agree to any changes.

First aid

As has been previously highlighted, ACECQA has the legislative responsibility to determine and approve the qualifications that need to be held by educators. Under the Education and Care Services National Law ACECQA is also required to publish a list of approved first aid qualifications, anaphylaxis management training and emergency asthma management training. There is a specific unit in the HLT Health Training Package developed for the ECEC sector, *HLTAID004 Provide an emergency first aid response in an education and care setting*. This unit of competency is allocated to the First Aid Industry Reference content of this unit will be monitored to ensure it meets the ongoing requirements of the ECEC sector.

Where the IRC is advising that a training product will need to be reviewed more than once in the four-year period

The IRC notes that there may be instances of unforeseen change triggering a need to review training package products outside of where listed in the national schedule. Examples of unforeseen change include, but are not limited to, changes to legislation, regulation and industry licencing.

Where the review of a training product is expected to be contentious or involve lengthy work

It is difficult to predict if review of these training products will be contentious or lengthy as the detail of proposed change has not yet been identified or considered by industry. At this time no significant issues have been detected, however the IRC notes that the very nature of training product review work will bring to light differing stakeholder views.

G. IRC sign-off

This Industry Skills Forecast and Proposed Schedule of Work was agreed to by:

Brian Newman, Chair of the Children's Education and Care IRC.

……………………………………………………………..

Signature of Chair

Date:

Children's Education and Care IRC Proposed Schedule of Work 2016-17 to 2019-2020

Contact details: IRC – Brian Newman, Chair. SkillsIQ – Melinda Brown, General Manager. Date submitted to Department of Education and Training: 28 April 2017.

QUALIFICATIONS

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017 Based on ASQA Strategic Review	CHC	Community Services	CHC30113	Certificate III in Early Childhood Education and Care		
Year 1: 2016 – 2017 Based on ASQA Strategic Review	CHC	Community Services	CHC50113	Diploma of Early Childhood Education and Care		
Year 1: 2016 – 2017 Based on strong interdependencies with associated qualifications	CHC	Community Services	CHC40113	Certificate IV in School Aged Education and Care		
Year 1: 2016 – 2017 Based on strong interdependencies with associated qualifications	CHC	Community Services	CHC50213	Diploma of School Aged Education and Care		
Year 1: 2016 – 2017 Based on strong interdependencies with associated qualifications	CHC	Community Services	CHC30213	Certificate III in Education Support		
Year 1: 2016 – 2017 Based on strong interdependencies with associated qualifications	CHC	Community Services	CHC40213	Certificate IV in Education Support		

SKILL SETS

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00058	Education support work skill set		
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00059	Middle childhood skill set		
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00060	Early childhood skill set		
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00068	Advanced early childhood education and care skill set		
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00072	Building inclusive practices in early childhood education and care skill set		
Year 1: 2016 – 2017	CHC	Community Services	CHCCC00090	Supporting children and families with complex needs skill set		

UNITS OF COMPETENCY

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017	CHC	Community Services			CHCECE001	Develop cultural competence
Year 1: 2016 – 2017	CHC	Community Services			CHCECE002	Ensure the health and safety of children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE003	Provide care for children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE004	Promote and provide healthy food and drinks
Year 1: 2016 – 2017	CHC	Community Services			CHCECE005	Provide care for babies and toddlers
Year 1: 2016 – 2017	CHC	Community Services			CHCECE006	Support behaviour of children and young people
Year 1: 2016 – 2017	CHC	Community Services			CHCECE007	Develop positive and respectful relationships with children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE009	Use an approved learning framework to guide practice
Year 1: 2016 – 2017	CHC	Community Services			CHCECE010	Support the holistic development of children in early childhood
Year 1: 2016 – 2017	CHC	Community Services			CHCECE011	Provide experiences to support children's play and learning
Year 1: 2016 – 2017	CHC	Community Services			CHCECE012	Support children to connect with their world
Year 1: 2016 – 2017	CHC	Community Services			CHCECE013	Use information about children to inform practice
Year 1: 2016 – 2017	CHC	Community Services			CHCECE014	Comply with family day care administration requirements
Year 1: 2016 – 2017	CHC	Community Services			CHCECE015	Attend to daily functions in home-based child care
Year 1: 2016 – 2017	CHC	Community Services			CHCECE016	Establish and maintain a safe and healthy environment for children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
Year 1: 2016 – 2017	CHC	Community Services			CHCECE018	Nurture creativity in children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE019	Facilitate compliance in an education and care services
Year 1: 2016 – 2017	CHC	Community Services			CHCECE020	Establish and implement plans for developing cooperative behaviour
Year 1: 2016 – 2017	CHC	Community Services			CHCECE021	Implement strategies for the inclusion of all children

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017	CHC	Community Services			CHCECE022	Promote children's agency
Year 1: 2016 – 2017	CHC	Community Services			CHCECE023	Analyse information to inform learning
Year 1: 2016 – 2017	CHC	Community Services			CHCECE024	Design and implement the curriculum to foster children's learning and development
Year 1: 2016 – 2017	CHC	Community Services			CHCECE025	Embed sustainable practices in service operations
Year 1: 2016 – 2017	CHC	Community Services			CHCECE026	Work in partnership with families to provide appropriate education and care for children
Year 1: 2016 – 2017	CHC	Community Services			CHCECE027	Promote equity in access to the service
Year 1: 2016 – 2017	CHC	Community Services			CHCECE028	Collaborate with families to plan service and supports
Year 1: 2016 – 2017	CHC	Community Services			CHCECE029	Respond to problems and complaints about the service
Year 1: 2016 – 2017	CHC	Community Services			CHCSAC001	Support children to participate in school age care
Year 1: 2016 – 2017	CHC	Community Services			CHCSAC002	Develop and implement play and leisure experiences in school age care
Year 1: 2016 – 2017	CHC	Community Services			CHCSAC003	Work collaboratively and respectfully with children in school age care
Year 1: 2016 – 2017	CHC	Community Services			CHCSAC004	Support the holistic development of children in school age care
Year 1: 2016 – 2017	CHC	Community Services			CHCSAC005	Foster the holistic development and wellbeing of the child in school age care
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS002	Assist in implementation of planned educational programs
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS003	Contribute to student education in all developmental domains
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS004	Contribute to organisation and management of classroom or centre
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS005	Support the development of literacy and oral language skills

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS006	Support the development of numeracy skills
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS007	Work effectively with students and colleagues
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS008	Comply with school administrative requirements
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS011	Search and assess online information
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS012	Set up and sustain individual and small group learning areas
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS013	Use an e-learning management system
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS014	Support students with English as a second language
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS015	Support development of student research skills
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS016	Support learning for students with disabilities in a classroom environment
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS017	Contribute to the health and safety of students
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS018	Support students with additional needs in the classroom environment
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS019	Support students' mathematics learning
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS020	Support students' literacy learning
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS021	Assist in facilitation of student learning
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS022	Work with students in need of additional support
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS023	Supervise students outside the classroom
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS025	Facilitate learning for students with disabilities

Planned review start (Year)	Training package code	Training package name	Qualification code	Qualification name	Unit of Competency code	Unit of competency name
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS026	Deliver elements of teaching and learning programs
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS027	Support flexible learning in an education environment
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS028	Assist in production of language resources
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS030	Coordinate e-learning programs
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS031	Provide support to students with autism spectrum disorder
Year 1: 2016 – 2017	CHC	Community Services			CHCEDS032	Support learning and implementation of responsible behaviour

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