

11 June 2019

The Hon Sarah Mitchell MLC
NSW Minister for Education and Early Childhood Learning
Parliament of New South Wales
52 Martin Place
SYDNEY NSW 2000

Dear Minister Mitchell,

**Re: Request urgent extension of the expiry of Regulation 242 of
the *Education and Care Services National Regulations (NSW) 2012***

As I am certain your NSW Department of Education has been advising you, Regulation 242 of the *Education and Care Services National Regulations (NSW) 2012* will expire on 1 January 2020.

It is unfortunate that service providers are generally still experiencing significant labour shortages especially with respect to appropriate degree-qualified early childhood teachers that will help services achieve quality. Hence the reason why the extension of the expiry to 2020 was previously installed.

Although there may be some increases in degree qualified early childhood teacher graduates, services can often be found not to hire such degree-qualified teachers because of their lack of experiences. This further puts such NSW-based services' as technically no longer "meeting" the National Quality Framework should they receive a waiver under Regulation 242.

During the NSW Department of Education's Roadshows and Consultation Sessions as well as their Review of the National Quality Framework (NQF) in May-June 2019 regarding the expiry of Regulation 242 on 1 January 2020, the feedback has been quite consistent with the sector not being supportive primarily because of difficulties in recruiting appropriate degree-qualified early childhood teachers during the current labour shortages.

Such views are also in alignment with both the Federal Department of Employment's report as well as your Department's Literature Review, a copy of which I have also included for your reference.

Should Regulation 242 expire on 1 January 2020, this can have a very negative effect on:

- over 1,200 services with up to 29 places; and
- over 3,500 services who will be obliged to seek more waivers.

According to documents released under NSW's *Government Information (Public Access) Act 2009*, it is worth noting that:

- in 2017, there were 285 waivers to Regulation 272 issued; and
- in 2018, there were 437 such waivers.

Given that the current Review of the National Quality Framework will not be implemented by the Education Council until sometime during 2021 and 2022, the Australian Childcare Alliance (ACA) NSW urgently requests that:

- (a) either the NSW Government petitions the Education Council to extend again the expiry date of Regulation 242 from 1 January 2020 to 1 January 2022; or
- (b) that the NSW Government amend its *Education and Care Services National Regulations (NSW) 2012* such that this expiry of Regulation 242 for NSW services be extended to 1 January 2022.

ACA NSW also urges you to consider what other jurisdictions are doing to address their respective labour shortages. We would also be open to discussing other parallel alternatives in order to help the sector achieve the objectives of educators' qualifications in the short and longer terms.

I will contact your office to progress this issue with you.

Looking forward to your response. And thanking you in anticipation.

Yours sincerely,



Chiang Lim
CEO

- encl 1. Federal Department of Employment: ANZSCO 2411-11 NSW Early Childhood (Pre-Primary) Teacher (April 2018) Report
2. NSW Department of Education's Literature Review – Early Childhood Education Workforce issues in Australian and international contexts (October 2017)

cc Ms Tracy Mackey, Executive Director
NSW Department of Education, Early Childhood Education

The Hon Kevin Conolly MP
Parliamentary Secretary for Education

Literature Review

Early Childhood Education Directorate



Early Childhood Education
Workforce issues in Australian and
international contexts

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Key issues facing the ECEC workforce

A shortage of qualified staff

Demand for both vocationally and university-qualified educators has substantially increased as a result of the higher staff ratios and qualification requirements associated with the *National Quality Standard*, leading to widespread staff shortages with diploma and university-qualified educators (Productivity Commission, 2014). The 2013 National Early Childhood Education and Care Workforce Census data showed that 37% of LDC services in Australia did not have access to an ECT (PricewaterhouseCoopers Australia, 2014). It is unclear whether this shortage was primarily for small or large LDC services, who are required to employ a certain number of ECTs depending on how many children are enrolled. The population of children aged birth to 13 years in Australia is also projected to grow by 23% between 2011 and 2025. Demand for ECEC is expected to remain high (Productivity Commission, 2014).

In 2014, the Productivity Commission found NSW was experiencing an acute shortage of early childhood teachers and educators particularly in regional and remote areas, and in the long day care sector (Productivity Commission, 2014). A 2016 Department of Employment survey found employers had difficulty recruiting early childhood teacher roles for LDCs in the NSW metropolitan area, and placed early childhood teachers on a skills shortage list (Department of Employment, 2016). However, the Department noted the filled rate for early childhood teachers had risen to 82% in 2015-16 from 71% in 2014-15 (Department of Employment, 2016).

In 2011, the Productivity Commission found that although staff turnover was a problem for Indigenous-focused services and services in rural and remote areas, turnover for the ECEC sector as a whole was 15.7%, only slightly above that of other sectors. It estimates that the average tenure of ECEC staff is between 6 and 7 years, which is consistent with the rest of the Australian workforce.

Causes of workforce shortage

Studies of the ECEC workforce have put forward various reasons for staff shortages, including:

- Poor pay and conditions relative to other workplaces (Bretherton, 2010; Productivity Commission, 2011 cited in Press, Wong & Gibson, 2015, p90)
- Lack of public recognition of the educator's professional status (Bretherton, 2010; SCSEEC, 2012 cited in Press et al, 2015, p90)
- Stress (Productivity Commission, 2011, cited in Press et al, 2015, p90)
- Workers going into the field with unrealistic expectations of the work (Amos Hatch, 1999 cited in Press et al, 2015).

The 2013 National ECEC workforce census staff survey found that most workers (80.4%) expected to be with the same employer or business in 12 months' time (The Social Research Centre, 2014). Among those staff that said they wanted to leave their current job in the next 12 months, the main reasons given were:

- to seek work outside the sector (30.2%)
- dissatisfaction with pay and conditions (28.5%)
- return to study, travel or family reasons (22.4%)
- finding the job stressful (20.5%)

Data shows that early childhood educators earn below the general workforce average and ECTs often have substantially worse pay and conditions compared with primary school teachers.

Press et al (2015) note that:

A review of a wide range of existing studies alongside these reports, makes it clear that causes are multifaceted and are to be found in various stages of the workforce cycle, including who is attracted (or recommended) to work in early childhood, and how well they are prepared for the reality of the work, as well as, but not only, the conditions they encounter within the workplace.

They suggest that when exploring factors that impact on the ECEC workforce, moving away from single factors to 'a cumulative approach' to identify a 'package' of characteristics of a skilled and effective ECEC workforce



would appear more useful (Sylva et al, 2004; Harrison et al, 2011 cited in Press et al, 2015, p100).

Poor pay and conditions relative to other sectors

The 2013 National Workforce Census (The Social Research Centre, 2014) showed that just under 50% of staff at preschools and LDCs were satisfied with their pay. Across Australia, the sector has a high proportion of part-time workers (56%) and is predominantly low waged. Over half of full-time workers (57%) earned between \$31,200 and \$51,999 per year. Most part-time workers (74%) earned less than \$32,000 per year. Around 30% of the employees wanting to seek other employment elsewhere said the reason was because they were unhappy with pay and conditions. Data shows that early childhood educators earn below the general workforce average and ECTs often have substantially worse pay and conditions compared with primary school teachers. This is particularly the case for ECTs working in long day care services, which generally offer lower salaries, longer hours and fewer holidays. There appears to be a mismatch between the pay and conditions available in the sector, and the work skills and qualifications required.

Many stakeholders note that continued shortages in the ECEC sector suggest that the pay and conditions are significant barriers to recruitment and retention of educators in the sector, in particular ECTs (Productivity Commission, 2014). This is because university-qualified educators can be attracted away from the ECEC sector to alternative career options, especially teaching in schools (Bretherton, 2010; Productivity Commission, 2014 cited in Cumming, Sumsion & Wong, 2015, p7). Macquarie University's Early Learning Institute states that 'Lower wages than those paid to comparable teachers in early childhood wages, higher regulatory demands and the

nature of the early childhood workforce... are all reasons for ECEC teacher shortages' (Macquarie University, 2012).

Despite the high demand for qualified graduates in the ECEC sector, Macquarie University highlights 'the significant wastage' of graduate teachers who have early childhood teacher education degrees but are unable to find suitable placements in schools (Macquarie University, 2012, p8). Many do not seek or gain employment in their relevant education sector after graduation.

Possible causes for persistent low wages include:

- Staff-to-child ratios limiting the number of children in an ECEC worker's care which then limits that worker's income.
- The ease of using award wages as the default wage for small community-run service providers
- ECEC workers feeling unable to ask for pay rises due to potential fee increases for parents (Productivity Commission, 2014).

Most Australian and international academics and researchers agree on the need to improve pay and working conditions. This includes offering the same pay as school teachers with similar qualifications and experience, and an increased status that recognises their responsibilities.

Some academics suggest government funding is necessary to support wage equity (Cumming et al, 2015). However, the Productivity Commission believes that universal government wage subsidies to attract and retain staff are likely to be 'ineffective, inefficient and unsustainable' (Productivity Commission, 2014). Also there were no structural issues preventing services from offering higher wages and better conditions. Instead the Productivity Commission suggests that targeted support for ECEC services facing the greatest recruitment and retention challenges (such in rural and remote areas) could be beneficial (Productivity Commission, 2014). There remains a tension between improving wages and conditions for ECEC staff and more affordable and accessible ECEC services (Press et al, 2015).

A lack of professional status or recognition in the community

The Australian ECEC sector is becoming professionalised as a result of revised minimum qualification requirements. Despite undertaking studies and their experience supporting children's early learning and development, ECEC workers often feel unrecognised for their contribution to society (Irvine, Thorpe, McDonald, Lunn & Sumsion, 2016; Productivity Commission, 2014). Only around half of the staff employed in the Early

Childhood Education sector stated in the 2013 National Census that their job is important to them because it has high status and that they receive positive recognition in the community (The Social Research Centre, 2014).

Some early childhood workers have reported feeling that the community views them as 'babysitters' (Irvine et al, 2016). Such views are influenced by parents, friends, the community, colleagues in other educational contexts and governments (Irvine et al, 2016). Although it appears that early childhood educators are generally more satisfied with their jobs than the average of the labour

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force (PricewaterhouseCoopers Australia, 2014), these perceptions contribute to ECEC professionals deciding to leave their profession (Irvine et al, 2016).

It has been suggested that the complexity of early childhood educators' work is poorly understood by the public because of maternalist discourses characterising ECEC as 'natural' for women, rather than as an occupation requiring specific skills and professional knowledge (Ailwood, 2007; Bown et al, 2009 cited in Press et al, 2015, p90). Press et al (2015) note that this has led to status inequalities which are reflected in pay and conditions.

Lyons (2011) points to the blurring of centre-based ECEC with less formal child care arrangements (such as occasional or family day care) and domestic parenting. Lyons explains that:

To achieve recognition of the renamed occupation as a profession, practitioner labour must have scarcity value by excluding the untrained and unqualified from centre-based employment. This outcome need not be university education faculty based, as ECEC is largely multidisciplinary with a holistic approach to working with children, parents and their communities (Lyons, 2011, p128).

With the current emphasis on qualifications, it is important that the concept of professionalism is inclusive of non-formal as well as formal ECEC knowledge, so that practitioners do not feel that their previous knowledge and experience has been discounted (Irvine et al, 2016).



Limited career development opportunities

Currently, there are limited career advancement opportunities in the sector. Pathways to the ECEC sector can involve entering as an educator, progressing to an ECT, then potentially appointment to director roles. However, neither the length of service nor the level of qualifications has a major impact on earnings. Some stakeholders have suggested that teacher performance could be recognised through remuneration and career structures (Macquarie University, 2012).

Lack of ongoing professional support, learning, mentoring opportunities

Ongoing education and training are important for staff to maintain their professional skills, fill knowledge gaps and stay aware of new developments, which can lead to better outcomes for children. Professional development can include studying for higher qualifications as well as targeted in-service training.

A lack of opportunities is an often-noted issue in addressing recruitment and retention (Bretherton, 2010; CSMAC, 2006 cited in Harrison et al, 2011, p123).

With the current emphasis on qualifications, it is important that the concept of professionalism is inclusive of non-formal as well as formal ECEC knowledge, so that practitioners do not feel that their previous knowledge and experience has been discounted.

Problems impacting ECEC workers' ongoing professional development include:

- A career structure that does not adequately reward staff who have higher qualifications or greater experience
- More than 40% of employees who were not currently enrolled in studies stated in the census that the cost of studying was too high. Around 45% said that it was not worthwhile as any resulting wage increase was too small (Social Research Centre, 2014)
- Limited opportunities for employees to undertake further training or study in paid time, especially in rural and remote ECEC services. However, the 2013 Census showed that staff undertaking professional development training in the previous 12 months increased from 81% in 2010 to 84% in 2013 (PricewaterhouseCoopers Australia, 2014)
- Workers having to pay for education materials themselves (Productivity Commission, 2014)
- Accessibility of programs – information about federal, state and territory government programs to support the ECEC sector in meeting NQF qualification requirements is difficult to locate (PricewaterhouseCoopers Australia, 2014)
- It is unclear how accessible ongoing professional development is currently for Early Childhood Education staff.

Insufficient ECEC leadership training

The need for leadership has emerged as an important issue in ECEC workforces. A shortage of service leaders may create additional pressures where educators are promoted beyond their skills, experience and knowledge (Bretherton, 2010 cited in Cumming et al, 2015, p6). Considering the difficulty of ECEC work, staff can potentially experience burnout without ongoing mentoring and skills development.

Analyses of ECEC professional development initiatives from the United States highlight the:

- varied effectiveness of different professional development programs in changing practices
- importance of specialised, targeted training and the negligible benefits of 'one-off' training
- benefits of 'coaching' (sustained specific support from a mentor over time)
- need for broader understanding of professional development to include, for example, active participation in professional bodies (Harrison, Sumsion, Press, Wong, Fordham & Goodfellow, 2011).

Aboriginal and Torres Strait Islander early childhood workforce

Aboriginal and Torres Strait Islander educators and teachers, particularly those in remote communities face many barriers (including logistical and cultural) in gaining qualifications. For example, this may include a lack of familiarity using technology, English literacy issues, the need to travel long distances, and training that is not culturally appropriate (Harrison et al, 2011). Despite this, 2013 ECEC Census data showed increased qualification levels amongst Aboriginal and Torres Strait Islander workers from 51 to 72% in preschools, and 69 to 80% for LDC services (Harrison et al, 2011).

In 2011, the Productivity Commission identified increasing employment of Aboriginal and Torres Strait Islander staff as a critical factor in delivering culturally appropriate services for Aboriginal and Torres Strait Islander children. It found that innovative solutions, such as more flexible work arrangements (for example, access to additional leave) that accommodate cultural and family responsibilities, have been introduced in some areas but need to be offered more widely (Productivity Commission, 2011).

It is also noted that the ECEC sector employs teachers and educators from other culturally and linguistically diverse backgrounds who may have English literacy issues. These staff may also need additional support and tailored resources to obtain their ECEC qualifications.

Lack of support and training for staff working with children with additional needs

There appears to be a lack of support and training for early childhood staff to provide effective and inclusive services to children with additional and complex needs. 'Children with additional needs' includes those with a range of conditions and/or circumstances that can result in these children requiring extra support (Owens, 2009 cited in Productivity Commission, 2011, p514), encompassing children:

- with a disability or developmental delay or undergoing assessment for a disability
- from culturally and linguistically diverse (CALD) backgrounds with limited English spoken at home
- from a refugee or humanitarian intervention background
- from an Aboriginal and Torres Strait Islander background
- at risk of serious abuse or neglect.

Early Childhood Education centres are becoming more culturally diverse with more children from Aboriginal and Torres Strait Islander and other backgrounds and home environments attending. Developing cultural competency in staff to support children has become increasingly important.

Early Childhood Education centres are becoming more culturally diverse with more children from Aboriginal and Torres Strait Islander and other backgrounds and home environments attending. Developing cultural competency in staff to support children has become increasingly important. Around 4% of children have chronic physical, intellectual or medical needs and 17% speak languages other than English at home, and this is set to increase (Productivity Commission, 2011).

As KU noted at the Productivity Commission's public hearing:

... inclusion is not just being able to enrol your child at a service, it's about enabling that child to actively participate in all the educational programs offered by the service with their typically developing peers. (Productivity Commission, 2011, p514)

Macquarie University has also emphasised the importance of exploring teachers' relationships with families in early learning. It noted that '(t)he significance



of developing reciprocal partnerships with families needs to be acknowledged and teachers need to be given guidance on how this partnership can be enacted to ensure the best outcomes for children' (Macquarie University, 2012, p12-13).

Variable quality of ECEC education and training

In 2011, the Productivity Commission found substantial variability in the quality of training and graduates from the vocational education and training (VET) sector. It noted that unless concerns about poor training quality are addressed, much of any increased investment in VET could be wasted. It recommended oversight mechanisms to maintain a consistently high standard of training, with 'an appropriate mix of formal qualifications, workplace training and recognition of prior experience... to ensure the required workforce standards are met' (Productivity Commission, 2011, p345).

Many educators were overwhelmed by what they frequently referred to as 'paperwork', which they saw as undermining rather than supporting their professional work in providing high quality education and care

Mismatch between expectations and reality of Early Childhood Education work

The complexity of the work of early childhood educators and teachers is poorly understood by the community. This leads to new staff entering the field with unrealistic expectations of early childhood work. Some graduates with VET or university qualifications realise they are not suited to work in the early childhood education sector, leaving the sector soon afterwards (Irvine et al, 2016). TAFEs and registered training organisations (RTOs) may

need to find ways to better screen candidates, and provide more information to help students understand the early childhood sector (Productivity Commission, 2014). Macquarie University has also raised the importance of quality practicum placements and the ability of supervising teachers to work effectively with student teachers (Macquarie University, 2012). This can help student teachers to understand expectations and requirements, and to determine their suitability for the profession (Macquarie University, 2012).

Stressful working conditions

In the 2013 National Early Childhood Education and Care Workforce Census, slightly over 50% of the early childhood workforce indicated their job was stressful (The Social Research Centre, 2014). Staff have stated they felt overburdened with the new paperwork requirements specified in the Early Years Learning Framework (Productivity Commission, 2014).

These documentation requirements are set out in Quality Area 1 of the National Quality Standards, regulations 73 to 76 of the *Education and Care Services National Regulations* and section 168 of the *Education and Care Services National Law*. This includes documenting the assessment and evaluations of each child's learning and development, and curriculum planning (Australian Children's Education & Care Quality Authority, 2017). Some stakeholders have noted there can be insufficient time, with some work expected to be done in their own time without pay (Productivity Commission, 2014).

These views on paperwork came shortly after the introduction of the National Quality Framework, which might have been expected since it was an enormous change for the industry. However, this appears to be a continuing issue. A 2016 Queensland study found that:

Many educators were overwhelmed by what they frequently referred to as 'paperwork', which they saw as undermining rather than supporting their professional work in providing high quality education and care (Irvine et al, 2016, pp5, 14).

These staff referred to 'paperwork' as educational documentation (child observations, learning stories, child journals, transition statements), health and safety checklists, parent information and other administrative paperwork (Irvine et al, 2016).

A study by Irvine et al (2016) highlighted the personal cost of choosing to work in ECEC, especially in long day care settings. For many workers, these costs included financial hardship and challenging work contexts which caused stress and impacted on educators' mental health and general wellbeing. Stressful work conditions also have the potential to undermine staff capacity for high quality practice.

ANZSCO 2411-11

New South Wales

Early Childhood (Pre-Primary) Teacher April 2018

Current labour market rating:

No shortage

Previous labour market rating (April 2017):

Metropolitan recruitment difficulty

Comments

There is no shortage of early childhood (pre-primary) teachers in metropolitan and regional NSW. Employers were generally able to fill vacancies in metropolitan and regional NSW. However, some employers had difficulty in recruiting early childhood (pre-primary) teachers in the long day care sector.

Survey results¹

- The Department of Jobs and Small Business surveyed employers who had recently advertised for early childhood (pre-primary) teachers in the following areas: long day care, preschool and infants' school.

Employer requirements

- In general, employers sought the following in applicants:
 - Tertiary qualifications with a degree in early childhood education as a minimum or another approved Australian Children's Education & Care Quality Authority (ACECQA) qualification.
 - Some employers were prepared to employ applicants who held a diploma level qualification in early childhood education and care.
 - Some employers also required applicants to have completed at least 50 per cent of a relevant degree as per the transition arrangements for centre-based services.
 - Experience in the role in which the vacancy was advertised, for instance room leader.
 - Employers indicated they sought applicants with additional accreditations such as a current NSW Working with Children Check clearance, first aid, asthma and anaphylaxis training.
 - Many employers indicated that they required applicants to have extensive knowledge of various frameworks and regulations including Early Years Learning Framework (EYLF), National Quality Framework (NQF) and National Quality Standards (NQS).

Vacancies filled

- Across NSW, 82 per cent of vacancies were filled compared with 65 per cent in April 2017.
- Employers were generally able to fill vacancies in Sydney and regional NSW for early childhood (pre-primary) teachers, but had difficulty in filling vacancies in long day care.
 - Employers commented that positions in long day care centres are generally more difficult to fill because of the difference in the hours of service, holiday entitlements, and remuneration compared to other centres.

¹ The methodology underpinning this research is outlined at [Skill Shortage Research Methodology](#) | Department of Jobs and Small Business - Document library, Australian Government and can be accessed by the QR code.



- Some employers compromised on conditions and qualifications, with a small number of vacancies filled by diploma-qualified applicants who met the transition arrangements.
- Some employers commented about the difficulties recruiting in particular locations in Sydney especially the Eastern Suburbs, Northern Beaches and the North Shore due to affordability, demographics, employment preferences and transport issues.
- Some employers advised that they had not received any applicants responding to vacancies in some instances, however, they were able to fill vacancies well outside the survey period through alternative means, for instance word of mouth.

Applicants per vacancy

- Across NSW, there was an average of 9.5 applicants per vacancy of whom an average of 2.4 applicants were considered suitable by employers.
- By comparison, in 2017 there was an average of 4.4 applicants per vacancy of whom an average of one applicant was considered suitable by employers.

Metropolitan and regional results

- In metropolitan regions, there was an average of 8.5 applicants per vacancy and 29 per cent were considered suitable by employers.
 - Employers in metropolitan areas were able to fill 73 per cent of vacancies.
- In regional areas, there was an average of 11.2 applicants per vacancy and 21 per cent were considered suitable by employers.
 - Employers in regional areas were able to fill 100 per cent of vacancies.
- On average, metropolitan vacancies attracted 4.2 applicants with qualifications compared to 6.7 applicants with qualifications per vacancy in regional areas.

Unsuitable applicants

- The reasons given by employers on why an applicant was considered unsuitable include:
 - A lack of appropriate qualifications.
 - Insufficient work experience, for instance not having a minimum of three years practical experience.
 - A lack of industry specific experience, for instance in the childcare sector.
 - Not possessing the communication skills required by employers, for instance poorly written applications, resumes or cover letters.

Demand and supply trends

- Demand for early childhood teachers has been increasing strongly due to higher underlying demand for early childhood education and care and new regulatory requirements under the National Quality Framework for Early Childhood Education and Care (NQF). These factors have been reflected in increasing government expenditure on early childhood education and care services.
 - The number of children using long day care services in NSW in June 2017 was 231,180, an increase of 18 per cent over the previous five years.² The number of 0-4 year olds in NSW is projected to grow by 7 per cent from 2016 to 2021 after rising by 8 per cent from 2011 to 2016.³

² Australian Government Department of Education and Training, *Early Childhood and Child Care in Summary*, various issues.

³ NSW Planning and Environment, *2016 population and household projections*.

- The Australian Government Budget for 2016-17 indicated that the Government will invest more than \$40 billion on child care support over the following four years.⁴ The Child Care Subsidy will commence in July 2018 and replace the Child Care Benefit and Child Care Rebate with a single, means-tested subsidy and be paid directly to service providers to be passed on to families.⁵
- At the 2016 Census, people aged 45 and over comprised a lower proportion of the occupation than was the case for all professional, technical and trade occupations. The median age group for early childhood teachers was 35-39 years, which compares to 40-44 years for all occupations. This suggests that the incidence of future withdrawals from the labour force, due to retirement, may be relatively low for this occupation.
- Entry to this profession is via a four-year bachelor degree with a major in early childhood education or completion of a postgraduate qualification in early childhood education.
- Early childhood teachers must be accredited with the NSW Education Standards Authority (NESA) to work in an approved centre-based NSW early childhood education and care service or school.⁶
- Data from the Department of Education and Training indicates that the number of students completing initial teaching qualifications (including early childhood, primary and secondary) in NSW was 4,568 in 2016. This was lower than the average for the previous five years of just over 5,400.
 - Student commencements in 2016 (7,284) were also lower than the average for the previous five years (8,770).⁷
- The number of primary applicant 457 temporary skilled migration visas granted for early childhood teachers in NSW averaged 42 per year in the five years ended 2016-17 and remains a relatively minor supply source for this occupation.⁸

Other indicators and issues

- Most metropolitan employers were concerned about the high rate of turnover, given they are now competing with centres paying above award wages, the poaching of several staff members to other centres, and the repeated use of early childhood teacher positions as temporary prerequisite placements for teaching infants at primary schools.

⁴ Australian Government Budget 2016-17, Balancing the Budget, http://budget.gov.au/2016-17/content/glossies/budget_repair/downloads/Budget2016-17-Budget-Repair.pdf.

⁵ Australian Government Department of Education and Training, Jobs for Families Child Care Package, (created 2/12/2015, modified 10/04/2017).

⁶ NSW Education Standards Authority website, > [Teacher accreditation](#) > [How accreditation works](#) > [Your accreditation](#).

⁷ Department of Education and Training, Higher Education Student Statistics Data Cube, 2016, domestic students. These figures include undergraduate and postgraduate courses and represent new supply to the occupation.

⁸ Australian Government Department of Home Affairs, <https://data.gov.au/dataset/visa-temporary-work-skilled>. In March 2018 the 457 visa category was replaced by the by the Temporary Skill Shortage visa (details of which can be found at www.homeaffairs.gov.au/trav/visa-1/482-).