

BEDROCK

issue 2 | Vol 23 | 2018



**Equal pay claim for early
childhood teachers *p7***

**Time for Australian governments
to lift their game *p8***

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EXECUTIVE EDITORS

JOHN QUESSY

Independent Education Union
of Australia NSW/ACT Branch
and TERRY BURKE

Independent Education Union
of Australia - Queensland and
Northern Territory Branch

EDITOR

Sue Osborne

JOURNALISTS/

SUB EDITORS

Sara El Sayed
Sue Osborne
Bronwyn Ridgway

COORDINATOR

Verena Heron

DESIGN

Chris Ruddle

PUBLICATION

MAILING ADDRESS

Independent Education Union
of Australia NSW/ACT Branch
GPO Box 116
Sydney, NSW 2001
Tel: (02) 8202 8900
Fax: (02) 9211 1455
Email: ieu@ieu.asn.au
Website: www.ieu.asn.au

ADVERTISING

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advertisers are invited to
direct enquiries to Chris
Ruddle at the IEU on
(02) 8202 8900 or
chrisr@ieu.asn.au

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highly skilled and knowledgeable
early childhood educators

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Go in the draw to win a freebook!



Time for politicians to lift their game

It's in the DNA of early childhood professionals to be always finding new ways of lifting their game. They strive to provide the best possible education to young children and their families and seek out new professional learning whenever they can. This is despite failures by successive governments to fully acknowledge their worth as professionals.

A new report *Lifting Our Game* (page 7), supported in a statement by a number of influential bodies, including the IEUA, (page 10) calls for government to provide secure long term funding investment in two years of high quality early childhood education for every child. It calls for an end to piecemeal funding which leads to uncertainty in the sector. The recent *Gonski: Through Growth to Achievement* Report also highlights the importance of early childhood education.

The report also calls for sound investment in the early childhood workforce, and acknowledgement of the significant contribution to education made by early childhood teachers.

The IEUA is also running an equal pay case (page 7) which argues that early childhood teachers in many settings are historically underpaid because they are mainly women. A positive outcome to this case demonstrate recognition that early childhood teachers' work is comparable to the work performed by other university qualified professionals who are more appropriately remunerated.

In *Bedrock* we always highlight the professionalism of teachers and commitment to keeping up to date with new developments in early education and care. This issue includes a number of articles by early childhood professionals and academics such as Associate Professor Noella Mackenzie's piece on tablet technology use in play versus manual play (page 16) and the Queensland University of Technology study on advocacy and early childhood preservice teachers (page 20).

Politicians need to become more aware of the amount of academic rigour and research behind the everyday work of early childhood teachers and acknowledge this when making decisions about funding and workforce strategy that impact on the status of the profession.

As the statement supporting the *Lifting Our Game* report says, politicians, policymakers, families, community, providers and the profession need to take the next steps towards achieving the shared objective of an early childhood education and care system that truly delivers for every child and their family, now and into the future. We look forward to a 'lift in the game'.

John Quessy **Terry Burke**
NSW ACT Secretary QLD NT Secretary

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UPFRONT

Jobs for Families

The new Federal Government childcare fee assistance package begins on 2 July. The package will have winners and losers.

The Activity Test could reduce access to childcare for some of the most vulnerable families in the community. Children of families who are not working or studying eight hours per week and earning up to \$66,958 will get 24 hours of subsidised care maximum per fortnight – this is half of the current 24 hours per week.

The package removes the rebate cap for families earning less than \$186,958 and the cap is increased to \$10,190 for families earning between \$186,959 and \$351,248. This means that families earning over \$186,958 benefit while children in families earning under \$66,958 will be disadvantaged if their parents are not working or studying at least eight hours per week.

Changes to disability funding

A number of preschool directors have contacted the IEUA NSW/ACT Branch regarding changes to the Preschool Disability Support Program (PDSP). 2018 is the first year funding applications have been assessed by the NSW Department of Education and Communities (previous funding applications were processed by the Northcott Society).

Children not being classified as having high level support needs (Level 1) has led to a reduction in funding support as these children will at best be funded the equity amount of \$6600 per year. On a more positive note, a number of preschool directors have informed the IEU that they received the full amount of funding for what children with high level support needs and that for some preschools this is significantly more funding than they received under either of the previous two preschool disability funding programs.

NSW accreditation update

NESA has advised that in order to maintain accreditation, teachers must provide them with a teacher declaration, attestation (by the Approved Provider if they are a Proficient Teacher) and a professional development report demonstrating the teacher has undertaken at least 100 hours of professional development (NESA registered + Teacher Identified) and the Teacher Accreditation Authority (TAA) will make a decision.

The Approved Provider advises the teacher of their processes for attestation (how they will know you are continuing to meet the standards, for example collegial discussions, the educational programs you develop and implement etc). NESA can audit documentation of these processes. The teacher makes their declaration that they have continued to meet the Standards during their maintenance period. The Approved Provider writes their attestation. The teacher also submits their professional development report to the TAA and the TAA makes the accreditation decision.

If the provider is unable to attest to the teacher meeting the Standards (that is the provider is not a Proficient Teacher), NESA as the TAA makes the attestation. In order for this to occur, the teacher must advise NESA they need NESA to attest for them. The teacher submits their professional development report in addition to a 300 word reflective statement on how they continued to meet the standards during the maintenance cycle.

The teacher must also provide NESAs with details of two professional referees (who NESAs will contact) in addition to the teacher's declaration. Attestation will then be made by NESAs following a satisfactory review of the information provided.

NESA said they are aware that some employers have requested to sight, or take a copy of, a teacher's accreditation card each year. NESA recommends that teachers log in to ETAMS and provide their employer with a teacher accreditation summary report, rather than a copy of their card.



Council nominations

Nominations closed recently for positions on the IEUA NSW/ACT Branch Early Childhood Council. The council consists of early childhood teachers and directors from all over NSW and the ACT.

They meet regularly to assist the IEU decide on its policy and activities regarding the sector. They give IEU organisers insight into what is happening at the coalface, and suggest direction for events such as the annual early childhood conference. The IEU would like to thank those Councillors we farewelled this year.



Children Helping Children Heal

A video resource is now available to help support young children and their families in Queensland experiencing family and domestic violence.

The Children Helping Children Heal video, developed by the Immigrant Women's Support Service and funded by the Queensland Department of Education and Training's Support for Young Children Affected by Domestic and

Family Violence grant, aims to help children and their families develop healthy attachments and relationships.

Launched in late 2017, the video is accessible to children from linguistically diverse backgrounds – being available in Vietnamese, Mandarin, Arabic, Spanish and English.

Children Helping Children Heal features children bravely sharing their experiences of family and domestic violence, and explores pathways to safety and healing during therapeutic art sessions.

The resource is being used to support case workers, mothers and children – starting healthy conversations and promoting safety planning.

Queensland members can find out more and access the resource by visiting www.iwss.org.au/children-helping-children

Industrially, our union will continue to campaign for paid Family and Domestic Violence leave for all Australian workers, and call for the proper support and secured financial stability for their families through such vulnerable times.

Find out more at www.australianunions.org.au/wewontwaitdv

Employees need the rules to change

Broken industrial laws are affecting employees in the early childhood education sector – leaving members without adequate redundancy payments and threatening their working conditions.

Australia's current system of collective bargaining is stacked in favour of employers – protecting their interests and limiting the power of employees to secure much needed provisions in collective agreements.

In a recent example, members at a Brisbane kindergarten are facing redundancy following the employer's proposal to change the operations of programs in 2019 by reducing the number of kindy groups.

Under the National Employment Standards (NES), early childhood education and care services with less than 15 employees are excluded from receiving redundancy payments, thus making the inclusion of redundancy provisions in collective agreements critical.

However, employee attempts to secure these provisions during negotiations were blocked by the employer.

Advisor group Community Management Solutions convinced the employer to oppose any employee entitlements to redundancy – leaving employees without redundancy payments at times of vulnerability.

The current industrial climate is making the ability for employees to secure such provisions more difficult than ever.

Learn more about why we need to Change the Rules at www.changetherules.org.au

Save structured play

IEUA WA members are concerned about the seeming move away from directed play for children in kinder and pre kinder, to a more structured day.

This is happening at the same time as School Registration Standards have changed so that children at four years six months can start pre-primary.

This means that a child can go to kinder at three years six months and prekinder at two years six months.

This applies to early childhood centres in schools.

Many parents are very concerned about young children having too sedentary and structured a day and it's been the topic of radio call-in shows.

The 'hours of instruction' can be no more than 25 hours 50 minutes for prekinder children!

Teacher autonomy and responsibility



talking points

There is a growing conversation in education circles about teacher autonomy and responsibility. The debate is cloaked in words like accountability, consistency and visibility of learning. Unfortunately, teachers experience it more typically as increased workload, increased pressure and decreased trust.

As a profession, how should we contribute to the conversation? When people tell us what we are doing wrong and how there should be more control over our work, what should we say?

Here's my top five considerations for contributing to this debate

- Teaching is about relationships. Each day we negotiate complex relationships with between 20 and 100 children. We negotiate complex relationships with parents, grandparents and carers. We negotiate relationships with our colleagues. When dealing with the youngest children, forging healthy relationships with them and their families is our most important priority. It takes energy, effort and years of constant learning and reflection about people to develop these skills. We should talk about this as our work.
- Teaching is the most complex of professions. We need to acquire complex knowledge about the emotional, social, psychological, intellectual and physical development of young children and we need to apply this knowledge to the needs of 20-100 children every day. This is what makes teaching the most rewarding profession – we support children to live better lives. We should talk about this as our work.
- I commit to each child every day. As a teacher my job is to be 'the best teacher I can be for every student in every group at every moment of every day'. That is tiring and emotionally exhausting work. But each day I rise, and I go to work, and I make this commitment to each child. It is the most important thing that I do as a professional. This is how I should talk about my work.
- Teacher autonomy is about wise judgement. I am educated and must be trusted to use my judgement (in collaboration with others when I am uncertain) to create the best learning program for every child who is in my group. I use that judgement to say 'no' to the things that stop me from building an exciting learning community based on healthy relationships. I should talk to other people about how I exercise judgement.
- Autonomy is accompanied by responsibility. Teaching practice, what we know about children's learning and the diversity of children's needs is constantly changing. We have a responsibility to continue with a program of professional learning to maintain our professional expertise. We should talk about our professional learning program.

As teachers we make learning visible when we tell others what is happening in our learning environments. When we talk about relationships as our priority we can challenge people to explain what they mean by 'consistency'. When we talk about our work as exercising wise judgement we can ask others what they want us to be 'accountable' for?

At the Teacher Learning Network, we are excited to be offering a full suite of free professional learning to the early childhood members of the IEUA NSW/ACT. Our professional learning program recognises teacher autonomy and creativity and supports teachers to take responsibility for ongoing learning. More information about this union benefit is available from your union organiser.

Michael Victory, Executive Officer Teacher Learning Network

COMPARE THE PAIR:

Why we need a good outcome
from the equal pay case



“It’s obvious that the low pay is due to the profession being seen historically as ‘women’s work’ and not given the respect it deserves.”

IEUA’s equal pay case will be before the Fair Work Commission in July. The case argues that early childhood teachers are paid less than teachers in schools and other comparable professions, because they are mainly women.

The case relies on evidence from many witnesses: early childhood professionals describe their roles, and those from other professions also outline their roles, for the purposes of comparison.

One such witness is James Jenkins-Flint. James is now an organiser for the IEUA NSW/ACT Branch, but for the previous 11 years he was a primary school teacher.

James, 35, took an arts degree at the University of NSW and then went on to do a Masters of Teaching at The University of Sydney in 2004. He worked at three separate primary schools in Sydney before joining the IEU as an organiser. His salary during his last year as a primary teacher was \$95,466.

Let’s compare James to Emma Cullen, a member of the IEUA NSW/ACT Branch’s Early Childhood Council.

Emma, 36, took a Bachelor of Early Childhood Education with Honours at Macquarie University and has also obtained a Masters in Educational Leadership, and a Graduate Certificate in Autism from Wollongong University.

During her 13 year teaching career she has worked at two early childhood centres, with most of her time spent at a community based centre in Sydney’s inner west.

She is now a director, but the average teacher with around 11 years experience, in a long day care centre without an enterprise agreement, earns approximately \$69,543.

James said the female dominance in primary schools is a recent phenomenon, and historically many men worked in primary, possibly leading to the pay disparity.

“I had a close friend whose father was a primary teacher, retiring in the 90s. He said during the 60s and 70s many men taught in primary schools, and were able to support their families on their income. I don’t think this has ever been the case in early childhood education,” he said.

“It’s obvious that the low pay in early childhood teaching is due to the profession being seen historically as ‘women’s work’ and not given the respect it deserves.”

Emma said early childhood teaching had been regarded as “nice ladies who look after children” with no comprehension of the crucial role of early childhood education in a child’s development, or the importance of a university qualified teacher in that role.

“These misunderstandings about early childhood education flow on to the respect that we receive as well as the pay.”

“I hope the outcome of this case can go some way to address both these issues.”

Listen to IEUA NSW/ACT Branch Industrial Officer Verena Heron on the Early Education Show (podcast) talking about the Equal Remuneration Case: <https://earlyeducationshow.podbean.com/e/55-the-equal-remuneration-case-with-verena-heron/>

LIFTING OUR GAME



***Lifting Our Game*, a report by Susan Pascoe AM and Professor Deborah Brennan, provides governments with a blueprint for the future direction of early education and care, Journalist Sue Osborne writes.**

The report was jointly commissioned by all state and territory governments who wanted research carried out into early childhood education to match the Gonski Review into school education.

"It's unusual for all states and territories to collectively commission a piece of work, so that's important to note," Brennan said.

"The states and territories wanted research that would review evidence about the impact of the early years on school education and also on outcomes later in life, like employment and health," she said.

"The report makes the case that the international evidence that education begins at birth is so compelling Australia needs to 'lift its game'.

"If we want to improve school outcomes we have to begin with the early years."

The states and territories asked for the report to examine the most effective things Australia could do

to improve education in the early years or educational outcomes in the early years, to improve school readiness and other outcomes. There is a focus in the report on disadvantaged and vulnerable children, and what needs to be done at the foundation levels for those children, although the report is not just about that group. It also looks at the return on investment.

Return on investment

"Some reports say the return on investment from early education is incredibly high, \$17 for every \$1 spent, while others estimate a more modest \$2-3 for every dollar spent. We were hesitant about that high end investment return, and we pointed out there is a range of research and a lot more work needs to be done," Brennan said.

"We had to write our report very quickly. But all the research suggested a positive return on investment, because of things like a reduced need for remedial education, children being less likely to repeat a grade and improved school readiness.

"For children from disadvantaged backgrounds they were more likely to stay to Year 12 with better employment and training outcomes."

Brennan said she was impressed by the enthusiasm for early childhood from all the states and territories.

"Many are doing innovative things in terms of delivering services in their jurisdictions and some have shown great enthusiasm for delivering professional development to teachers.

"But it's variable across Australia. While the states and territories seem to get this issue about early childhood, we need the Commonwealth to come on board because Australia is slipping behind and not heeding the evidence. The country is not investing in early childhood as it should."

The report came up with 17 recommendations. They are too extensive to canvass in this article, but Brennan said it is worth focusing on two areas.

Embedding foundations

Embedding the Foundations for Reform states the sector need a commitment for ongoing adequate funding for universal access for all children in the year before school and for the National Quality Framework.

"Stop start funding is what we get at the moment, with the Commonwealth reviewing it every couple of years, and keeping the sector waiting until the last minute before giving a commitment for one year's funding. This creates uncertainty.

"We argue that funding needs to be put on a secure footing and we argue that universal access should be expanded to all three year olds because the evidence is so compelling.

"Australia is falling behind the rest of the OECD countries, which mostly provide two years of early childhood education."

Brennan said the Quality in the Workforce recommendation states there is no point just "throwing money" at early education and treating it as a childcare service.

"If we want to get the return on investment that is possible from early childhood education then we need to treat teachers fairly and lift the quality of staff and the pay levels.



"If we want to get the return on investment that is possible from early childhood education then we need to treat teachers fairly and lift the quality of staff and the pay levels."

"We need to give really serious attention to workforce issues. We argue for a new national early childhood workforce strategy which covers education, support, recruitment, retention and a more professional workforce.

"Evidence shows the training and quality of teachers and educators, their access to professional development, mentoring and good leadership are vital to create the good outcomes we're looking for.

"If we don't pay attention to those things then it doesn't make sense to be spending \$10 billion a year on early childhood education."

Government meeting

The Council of Australian Government (COAG) which includes all levels of government, is due to meet later this year. *Lifting Our Game* authors Susan Pascoe and Deborah Brennan have been invited to present their findings at this meeting.

Brennan said she would really like to see recognition by all governments that Australia has an enormous amount to gain from adequate and well targeted investment in the early years.

A group of peak bodies, including the IEUA, has issued a statement backing the report and calling for action.

"It's very heartening to see the statement and great that the sector is getting behind the report," Brennan said.

"It addresses key issues and contains critical recommendations about the funding, workforce situation, transparency and support for children who need it the most.

"If the sector is enthusiastic about these directions we can have some solidarity and it gives us the best chance of a new way forward."

Statement

Following a meeting on 8 February 2018, we the undersigned, call on federal, state and territory governments to accept and implement the recommendations of the *Lifting Our Game* report to achieve educational excellence in Australian schools through increased participation in quality early childhood education.

We acknowledge the progress made towards 600 hours of universal access to high quality early childhood

LIFTING OUR GAME

REPORT OF THE REVIEW
TO ACHIEVE EDUCATIONAL
EXCELLENCE IN AUSTRALIAN
SCHOOLS THROUGH EARLY
CHILDHOOD INTERVENTIONS

Susan Pascoe AM
Professor Deborah Brennan



DECEMBER 2017

education delivered by a degree qualified early childhood teacher, for children in the year before school (typically this is when children are four years of age).

Sustainable investment and improved performance measures are needed to ensure that participation continues to increase in those jurisdictions that have not yet reached COAG benchmarks,

also to ensure that children are attending the quality preschool programs that they are enrolled in.

At the same time the evidence is compelling that we will not reduce the achievement gap for children who have experienced disadvantage in the early years without extending early learning participation for at least two years.

Extending access to quality early learning for all three year old children is a key recommendation of the *Lifting Our Game* report that we endorse. The opportunity presents itself now, with support of jurisdictions and the sector, to place greater importance on every Australian child's early education.

Secure, long term investment in two years of high quality early childhood education for every child is the wisest decision any government could make. Achieving this objective must be underpinned by sound investment in the early childhood workforce, and an acknowledgment of the continuing and significant contribution that educators at all qualification levels make. To value every

child, we need to value every educator.

A strong, prosperous society is underpinned by the accessibility and quality of our education system, beginning in the earliest years. Investing in early childhood education is a mechanism towards all children achieving their potential. It sets them up for a successful transition into school plus academic, health and social success long into the future. The benefits for children experiencing disadvantage and vulnerability are particularly amplified.

We call on all levels of government to share this vision for every Australian child with evidence based policy and sustainable investment. We want to see Australia 'lift our game' internationally to bring us up to par or ahead of our international counterparts. Every Australian child deserves nothing less.

We look forward to working with politicians, policy makers, families, community, providers and the profession to take the next steps towards achieving our shared objective of an early childhood education and care system that truly delivers for every child and their family, now and into the future.

As individual organisations, and as a collective, we will take the actions necessary to ensure every Australian child has the best possible start in life.

Signatories include:

IEUA
Early Childhood Australia
The Parenthood
United Voice
Australian Education Union
Early Learning and Care Council
Australian Community Children's Services

To read the full report: https://www.education.act.gov.au/_data/assets/pdf_file/0004/1159357/Lifting-Our-Game-Final-Report.pdf

Susan Pascoe will be a keynote speaker at this year's IEUA NSW/ACT Branch Early Childhood Conference.

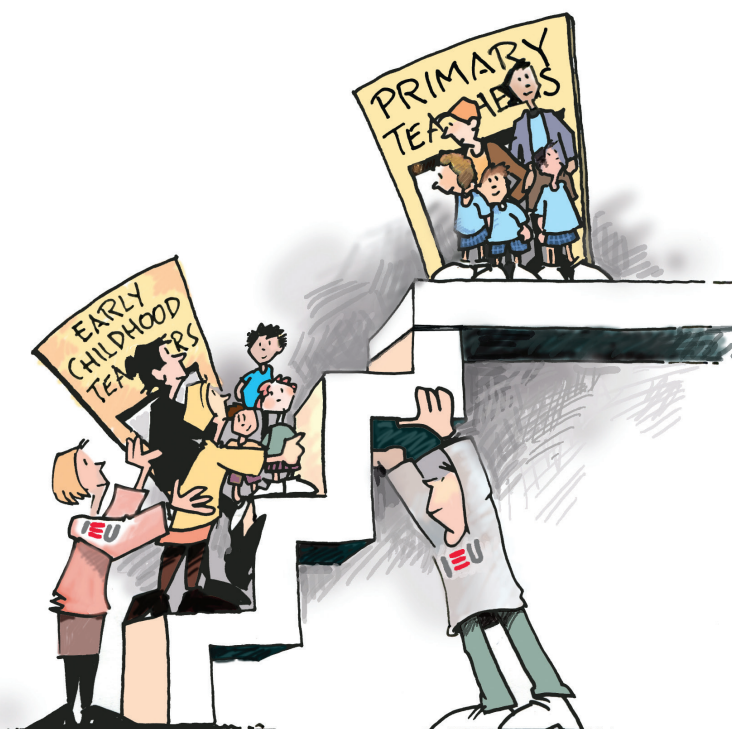
SAVE THE DATE

IEUA NSW/ACT Branch

STEPPING UP FOR EQUAL PAY

2018 EARLY CHILDHOOD CONFERENCE

SATURDAY 8 SEPTEMBER



Norway grappling major reform in early childhood education



We often perceive Scandinavian education systems as utopian and light years in advance of Australia's, Journalist Sue Osborne writes.

This is not always the case though, as a talk at Macquarie University by visiting Norwegian Professor Kjetil Borhaug highlighted.

From the University of Bergen, Borhaug is not an early childhood professional but a political scientist

researching how early childhood is administered in his country, and the relationship between public and private service providers.

In Norway local governments, which can be quite small, often smaller than Australian remote local authorities, have the responsibility for early childhood education, welfare, school education and other social services. They get a single grant from the national government and must eke out the money between these competing social needs. There is no specific early education and care money.

The local governments are obliged by legislation to provide education to all 1-6 year olds. Early childhood education is provided by a mix of services, including business, church, local government, and not for profits, much like in Australia.

The local governments are obliged to fund all types of centres, which creates some dilemmas when those services are competing against each other and the local government's own early childhood centres.

Recently, the national government introduced legislation setting ratios of one university qualified teacher per every seven children under three, and one for every 14 children aged over three.

There are no strict guidelines covering other employees: there are some with early childhood qualification, but often they do not have any early childhood qualifications and there are no rules about that.

"They can be anything – they are from diverse backgrounds. 43% of staff in early childhood settings have three years university training." Only 12.8% of staff in Australian long day care centres are degree qualified (minimum three years of training).

Early childhood teachers take a three year degree, mostly in a private college, with a curriculum set out by the national government.

Once they graduate, there is no requirement to do accreditation.

Borhaug said the new staff ratios were causing 'headaches' for all providers.

The hybrid system, which has evolved over time, causes some roadblocks to any attempts to introduce further regulation or quality standards by the national government.

Norway does not have anything equivalent to the Early Years Learning Framework, just a national curriculum.

Some of the small local governments do not have early childhood professionals on staff and the providers are very small. Auditing quality is a problem.

"These diverse providers and local governments are interdependent on each other, they are kind of stuck with each other," Borhaug said.

There's a fee cap covering all providers in the country of NOK 2910 (\$485) a week for the full time care of one child.

And, it's sad to report, early childhood teachers in Norway are also low paid, receiving less than school teachers.

Borhaug said there has been an ongoing campaign to change this, including strike action, with some progress towards better pay in recent years.



Vulnerable families to have better access to early childhood education

A Queensland program is aiming to address the needs of children from families seeking asylum and refugee backgrounds, and to increase their engagement in early childhood education, Journalist Sara El Sayed writes.

Children facing challenges

Traumatic experiences, educational disruption and cultural and linguistic diversity characterise children from families seeking asylum and refugee backgrounds – posing distinct challenges to them when entering early childhood education in Australia.

The positive effects of engagement in early childhood education have been proven; however, a child's exposure to loss, uncertainty, cultural dislocation, and violence makes managing their needs in a kindergarten context extremely complex.

According to academics such as Betancourt, Meyers-Ohki, Charrow and Tol (2013) appropriate interventions

to properly support these children vary depending on the needs of the individual child, but can include:

- group interpersonal psychotherapy
- creative play
- school based cognitive behavioural therapy
- dance and movement therapy
- mind/body techniques (such as meditation and mindfulness based therapies)
- narrative therapies
- art therapy, and
- teacher led trauma psychotherapy.

But implementing such interventions is not straight forward.

These and similar interventions require a whole-of-community approach to tackling issues: with educators, parents, health professionals and community organisations working together to support the needs of children. Teachers and early childhood education staff cannot address these

issues on their own, and need support to do this effectively.

Many early childhood education centres are often inadequately resourced to work with children and their families from refugee and asylum seeker backgrounds due to the complexity of the trauma that may have been experienced, differing levels of prior education and how this translates to the Australian kindergarten context, and the varying degrees of English language acquisition.

Pilot program to address issues

A new pilot program aims to help refugee and asylum seeker children engage in early childhood education in Queensland.

Queensland Education Minister Grace Grace said the program recognises the challenges faced by many refugee and asylum seeker children and their families.

"It provides families with the assistance they need to get their



Minister for Education Grace Grace and Minister for State Development and Member for Woodridge Cameron Dick meet with refugee families.

children into kindergarten, which is an important step to helping improve children's readiness for school."

According to Grace, in 2017 more than 50 refugee and asylum seeker children, of kindergarten age, settled in Queensland but very few accessed early childhood education.

So far in 2018, 42 vulnerable children have started or been waitlisted for kindergarten as part of the program, with more expected to enrol.

The enrolled children are from countries including Sri Lanka, Vietnam, Myanmar, Afghanistan, Burundi, Bangladesh, Tanzania, Iraq, Somalia, Syria and Iran.

The program will see community hubs in primary schools in Logan, including early childhood education centres, accessing an early childhood teacher, as well as a teacher supporting English as an additional language and dialect, through the community organisation Access Community Services.

Multicultural Development Australia (MDA) will also provide support to kindergarten services enrolling refugee and asylum seeker children in Brisbane, Logan, Inala and Toowoomba.

Access Community Services pilot co-ordinator Grainne Taia said the community hubs in Logan and Ipswich are set in safe and welcoming spaces within primary schools where there are higher populations of people from refugee, migrant and asylum seeker backgrounds.

"We chose these schools because we are looking to build relationships with families that have children aged 0-5 years, and to see how their children are faring, how they are developing, and what preventative methods we can put in place to support child development and language development."

Taia said the pilot offers a range of programs that build children's social and emotional skills.

"We work with children and their parents so that when the children start formal schooling they have a positive relationship with the school.

"By linking these families with the support they need in their children's early years, they are able to become confident and happy learners.

"Both the child and their parents must be worked with together.

"The leaders of these hubs look to build relationships with parents so that they are able to gain an understanding of what their goals, interests and struggles are."

Greater access, greater opportunities

Taia said the program has a particular focus on linking community services with families that may be considered difficult to reach or who may not be engaging in other mainstream support services.

"We have lots of soft entry programs designed to attract families.

"Once they are engaged we are able to link them to support as needed, including kindergarten programs, health services, speech and occupational therapy services, as well as training and employment opportunities for parents.

"We are able to offer high quality early childhood education that focuses on engaging children from refugee and asylum seeker backgrounds.

"A large part of this approach is to build parent capacity so that families understand and can use strategies to support their children at home.

"Without programs such as ours there would be many children not accessing any early childhood support

until they begin prep, which often times is too late and will have lifelong impact on their learning.

"Ours is a model that works to reach families at risk of becoming disengaged," Taia said.

IEUA-QNT Assistant Secretary Paul Giles said programs that provide appropriate resources to education professionals are welcomed.

"Teachers and staff working in early childhood education centres observe the specific needs of vulnerable children – but without adequate support it is not feasible or within their current capacity to appropriately address those needs.

"The provision of these resources – through funding and employment of support staff – is integral to the learning, success and happiness of these children," Giles said.

The Queensland Department of Education has allocated over \$677,000 to specialist agencies to ensure the program reaches refugees and asylum seeker families in the targeted locations.

This funding has been provided under the National Partnership Agreement for Universal Access to Early Childhood Education and is part of the current Queensland Multicultural Action Plan.

Logan and Ipswich kindergarten centres participating in this pilot in our sector include select C&K sites.

The pilot program will run until the end of 2018. Funding is expected until 2020.

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What will it take to close the gap in the Northern Territory?

The Northern Territory (NT) is the only Australian state or territory not to meet the early childhood education benchmark in the 2018 *Closing the Gap* report. Despite the overall early childhood education target being on track, the fact that the jurisdiction with the highest population of Aboriginal and Torres Strait Islander peoples is falling behind is of serious concern.

Journalist Sara El Sayed explores the issue.

A commitment to early childhood education is a must in order to support the development of children.

This need is twofold for Aboriginal and Torres Strait Islander children, who are twice as likely to be developmentally vulnerable than non Indigenous children.

With the Northern Territory presenting as an outlier in the *Closing the Gap* report's progression of early childhood education targets, understanding the distinct issues facing the Indigenous community in the NT is crucial.

Enrolment rates and attendance

The *Closing the Gap* report shows a clear difference between the number of children enrolled in early childhood education and the number of children actually attending.

The Northern Territory was the only jurisdiction to experience a negative change in enrolment of Aboriginal and Torres Strait Islander children.

Recorded rates of Indigenous children attending 15 or more hours of kindergarten per week in the Northern Territory are the lowest in the country (29%), despite showing the greatest improvement (41%) in the one week reference period of data collection. The report acknowledges there is minimal available data on attendance rates in early childhood education.

Identified issues

The Early Childhood Australia NT Inclusion Support Agency has highlighted a number of issues that have arisen throughout its work in early childhood education and care, including:

- Aboriginal and Torres Strait Island children not always being given opportunities for education and care due to remoteness
- families having competing priorities and associated complexities

- professional development for educators not always being available or consistent
- the transient nature of work in the Territory and subsequent unavailability of a work-ready and skilled workforce
- service delivery difficulties, and
- inflexibility and complexity of funding agreements.

The Agency noted that in order to address these issues, more work needs to be done in terms of:

- developing culturally competent service delivery
- improving workforce capability, and
- cultivating networks, relationships and collaborations with the Aboriginal and Torres Strait Islander community.

“What makes a difference is working with Indigenous communities to understand and meet their educational needs and aspirations.”

IEUA-QNT Research Officer Adele Schmidt said the only way this can be effectively achieved is if education authorities listen to the needs of the community by allowing Aboriginal and Torres Strait Islander peoples a voice at the decision making table.

“Research consistently shows, in Australia as well as on a global scale, that what makes a difference is working with Indigenous communities to understand and meet their educational needs and aspirations.

“Collaboration is key,” Schmidt said.

Is there support through funding?

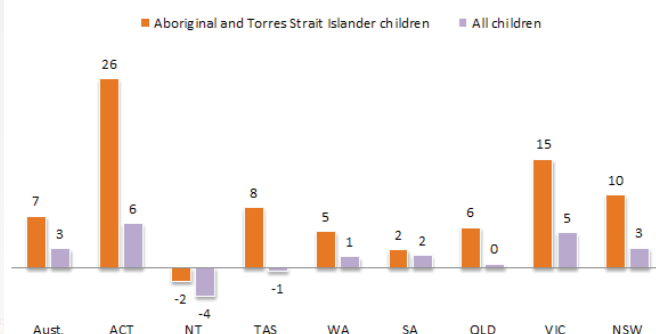
The capacity of early childhood educators to address these issues is limited by resourcing and the support they receive through funding.

Supporting Aboriginal and Torres Strait Islander children has been a key focus area of the National Partnership Agreement, from which Universal Access funding was introduced.

Universal Access funding has made a great deal of difference to the enrolment and engagement of young Australians in early childhood education, as the resourcing it provides has proven to be integral to assisting staff to provide quality education.

However, for the past six years Universal Access funding has been piecemeal – with teachers and kindergarten staff across Australia held in a climate of uncertainty from year to year, wondering whether or not their centres will receive funding.

Percentage change in children enrolled in ECE between 2016 and 2017



The benefits of additional funding have been made evident, and the complexity of the issues facing the Aboriginal and Torres Strait Islander community – particularly in the Territory – are also evident.

There is now a desperate and fundamental need to secure the permanency of this funding in order for those working in the sector to appropriately plan their approaches to addressing these issues.

The ongoing uncertainty of this funding arrangement does not allow for this planning, nor does it provide educators with the foresight needed to address such multifaceted issues.

Past programs to address the needs of early learners in the Northern Territory, such as the Let's Start Exploring Together Preschool Program, have shown that an informed approach to resourcing and management is crucial.

The Let's Start Exploring Together Preschool Program was a trial to implement the Exploring Together Preschool Program (ETPP) in the Northern Territory for Indigenous and non Indigenous parents and children. ETPP was an education program designed for children aged 3-7 years experiencing behavioural difficulties.

The final evaluation report of the Let's Start Exploring Together Preschool Program demonstrated that community based organisations and agencies did not have the professional resources to deliver targeted early intervention programs to high professional standards consistently over time. This lack of resources is not unfamiliar to those working in the sector.

Families as First Teachers

While resourcing continues to be an issue, some steps are being taken in the right direction to address the early learning needs of Indigenous children.

Families as First Teachers (FaFT) is an evidence based early childhood program that aims to improve education, health and wellbeing for Indigenous children from birth to the year before school.

The program is part of the Foundations element of the Indigenous Education Strategy, which by the end of 2017 aimed to:

- Expand the delivery of FaFT into remote communities from 21 remote Indigenous communities to 32 communities by the end of 2017. Ensure early literacy and child development approaches were evidence-based.
- Use the Abecedarian Approach Australia to improve preschool children's language and literacy skills and support their overall development to enable success at school.

- Integrate early childhood services and programs in child and family centre sites.
- Invest in placing managers in each Child and Family Centre (CFC) to coordinate services across health, education and family support in centres located at Gunbalanya, Maningrida, Ngukurr, Palmerston and Yuendumu, and
- Ensure all schools are provided with a structured timeline of events and activities that prepared children and their parents for the changes stemming from Families as First Teachers to preschool and from preschool to year one.

According to the December 2017 *Lifting Our Game* report, the FaFT program achieved operation in 32 sites in 2016-17, primarily in remote Indigenous communities, with 1,887 children and 1,792 parents and carers participating in the program for an average of one day a week.

The report noted that a survey of 530 participating parents found that 495 knew more about how to help and support their children to learn and develop as a result of attending FaFT.

Respondents also believed that the early learning activities the FaFT program delivered helped their children to be ready for school.

The program also serves as an employment pathway – with eight parents in one community having graduated from the FaFT program now employed in early learning programs.

A draft Indigenous Education Strategy implementation plan for the period of 2018-2020 has been developed.

For more information and resources visit education.nt.gov.au/education/support-for-teachers/faft

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Play-doh vs iPads:

Why a preference for tech can lead to poor motor skills

Teachers, academics and medical professionals have observed a significant change in the way young children are developing their fine motor skills with the rise in the use of tablets and iPhones, as Journalist Sara El Sayed writes.

Between the ages of three and five years, children typically begin to gain proficient control over their small muscle movements (fine motor skills), and start to master tasks such as doing up buttons and using scissors.

They also begin to refine their drawing and emerging writing skills: copying letters, numbers and shapes, as well as producing increasingly more complex drawings.

However, recent research shows that some children may be missing

opportunities that help them to develop the skills needed to execute these functions.

Is mess best?

The benefits of the use of technology in the classroom are unquestionable; however, when messy play time is trumped by tablet use, young children's fine motor skills are losing out.

Associate Professor Noella Mackenzie of Charles Sturt University said the issue extends outside the realm of technology versus handwriting, and also extends outside the classroom.

"It's not about throwing out the tablet or stopping the use of technology – technology is part of today's world

– but we know that fine motor skill development is important for brain development, not just for handwriting but for many other skills that are associated with fine motor skills.

"Evidence of the loss of these skills is beginning to become apparent quite early in children's lives.

"Ten years ago parents tended to give children pencils, crayons and paper to keep them busy.

"Unfortunately now it's much easier to hand them the iPhone or the tablet.

"We see very young children who are being entertained in this way: a way that's clean, efficient and easy."

But this easy approach can come at a cost.

"Some children are not getting the opportunity to explore the

manipulative processes that develop their fine motor skills.

“Activities such as playing with play-doh, drawing, cutting and pasting help develop these skills.

“Because these activities are often quite messy, a parent may be inclined to avoid them.

“But parents have to be prepared to deal with the messiness associated with a lot of the skills that develop fine motor in the early years before children start school,” Mackenzie said.

These activities are also integral to developing a child’s physical strength.

A child who comes to school who hasn’t had access to activities using scissors, cutting, pasting, drawing, and play-doh, lacks the fine motor skills as well as the strength in their hands, wrists and arms to hold a pencil for a length of time.

“A child who has had a lot of experience with drawing will often have developed their own efficient pencil grasp before they start school.

“Their teacher can then teach them to write letters needed for writing and reading.

“Children who don’t have these to skills are left to try to acquire them at the same time as learning to write and form letters, which can be very difficult,” Mackenzie said.

Not just fine motor skills at risk

Handwriting involves a lot of body skills that are not just fine motor related.

Posture, for example, and the core strength (including trunk, head and shoulder stability and balance) of the body helps a child sit in a way that allows them to write.

“If you’ve ever seen a child lie all over their desk, the chances are they haven’t got the core strength in their bodies to actually sit appropriately in order to use one hand for the pencil and the other hand to support the paper.

“There’s also a lot of research that identifies links between a child’s ability to write by hand and their ability to read and ability to spell, as well as other links to academic learning.

“This tells us that it’s far more than just the handwriting: it’s the development of those processes of manipulation and fine motor skill along with core strength.

“I come across a lot of people who say ‘but is handwriting important anymore?’ and the answer is yes, it is important.

“It’s not just important to develop the ability to write by hand, but also in improving all other skills that



are associated with fine motor skill development,” Mackenzie said.

Addressing the issue with parents

Addressing the issue in a preschool context can make a world of difference.

Teachers and early childhood education staff provide these messy play opportunities to the children at their centres, with technology used to complement their pedagogical approaches.

But these skills need to be worked on outside the classroom as well as within it.

Mackenzie said if educators feel that there is a problem then it would be a case of talking to parents about the importance of fine motor skill development as a precursor to learning how to write, and suggesting that parents might engage in more activities at home.

“A common reaction from parents is that drawing and play-doh are messy, but when you explain to them how beneficial they are, parents are usually very supportive,” she said. “They want what is best for their children.”

Some suggestions to advise parents of include:

- play-doh, painting, finger painting and drawing with different implements
- block construction using salad tongs to pick up pieces (the fingers used to operate the tongs are the same used to hold a pencil)
- construction that requires manipulating small objects (eg Maccano, Duplo or Lego)
- building sandcastles
- building with cardboard boxes or toilet paper rolls using glue and sticky tape
- taking lids off jars and containers
- playing finger games (e.g. Incy Wincy Spider)

- puppet play
- card games
- lacing cards (children to use a shoelace poked through holes in card in sewing motion)
- threading beads, and
- string games (eg cat’s cradle).

For more information on activities that can help improve children’s motor skills, visit the Royal Children’s Hospital website www.rch.org.au/ot/information_sheets/Kids_health_information

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Advocacy and early childhood preservice teachers

Globally and within Australia, there is heightened emphasis on early childhood education and care (ECEC) reform, Amanda McFadden, Chrystal Whiteford and Laurien Beane write.

Within Australia, a focus on the preparation of the early childhood workforce has received significant attention. Early childhood preservice teachers enact the policies that government and institutional discourses circulate around them, in effect positioning them as street level bureaucrats (Lipsky, 2010).

Even before graduation, significant attention is levelled at preservice teachers to contribute to complex policy agendas that require them to be both qualified and quality teachers. Research has shown that the policy and advocacy content of educational institutions has been lacking explicit teaching about advocacy to early childhood preservice teachers (Stegelin & Hartle, 2008) despite the inherent nature of advocacy in early childhood professionals' work. Our research highlights there is a critical need

for engaging preservice teachers in discussions about advocacy in initial teacher education and opens new possibilities for engaging in advocacy as they transition to the workforce.

The early childhood education and care sector comprises many services including long day care, family day care and occasional care. Around one million children aged birth to five years of age are using ECEC services each year (Australian Government, 2013). Twenty-eight percent of infants in non parental care, and 58% of two year olds in non parental care attend formal child care arrangements (Harrison et al 2009).

In 2017, there were 339,243 children aged four or five were enrolled in a preschool program (Australian Bureau of Statistics, 2018), with 11,366 service providers delivering a preschool program. These programs were either in a stand-alone or part of a school (37%) or in long day care centres (63%). With increasing numbers of children attending prior to school contexts, early childhood preservice teachers are crucial in sustaining a quality ECEC workforce.

Advocacy requirements

Early childhood teachers have a history of being strong advocates and are well positioned to be advocates. Advocacy can be defined as actions that intentionally seek to influence outcomes that are in the best interests of children, families and educators, and promote children's rights and social justice (Waniganayake et al 2017).

Advocacy and activism are an assumed and inherent part of the work of early childhood educators (Kieff, 2009). Advocacy has been associated with negating social inequities (Cheeseman, 2007) and engaging with advocacy can be done on several levels including personal, centre and community-wide strategies (Fenech, 2014).

The intent of the key policy documents guiding accreditation in ECEC initial teacher education programs are divergent, adding to the complexity of the initial teacher education landscape for early childhood teachers. There appears, within the suite of accreditation

documents, to be a binary that, on one hand, pushes advocacy forward as an important part of early childhood professional practice in birth to five settings, and, on the other hand, shows apparent silences of advocacy in initial teacher education teaching programs in the early years of schooling.

Advocacy is currently positioned as the work of teachers in the lead career stage in school settings (Australian Institute of Teaching and School Leadership), and an element of Quality Area 7 in the National Quality Standard – Management and Leadership in prior to school settings (ACECQA, 2017). This raises questions about the place of advocacy for preservice teachers working towards graduate career stages.

What are teachers saying?

The analysis in this research began with multiple readings of the data and coding narrative data by discourses that were located in the data. These readings of the data provided an opportunity to consider advocacy discourses which might both enable and constrain preservice teachers' perceptions of advocacy. The first reading of the narrative data highlighted multiple dominant discourses in the preservice teachers' perceptions of advocacy in early childhood.

Professionalism, relational and power/knowledge appeared to be three key discourses the preservice teachers were drawing on in relation to advocacy.

Interestingly, data suggested that final year preservice teachers felt ill equipped to be advocates at this stage of their career.

This raises the possibility that advocacy has been discursively constructed through national policy to apply to those in positions of leadership and not graduate teachers.

There was a real sense that graduate teachers felt they needed to have more experience, have more professionally articulate ways of speaking, and a need for more knowledge to back up their advocacy positions. Another interesting thread in the data was the idea of not being able to speak up and playing it safe, rather than speaking about your views which can be seen as risky.

Preservice teachers felt that 'others' were able to be advocates for children and families and that they would, later on in their career, and with more experience be able to be advocates. This is interesting as advocacy is an inherent part of early childhood teachers' work.

We know from the data that maximising relational opportunities and points of connection within initial teacher education programs is useful in supporting preservice teachers to navigate advocacy. Engagement with peak organisations and course content around advocacy is crucial for preservice teachers to engage in advocacy for, and with, children, families and colleagues. This research opens a space to consider ways in which leadership might influence preservice teachers' perceptions of advocacy, and ways initial teacher education courses prepare preservice teachers to engage in leadership expectations such as advocacy.

“Data suggested that final year preservice teachers felt ill equipped to be advocates at this stage of their career.”

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- Dr Amanda McFadden (Queensland University of Technology), Laurien Beane (Australian Catholic University), and Dr Chrystal Whiteford (Queensland University of Technology) are lecturers in early childhood education. Amanda and Laurien are on the executive committee of the Early Childhood Australia Queensland Branch. They all share a common interest in researching in the area of advocacy and pre-service teachers in early childhood.**



*“We know
that the way
organisations
operate has an
impact on the
work educators
can do.”*

Understanding the complexity of early childhood educators' work

Many *Bedrock* readers may already be familiar with the **Exemplary Early Childhood Educators at Work Study** and its aim to help us understand the nature and complexity of the work of highly skilled and knowledgeable early childhood educators, researchers Frances Press, Linda Harrison, Sandie Wong, Megan Gibson and Sharon Ryan write.

The study focuses on the nature of educators' work and the context within which they work. It looks at what educators actually do day to day, their capacity to problem solve and make decisions, and how their organisations and professional networks support great work.

Because the researchers are keen to know what highly skilled and knowledgeable educators do, the study is based in early childhood education (ECE) services that are rated as Exceeding National Standard in every quality area through the Australian National Quality Standard assessment and rating process.

The first phase of the study has commenced and uses a random time sampling, time-use smartphone app to gather information on educators' typical work day. The RTS Time Use Diary (TUD) app, especially designed for this study, electronically prompts educators to recall their activities for the previous hour, selecting from a set of 10 pre-coded categories (eg intentional teaching, routine care/transition, emotional support).

Each category is defined by specific activities. The app enables educators to record a sequence of activities, and multiple activities completed during the same time period. It also gathers ratings of work demands and work satisfaction for each reported hour. We are wanting educators to record their work activities twice a day over 10 working days to generate over 10 000 randomly collected work hours. In this way we are hoping to gather the largest evidence based corpus of educators' work to date.

The second phase involves focus groups of educators organised according to their level of qualification. We want to talk with educators about the various roles they undertake and the resources (including understandings) they draw upon in the course of their work. Recruitment for focus groups will commence shortly.

The final phase of the study will involve case studies of exemplary educators' work. Case studies will reveal who

educators have professional contact with, what educators do, how they undertake what they do, and why. All staff working in the case study centres will be asked to complete the Supportive Environment Quality Underlying Adult Learning (SEQUAL) tool (Centre for the Study of Child Care Employment 2014).

We know that the way organisations operate has an impact on the work educators can do. This will be the first time that the SEQUAL tool is used in Australia, and will be key to gathering educators' ratings of their work environment.

What have we found out so far?

We currently have time use diary data on over 1200 hours of work time (but we'd love to have more!). We have yet to analyse the data, however our initial observations tell us that:

- almost two-thirds of an early childhood educator's working day is spent in direct engagement with children. The rest of the day is typically used for planning, organising the play environment, doing professional development or administration, communicating through emails/newsletters with families, and taking breaks for lunch etc
- the number of primary activities educators have entered ranges from one activity for the whole hour to the maximum of 10 different activities. On average, educators are completing three different activities during a typical hour, and
- a large proportion of educators are multitasking.

We are really keen to hear from more educators! If you work in an early childhood centre that is rated exceeding in every quality area and standard and you would like to join our study please contact Fran Press at fpress@csu.edu.au

The research is made possible through the Australian Research Council (LP160100532) and our partner organisations: Community Early Learning Australia; Child Australia; Crèche and Kindergarten Association (QLD); Independent Education Union (NSW and QLD, ACT & NT branches); KU Children's Services; Inner West Council, Sydney; and United Voice.



Your questions answered

Sherryl Saunders is an industrial officer for IEUA-QNT and Tina Smith is an organiser for the IEUA NSW/ACT Branch. They answer your industrial and legal questions as they relate to state laws and regulations.

Dear Sherryl

I am an assistant at a community kindergarten which is managed by a voluntary committee. I am sometimes asked to attend the kindergarten outside my designated working hours, including on weekends, to attend fetes, open days, working bees and the like. Do I have to attend? If so, should I be paid extra for my attendance?

Carol

Dear Carol

The answer to your question depends on whether the requirement to attend events outside your ordinary working hours is provided for in your collective agreement. If your collective agreement states that you are required to attend, then you must do so. It should also state that you will be paid for attendance at such events.

It is more likely that the kindergarten's collective agreement is silent on attendance at events held outside ordinary working hours. As a general rule, if the employer mandates an employee's attendance at such events, the employee should be appropriately compensated, either through additional remuneration or by time off in lieu. Most collective agreements provide for overtime rates for directed work performed by assistants outside ordinary working hours.

Where there is no collective agreement, the *Children's Services Award* applies. Overtime rates for work performed outside an employee's ordinary hours of work, including on weekends, are specified in the Award and there is also provision for time off in lieu instead of payment of overtime, where the employer and employee agree.

If the employer does not wish to pay employees to attend events outside their ordinary working hours, then employees cannot be compelled to attend. Attendance by an employee would then be on a voluntary basis.

Sherryl



Dear Tina

I am a four year trained university qualified teacher in my fifth year of employment with a privately owned long day care centre. I work 40 hours per week and take an RDO either every month or I can accumulate up to five days at a time and take them as a block. I am very happy with this arrangement as it

allows me to accrue my annual leave to more than four weeks per year. Before I start a family, my husband and I are planning a three month overseas trip in late 2019. Currently I have nine weeks annual leave accrued, but recently my employer has requested I take some annual leave as soon as possible. Can my employer direct me to take annual leave when I don't need to or want to?

Donna

Dear Donna

Unfortunately, your employer can direct you to take any accrued annual leave if the amount is considered to be excessive. Under the federal *Educational Services (Teachers) Award 2010, Schedule B – Hours of Work and Related Matters clause B.6.4 (b)*, for teachers employed in early childhood services operating for at least 48 weeks per year, excessive leave is considered to be more than eight weeks. This award applies if you are not covered by a collective agreement.

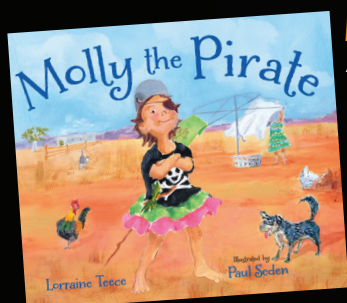
However, this award provision does not negate the opportunity to discuss your overseas plans with your employer and try and reach an outcome that is acceptable to both of you. Remember, any agreement between you and your employer should be in writing.

If an amicable outcome cannot be reached in regard to reducing the excess annual leave, your employer, under clause B.6.4 (b), can direct you in writing to take one or more periods of paid annual leave. However, the employer's request cannot result in your remaining annual leave being less than six weeks. You cannot be compelled to take the directed paid annual leave with less than eight weeks notice, or after 12 months has passed from the time of the request. For further advice contact your IEU Organiser.

Tina



GIVEAWAYS



Molly the Pirate

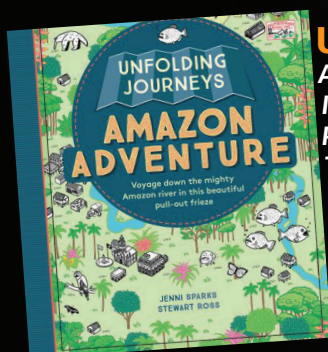
Author: Loraine Teece

Illustrator: Paul Seedon

Publisher: Magabala Books

Three copies to give away

Young Molly's imagination knows no bounds when she transforms her Australian backyard into an adventure playground on the high seas. Molly conjures up a pirate ship on her inland horizon and takes her loyal cat and dog along for the ride as she rows across the choppy ocean to the unsuspecting pirates. On board, she meets a feisty crew of salty buccaneers who look suspiciously like her own farmyard chickens. They are no match for Molly's daring exploits as she walks the plank, dances jolly jigs, scrambles up the rigging (or is that a clothesline?) and steers the ship like a true seafaring adventurer.



Unfolding Journeys: Following the Great Wall

Author: Stewart Ross

Illustrator: Victo Ngai

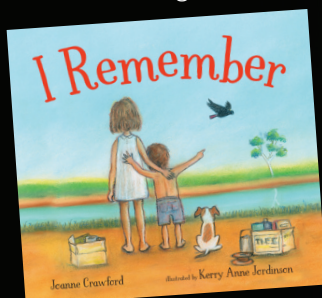
Publisher: Lonely Planet Kids

Three copies to give away

Unfold the adventure of a lifetime as you travel along the Great Wall of China. This sensational fold out frieze is more than six-feet long and can be removed and displayed. It features stunning illustrated detail on one side and incredible facts on the other.

Get ready for an unforgettable journey across China. From the dusty desert of Gansu province to the rolling waves of the Yellow Sea, this amazing journey takes you past flaming mountains and ancient wonders. Watch out for mighty fortresses, giant pandas and the extraordinary Army of Terracotta Warriors.

Along the way you'll discover breathtaking wonders of nature, visit modern China, and see how the traditions and landscape of the Great Wall are changing. You'll also encounter fascinating ancient Chinese monuments and amazing creatures living near the Great Wall.



I Remember

Author: Joanne Crawford

Illustrator: Kerry Anne Jordinson

Publisher: Magabala Books

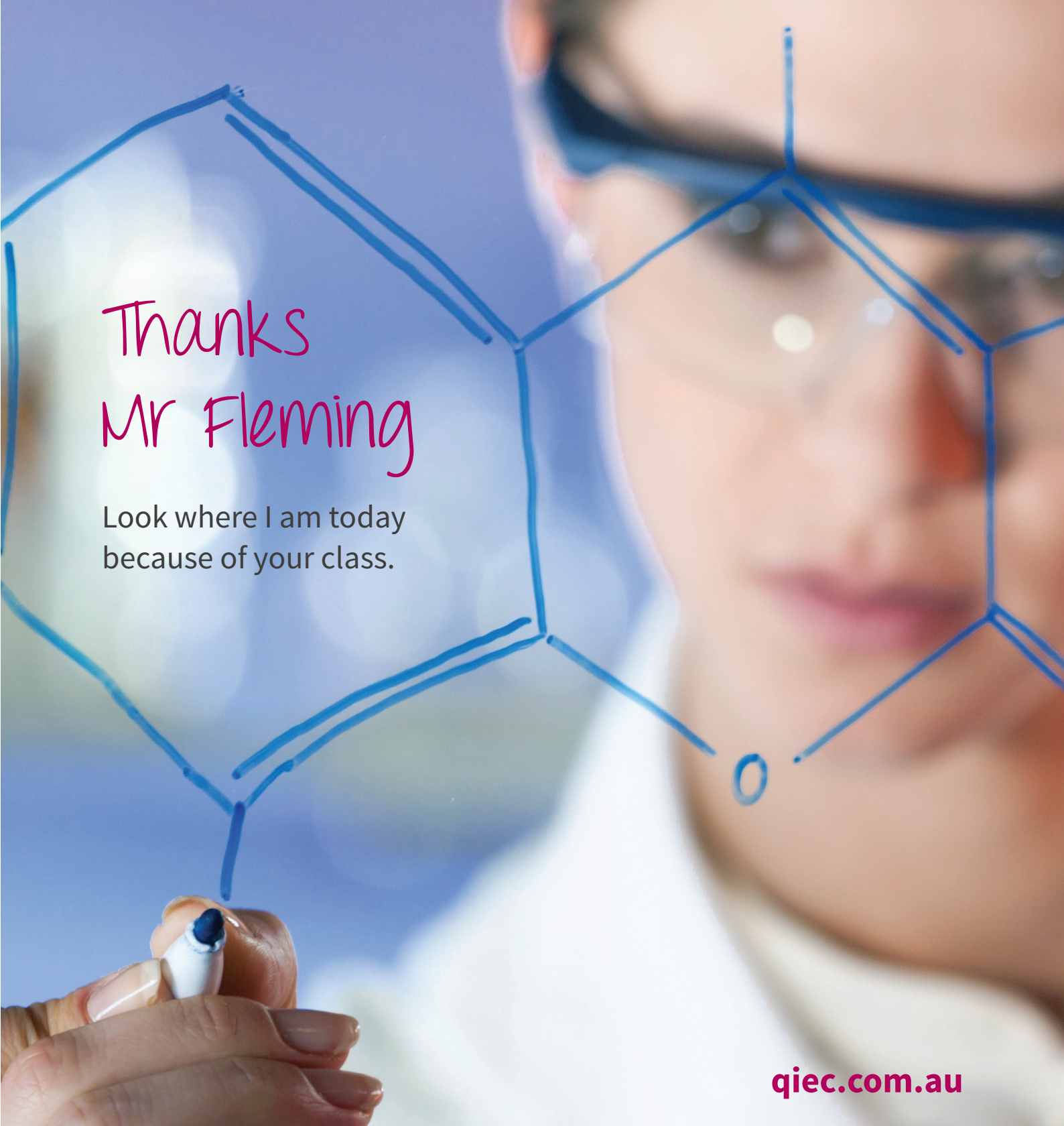
Three copies to give away

I Remember is an exquisite tale of memory. Set in the Geraldton area of Western Australia, an elderly woman remembers the camping trips of her childhood. As her recollections fade in and out, she is drawn to think about the elusiveness of what she can remember from so long ago.

Joanne Crawford moves away from a chronological narrative and skilfully conveys the excitement and anticipation of many camps. Packing up the family car, driving along dirt sand plains, stopping to marvel at wildflowers in bloom, baking damper, fishing, and listening to eerie sounds in the bush at night become memories that last a lifetime.

Kerry Anne Jordinson's illustrations have an ephemeral quality as she offers a glimpse into the beauty of the storyteller, old and young, and her family adventures through the vast West Australian landscape.

Email entries to giveaways@ieu.asn.au with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 29 July 2018.



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Mr Fleming

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Early Childhood Educator
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