

Roundtables Directors Stream



Joe Parsons

NSW Department Of Education
Acting Executive Director,
Commissioning



Lou-Anne (Lou) Lind

NSW Department Of Education
Director Local Reform and
Commissioning

Topic: Local Reform and Commissioning

Early Childhood Commissioning Executive Director Joe Parson and Director Lou-Anne (Lou) Lind look forward to hosting a roundtable at CCSA's annual Rural and Remote Forum. Joe and Lou will be on hand to talk with CCSA attendees about existing early childhood programs as well as new initiatives that form part of the NSW Government's early years commitment.

Included in the reforms will be a newly recreated regional network of early childhood staff working alongside the Department of Education's Quality Assurance and Regulatory Services (QARS) to provide program and policy support to the early childhood sector.

Key questions to consider:

- How can this network best support rural and remote needs for early childhood educators and services?



Australian Government

Department of Education

Representatives from the Australian Government Department of Education will co-facilitate with CCSA staff to discuss the Early Years Strategy Announcement.

Key questions to consider:

- What opportunities does this present for services?
- What challenges need to be considered?
- What could a rural and remote strategy look like?



Ben Ballard

NSW Department Of Education
Executive Director Regional, Rural
and Remote Education Policy Unit

Topic: Shaping the educational journey in regional, rural and remote NSW

The role of Rural Regional and Remote Education Policy is to improve the outcomes for Regional, Rural and Remote (RRR) learners from early childhood through to schools and skills pathways. We do this by working across the NSW Department of Education to help policymakers understand the unique context of designing and delivering services in regional and remote NSW. We also work directly with school leaders, service providers, and government agencies at a local level who are delivering wraparound services in RRR communities.

Key forward questions to consider:

In the round table discussions, we want to understand:

- What is working best for you in your local education community? What does your connection with your local schools/school network look like?
- What are the best kinds of supports you receive from government agencies on early intervention?
- What could be improved to deliver better outcomes for children in regional, rural and remote NSW?

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Shane Snibson
NSW Department Of Education
Acting Executive Director, Quality Assurance and Regulatory Services



Nicholas Backo
NSW Department Of Education
Director,
Statewide Operations Network

Topic: Changes to Assessment & Rating in NSW

ACECQA has announced that there will be changes to how regulatory authorities assess and rate services under the National Quality Framework. The NSW Regulatory Authority (RA) will implement these changes slowly. Implementation of all changes will start with a small group of services and gradually rollout state-wide.

Starting from mid-2023:

- Use of partial assessments will increase
- Five days' notice prior to Assessment and Rating will be implemented alongside the release of the Self-Assessment and Quality Improvement Plan Portal

These changes are intended to uphold our commitment to quality and safety of services; ensure we can observe typical practice on any day; and help improve the currency of ratings for families.

Key questions to consider:

- What may you need to do to respond to these changes?
- What role can the regulator play in supporting you through this change?



Sarah Hurcombe
NSW Department Of Education
Executive Director,
Universal Pre-Kindergarten



Karen Davis
NSW Department Of Education
Director, Workforce

Topic: Universal Pre-Kindergarten

Our ambition for preschool in NSW is the introduction of universal pre-Kindergarten in the year before school by 2030. It will be a high-quality play-based preschool program for up to five days per week that focuses on cognitive, social, and emotional development, so that children learn to build connections and are supported to make the transition from preschool to kindergarten. It is not a new year of school, and it is not compulsory. The NSW Government will increase preschool provision on some school sites where consultation shows it is needed. And will work with the ECEC sector, families, and communities to design and trial key features of Pre-Kindergarten across different service types to inform models which work for every child. More than seventy organisations are participating in the recently announced pilot phase and we are taking the time to work closely with services, educators, families, and communities to make sure we get it right.

Key questions to consider:

- What is most appealing to you about Universal Pre-Kindergarten?
- Do you see any barriers to Universal Pre-Kindergarten? What are some innovative ideas to address these known barriers?
- What are you already doing to support the transition from preschool to kindergarten, and what challenges do you experience in supporting children and families through this transition?
- How can transition to school be improved/ bolstered through pre-Kindergarten?

Topic: Enhancing, retaining and growing the ECEC workforce talent and leadership pipeline by putting people at the heart of everything we do.

The Early Childhood Education Care (ECEC) sector must grow and strengthen to meet community expectations for quality outcomes for children and families. Addressing immediate workforce shortage challenges are a priority for NSW and Australia. Addressing the longer-term workforce shortages and thinking about the future ECEC workforce will be critical to the sector being well positioned to deliver high quality ECEC services.

Key questions to consider:

- Adopting a one size fits all approach to current workforce challenges is unlikely to be successful. What are the critical elements that need to be considered when developing strategies to address immediate and longer term workforce shortages specifically in the context of rural and remote communities?
- If you could immediately implement three initiatives that would have a deep impact in improving employee wellbeing what would these be?
- What are the most significant leadership challenges faced by the sector and what needs to happen to address these challenges and support leaders to thrive?