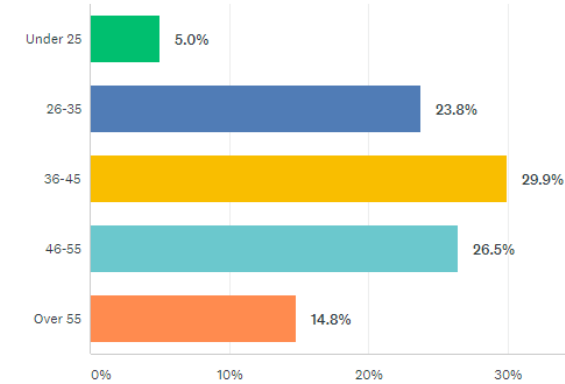


## CONSULTATION OVERVIEW

- **3,800** survey responses
- Proportional representation from across jurisdictions, with regional and remote areas over-represented (73% of approved services are located in major cities; 56% of respondents stated that they are located in major cities)
- More than two-fifths (41%) of respondents aged 46 and over, with 95% of respondents identifying as female
- Most (90%) respondents work in a children's education and care service, with two-thirds (67%) working in long day care – long day care services over-represented and outside school hours care services under-represented
- Almost two-fifths (38%) of respondents identified as ECTs or diploma and cert III level educators.

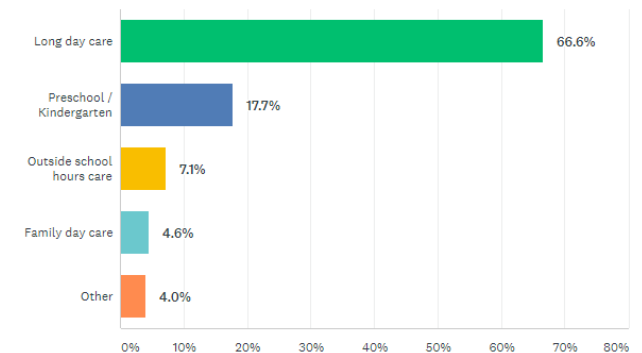
What age bracket are you in?

Answered: 3,800 Skipped: 0



What is the main type of education and care provided by your service?

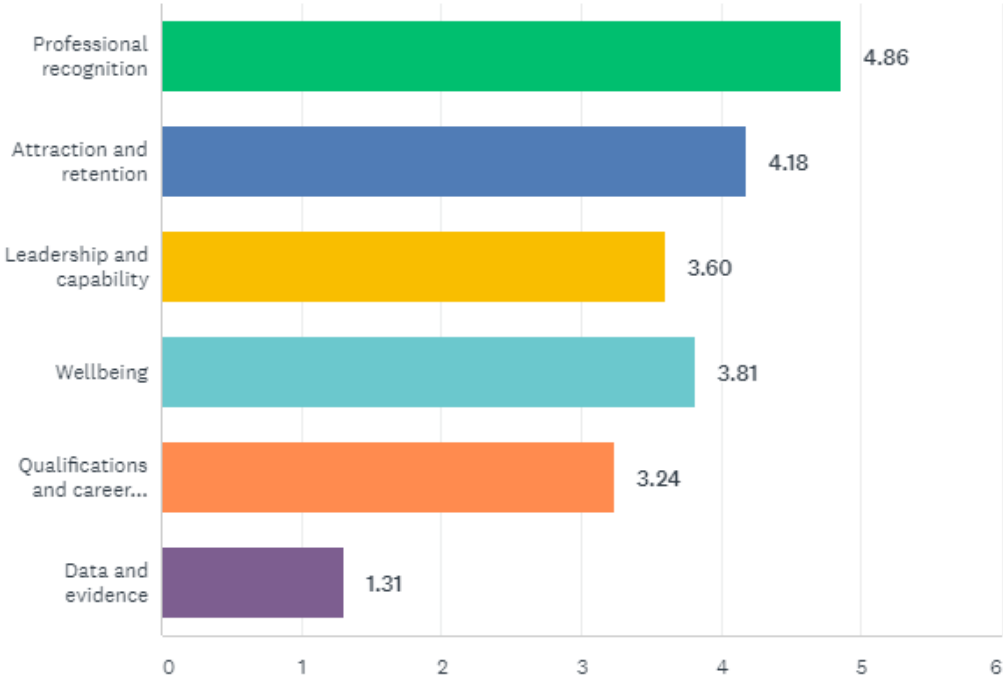
Answered: 3,402 Skipped: 398



# RELATIVE IMPORTANCE OF THE SIX FOCUS AREAS

Please rank the six focus areas in order of importance to you (from 1 = most important to 6 = least important).

Answered: 2,207 Skipped: 1,593



## SUMMARY OF FINDINGS

Most important actions overall:

1. Investigate options for improving professional standing, and workforce pay and conditions, including examining the associated barriers and constraints (**focus area 1 – professional recognition**)
2. Promote the importance of a career in children’s education and care through a national communications campaign, including highlighting career opportunities in a growing sector (**focus area 1 – professional recognition**)
3. Agree and consistently use contemporary terminology to describe the children’s education and care sector, and its workforce (e.g. from ‘childcare’ to ‘education and care’) (**focus area 1 – professional recognition**)
4. Investigate options for improved wellbeing supports, including affordable and coordinated access to an employee assistance program, supporting service providers to have a strong mental health, resilience building and wellbeing culture, and examining the associated barriers and constraints to accessing wellbeing supports (**focus area 4 - wellbeing**)

## SUMMARY OF FINDINGS

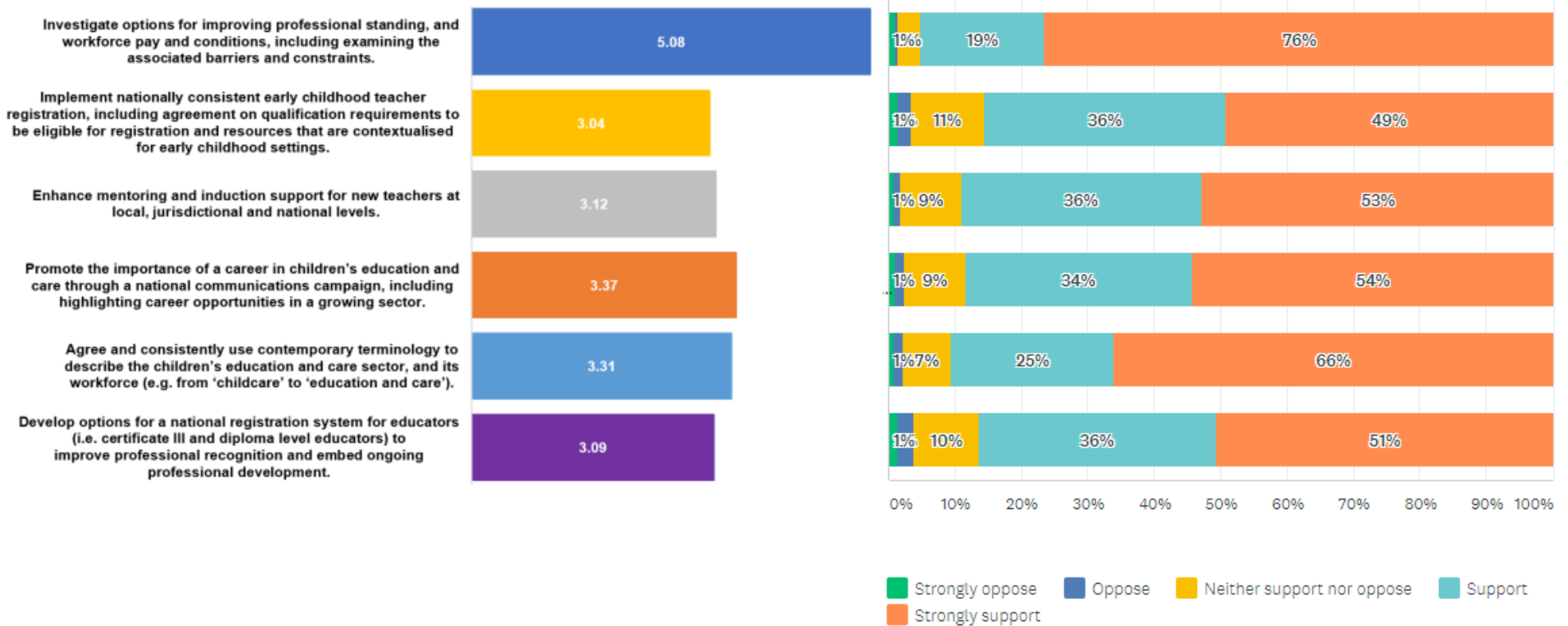
Actions that received comparatively less support:

1. Review and streamline existing application and approval processes for overseas trained educators and teachers (**focus area 2 – attraction and retention**)
2. Develop options for a longer term data collection system, including a live national workforce database of educators to provide up-to-date data and evidence for relevant stakeholders (**focus area 6 – data and evidence**)
3. Undertake a biennial national workforce census to provide comprehensive and contemporary information about a range of key workforce related indicators (**focus area 6 – data and evidence**)

# FOCUS AREA 1 – PROFESSIONAL RECOGNITION

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



## FOCUS AREA 1 – PROFESSIONAL RECOGNITION

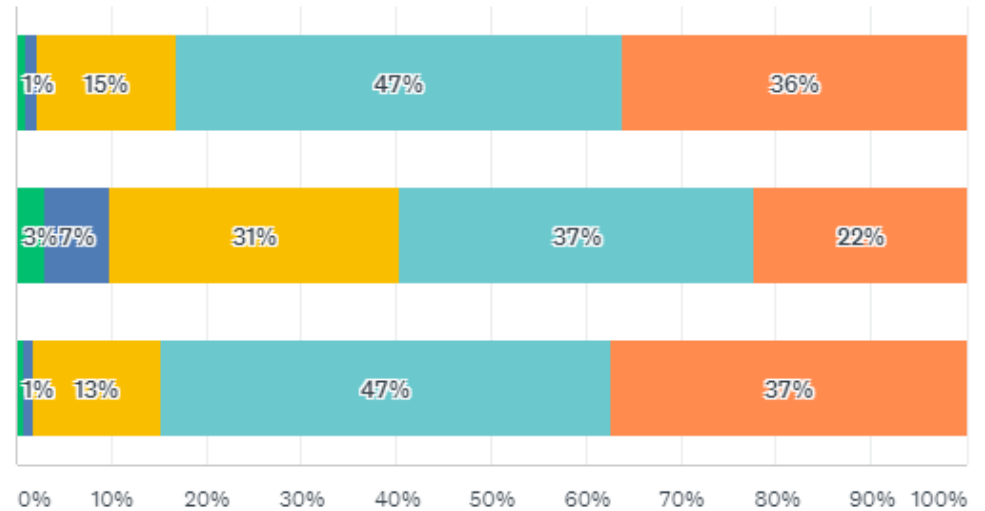
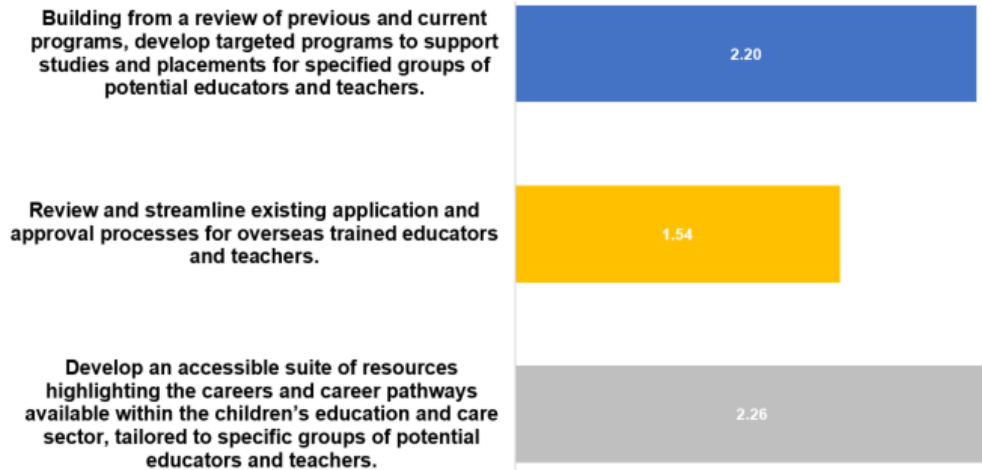
pay conditions ensure professional development families  
time childhood education qualifications government  
support recognised pay professional recognition  
training increase recognition required professional  
childcare better experience funding



## FOCUS AREA 2 – ATTRACTION & RETENTION

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



■ Strongly oppose   
 ■ Oppose   
 ■ Neither support nor oppose   
 ■ Support   
 ■ Strongly support

## FOCUS AREA 2 – ATTRACTION & RETENTION

experience looking increased professionals job professional development  
study high time working conditions better recognition  
support required pay pay conditions training funding  
qualifications courses programs workforce teaching degree  
Better pay students

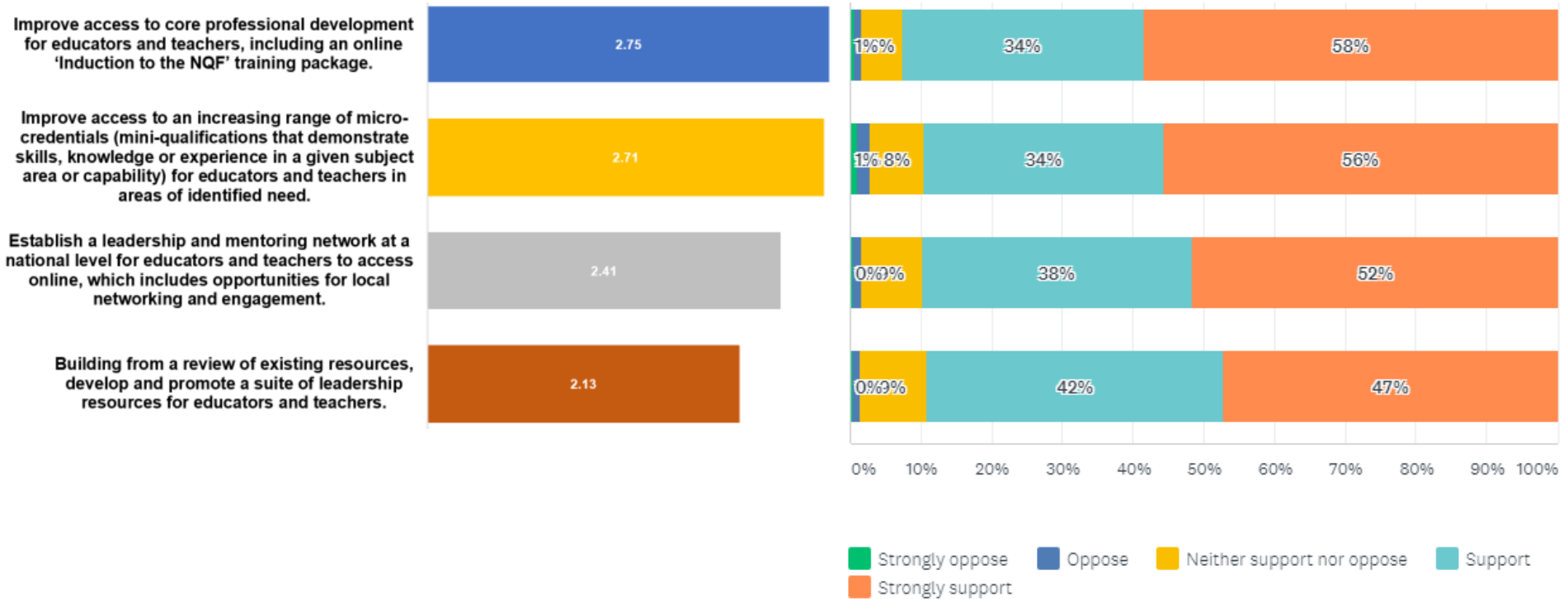




# FOCUS AREA 3 – LEADERSHIP & CAPABILITY

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



## FOCUS AREA 3 – LEADERSHIP & CAPABILITY

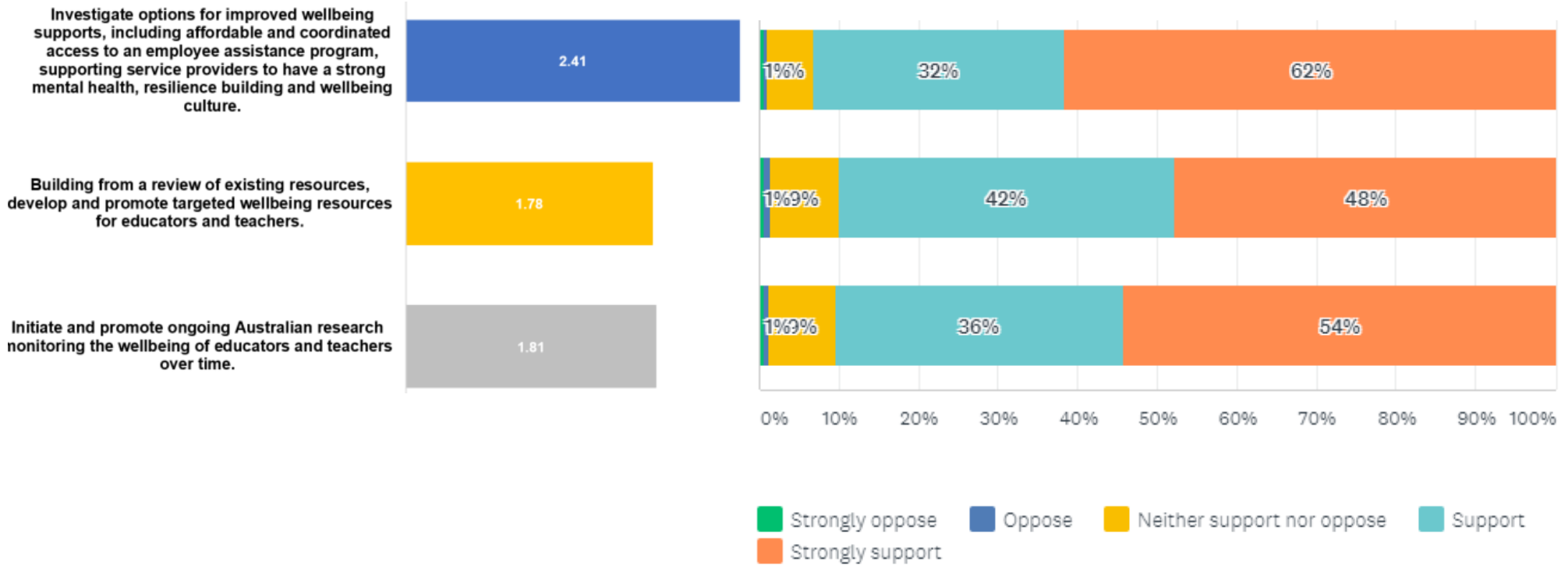
mentoring<sub>already</sub> experience<sub>team</sub> qualifications<sub>knowledge</sub>  
professional development<sub>funding</sub> leaders  
Educational Leaders support<sub>courses</sub> training<sub>directors</sub>  
leadership<sub>resources</sub> time<sub>good</sub> provided<sub>development</sub>  
pay<sub>new</sub> access<sub>improve</sub> required



# FOCUS AREA 4 - WELLBEING

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



## FOCUS AREA 4 - WELLBEING

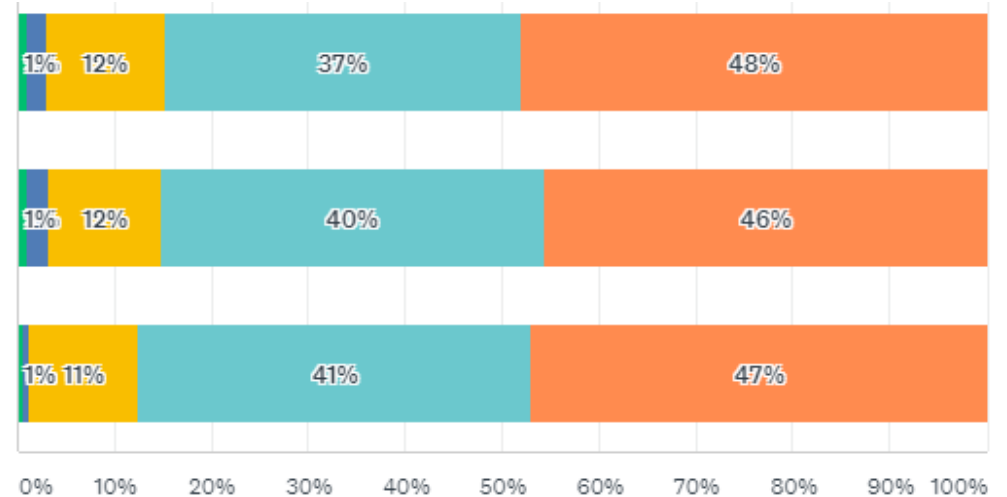
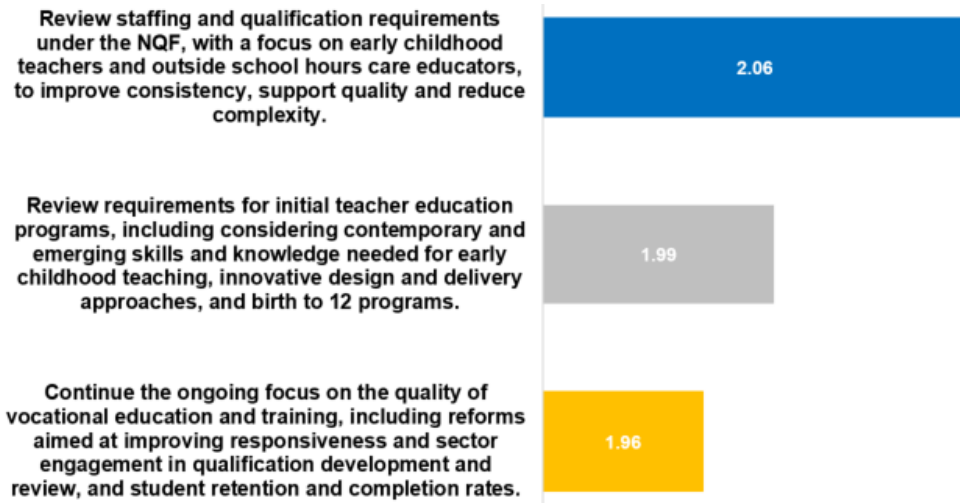
increased allow stress quality leave demands access think  
programs great mental health educator wellbeing pay  
high wellbeing workforce support issues time  
support educators well feel better required resources funding  
training burn families help well-being



# FOCUS AREA 5 – QUALIFICATIONS & CAREER PATHWAYS

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



■ Strongly oppose   
 ■ Oppose   
 ■ Neither support nor oppose   
 ■ Support   
 ■ Strongly support

## FOCUS AREA 5 – QUALIFICATIONS & CAREER PATHWAYS

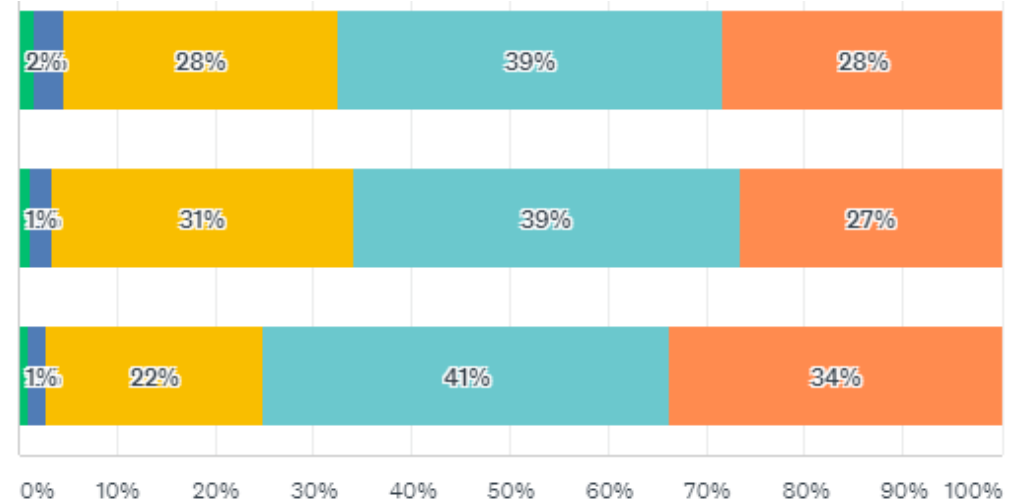
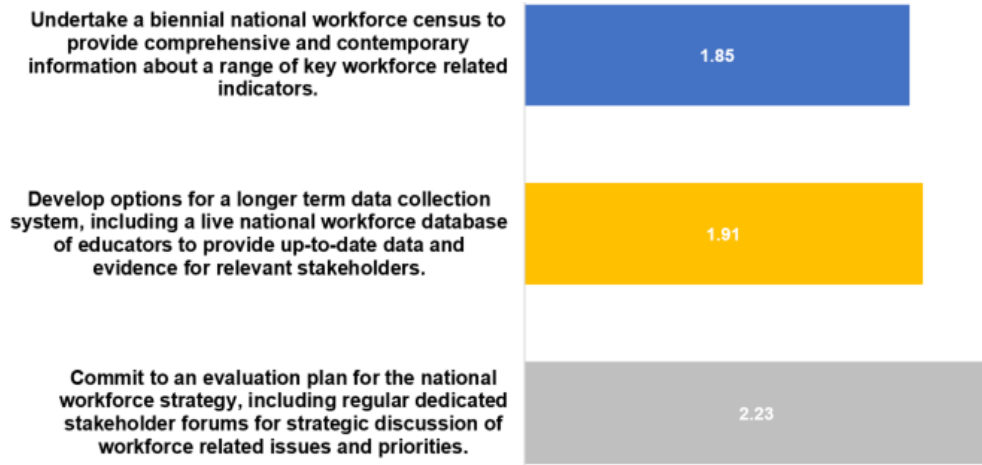
time graduates teaching quality study current better learning degree  
early childhood teachers support experience training  
ensure qualifications increase courses paid  
students workforce requirements job Diploma knowledge  
programs required



# FOCUS AREA 6 – DATA AND EVIDENCE

Please rank in order of importance to you  
(weighted average scores)

Please indicate your level of support



■ Strongly oppose   
 ■ Oppose   
 ■ Neither support nor oppose   
 ■ Support   
 ■ Strongly support

## FOCUS AREA 6 – DATA AND EVIDENCE

information systems survey important Government add  
understand gather think help time increase workforce  
issues data quality data collection data evidence  
better already census data collected changes stakeholders ensure  
support

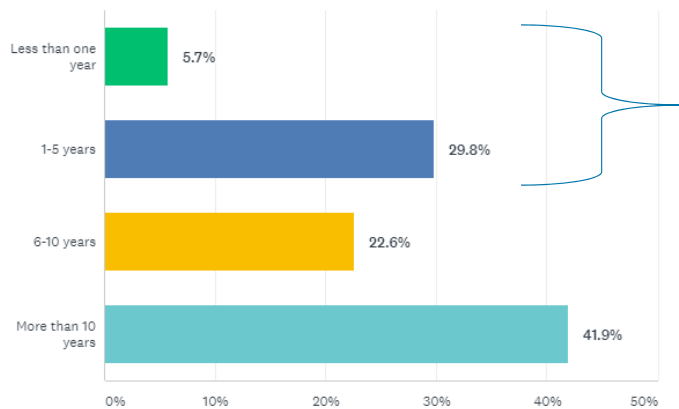




# CAREER INTENTIONS

How long do you intend to continue working in the children's education and care sector?

Answered: 1,952 Skipped: 1,848



recognition age enough burnout feel low expectations amount  
 job longer Burn lack time change Retirement  
 qualifications pay Low pay support government  
 families increasing much education stress working conditions high  
 hard workload teaching better responsibilities



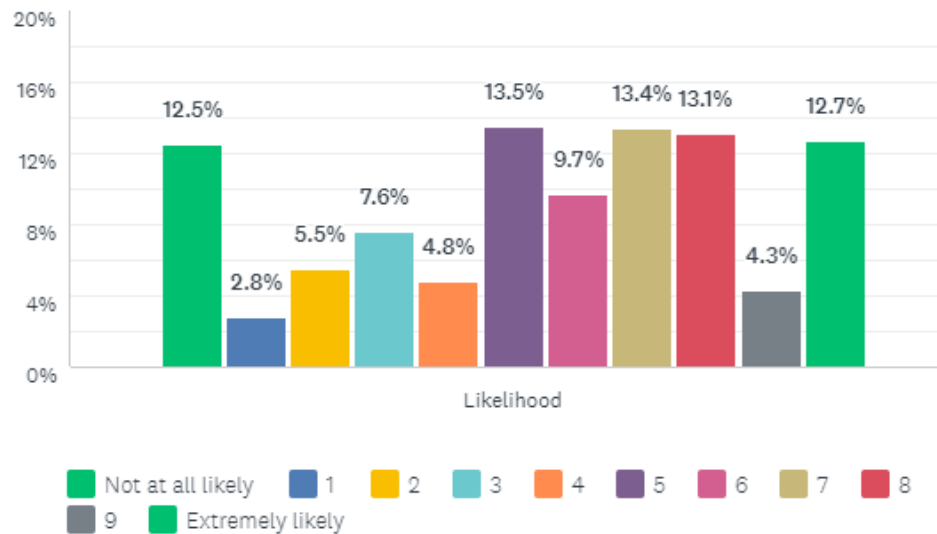
Our 2019 survey, which received 1,600 responses, also asked respondents about their career intentions.

Almost three-quarters (72%) of respondents in 2019 indicated that they intended to work in the sector for at least another five years, compared to less than two-thirds (65%) in this survey.

## NET PROMOTER SCORE = -39 (markedly worse than the score of -25 from our 2019 survey)

On a scale from 0 (Not at all likely) to 10 (Extremely likely), how likely are you to recommend a career in the children's education and care sector to a friend or family member?

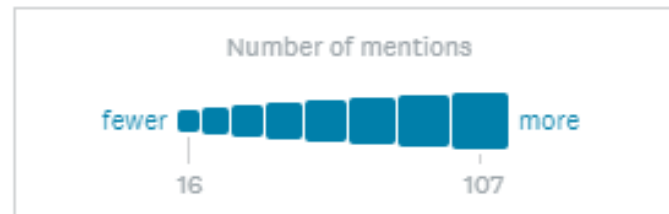
Answered: 1,948 Skipped: 1,852



A Net Promoter Score of 0 or higher is generally considered good

## UNLIKELY TO RECOMMEND A CAREER IN THE SECTOR

teaching training conditions wellbeing responsibility government poor  
less better working conditions lack respect support higher  
job families pay enough time stress much Poor pay  
expectations low Low pay community pay conditions  
lack support workload recognition



## LIKELY TO RECOMMEND A CAREER IN THE SECTOR

passion future early childhood education part love lot great  
rewarding job working children community learning  
young children rewarding career education  
rewarding passionate good early years job children families  
important value career help opportunities support

