

ANZSCO Review

1. Are there any in your industry, business or workplace that are not accurately described?
2. Are there any occupations in your industry, business, or workplace for which ANZSCO does not accurately reflect the skill level (1 to 5)?
3. Are there any occupations in your industry, business or workplace which we should consider classifying under a different ANZSCO category (e.g. sub-major, minor or unit group)?
 - Include any evidence to support the change (such as skill transferability with minimal retraining required)
 - Describe how the current placement affects your industry, business, or workplace.
 - Occupations not separately identified in ANZSCO.

Table to address: Occupations not accurately described, skill level reflected or need reclassification of ANZSCO category

Current ANZSCO Occupation that is not accurately described:	New Title: <i>If applicable</i>	New Definition, specialisation, <i>Link to evidence</i>	New Skill Level: <i>Link to evidence</i>	Where this links to current ANZSCO classifications	Outline One or two unique tasks which distinguish from other occupations:	Evidence to support this: <i>industry workforce surveys, awards, job vacancy data, industry workforce planning docs, or job descriptions.</i>	Outline <u>how</u> the inaccurate description: a) affects your sector b) Skills Level affects your sector c) reclassifying into different ANZSCO category
Code 134111 Title Child Care Centre Manager/ Child Care Centre Director/ Child Care Coordinator Skill Level 1	Title: Early Childhood Education Service Director/Manager Alternative titles: Children's Services Director/Manager Education and Care Director/Manager	Leads and manages the operations and delivery of early childhood education and care services. This includes regulatory requirements, human resources, professional development, financial	Skill Level 1 and 2 Addition of Skills Level 2 - Under Schedule B - B.1.10 Level 6 - Director, <i>Children's Services Award 2010</i> "A Director is an employee who holds a relevant Degree or a 3 or 4 year Early Childhood Education qualification, or an AQF Advanced Diploma, or a Diploma in Children's Services, or a Diploma in	Code 134111	Manages all aspects of the service's operational needs Provides management and leadership for staff Responsible to ensure compliance with all relevant laws and educational frameworks governing child care, and manage the financial affairs of the child care facility.	Position description Org chart Projected by Jobs and Skills Australia that Centre Manager roles will increase	a) Inaccuracy of the occupation description affects the ability to attract skilled workers with experience in business, operations, HR and ECEC. Director/ Manager role is distinct from an Educator, as it has more diverse and experienced skills. Redefining the tasks aid in the clarification of the role, responsibilities, development of relevant courses to support professional development and pathways into Centre leadership and

Specialisation s Preschool Director		management, WHS, communication s with families, curriculum and supporting high quality educational outcomes for children.	Out-of-Hours Care; or is otherwise a person possessing such experience, or holding such qualifications deemed by the employer or the relevant legislation to be appropriate or required for the position, and who is appointed as the director of a service.”			by 21.8% by 2026. ¹ Schedule B B.1.10 Level 6 - Director, <i>Children’s Services Award 2010</i>	management roles. b) Extending Skills Level to include Skill Level 2 needs to accurately reflect the current qualifications: - as this impacts the ability to attract experienced (particularly in relation to the Skill Migrants). - that aligns to the Award which informs ECEC’s operation and employment practices. c) No change into different ANSCO category
Code 241111 Title Early Childhood (Pre-primary School) Teacher Kindergarten Teacher Skill Level 1	Title: Early Childhood Education Teacher Alternative titles: Early Childhood Kindergarten Teacher Early Childhood Education Teacher	Provides leadership to Educators in the development, implementation and evaluation of child focused education and care curriculum, that follow the approved Learning Frameworks. Bachelor Degree is required.	Skill Level 1	Code 241111	Develop and implement a high-quality education and care curriculum that is consistent with the centre's philosophy and policies, the National Quality Standards, Early Years Learning Framework/ Framework for School Age Care. Work to develop the School Readiness within children with tools to assist with the transition to school.	Position description Employment is projected to increase strongly by 2026 for Early Childhood (Pre-primary School) Teachers (up by 10,600 or 21.6%). ² <i>Educational Services (Teachers) Award 2010</i>	a) Inaccuracy of the occupation description affects the ability to attract skilled Educators and future workforce. The language around the title and tasks need to reflect that ECEC workforce have training and professional experience in early childhood education and children’s development. This moves away from historical and community perceptions of childcare as simply ‘childminding’ services. There is currently a critical ECEC workforce shortage of qualified educators Australia-wide. Without adequate numbers of entrants into the sector, early learning service providers across the country are struggling to meet the demand for places and to meet the regulatory requirements for the

¹ ABS Labour Force Survey, ABS seasonally adjusted data to November 2021 and Jobs and Skills Australia Employment Projections to 2026.

<https://labourmarketinsights.gov.au/occupation-profile/child-care-centre-managers?occupationCode=1341>

² P 14, Employment Outlook: five years to November 2026, Australian Government, National Skills Commission

<https://labourmarketinsights.gov.au/media/b2ppdmvp/employment-outlook-industry-and-occupation-trends.pdf>

					Provide leadership and support in: <ul style="list-style-type: none"> - documentation of children and family information, - observations of children, - evaluation of observations and planning, - implementation of plans, - reflection of own and teams' practice - management of and supports the professional learning of staff. 		educator-to-child ratios. Updating each occupation's descriptions, language and distinction between the roles and opportunities in the sector will assist in attracting new workers to the sector, promote tertiary and vocational training pathways, attract funding to support professional development, engage apprenticeships and skilled migrants to our sector. b) No change to Skills Level c) No change into different ANSCO category
Code 421111 Title Child Care Worker Child Care Aide (Skill Level 3) Skill Level 3 and 2 Specialisations Child Care Group Leader (Skill Level 2) Children's Nursery Assistant Creche	Title: Early Childhood Education Supporter/ Supporting Educator Alternative title: Children's Educator Children's Education and Care Educator	Provides education and care for children aged from 6 weeks to 5 years in the service, consistent with curriculum, and requirements of the National Quality Framework. Diploma or Cert 3 is required.	Skill Level 2 or 3 B.1.4 Level 3 and B.1.6 Level 4 of the <i>Children's Services Award 2010</i>	Code 421111	Support the ECE Room Leader as directed in keeping records and observations for all the children in the group.	Position description <i>Children's Services Award 2010</i>	a) Attracting skilled educators and future workforce with language that reflects the opportunities for entry level qualifications into the sector and pathways to move into other roles for career progression. Inaccurate language and descriptions also create misassumptions that have a negative impact on the appeal for potential workforce, interest and investment in courses and training, and skill migrant opportunities. b) Extending Skills Level to include Skill Level 2 needs to accurately reflect the current qualifications: <ul style="list-style-type: none"> - as this impacts the ability to attract experienced (particularly in relation to the Skilled Migrants).

Attendant Early Childhood Worker							<ul style="list-style-type: none"> - that align the regulations that inform ECEC operation and employment practices. <p>The extension of qualifications allows for experienced workers that have transferrable skills to support children with ESL, different learning abilities and disabilities. This extension of skills is a matter of urgency based on the critical ECEC workforce shortages.</p> <ul style="list-style-type: none"> c) No change into different ANSCO category
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4. Are there any occupations in the ECEC sector that should be separately identified with a unique code?

For each such occupation:

- Describe the occupation as fully as possible, including the tasks involved; its relationship to other occupations; any registration or licensing requirements; the education and experience requirements; its skill level (1 to 5), and any other titles used to describe the occupation.
- Indicate the number of people that undertake the occupation in your industry, business, or workplace. Estimate the number of people that will be required to undertake the occupation in 5 years' time in your industry, business, or workplace. Where possible, use evidence to support the estimates you provide.
- Identify where you think this occupation sits within ANZSCO.
- Would adding this occupation as a specialisation of an existing ANZSCO occupation category meet the needs of your industry, business, or workplace? Why? / Why not?
- Occupations that should be separately identified

Table to address: Occupations that should be separately identified

New Title: <i>Including alternative titles</i>	Describe occupation, tasks, relationship to other occupations, education requirements, skills level	Estimate the - current number and - in 5 years time, the number of people that undertake the occupation in your industry <i>Link to evidence</i>	Where you think this occupation sits within ANZSCO?	Would adding this occupation as a specialisation of an existing ANZSCO occupation category meet the needs of your industry, business, or workplace? Why? / Why not?	Additional information, supporting evidence

<p>Early Childhood Education Assistant Manager/ Assistant Director</p>	<p>Skill Level 2 Diploma</p> <p>Tasks: Assist with the Director to co-ordinate the implementation and evaluation of professional development and service’s programs.</p> <p>Contribute to the development of the service’s policies, and procedures.</p> <p>Supports operational aspects of service including Occupational Health and Safety, program planning, staff training, compliance with all regulatory requirements.</p> <p>Responsible for the day-to-day administration and management of the centre or service in the temporary absence of the Director and for management.</p> <p>Generally, supervise all employees within the service.</p>		<p>Major Group 1 – Managers Sub- Major Group 13 - Specialist Managers</p> <p>Minor Group 134 – Education, Health and Welfare Services Managers Unit Group 1341 – Child Centre Managers</p> <p>Skill Level 2</p>	<p>Early Childhood Education Assistant Manager/ Assistant Director requires a separate ANZSCO category. This is a separate and distinct role from the ECE Service Manager/ Director (134111). The ECE Assistant Manager/ Assistant Director:</p> <ul style="list-style-type: none"> - has less qualifications required, - sits under the Manager/ Director role, - tasks and responsibilities differ significantly to other roles, - and the role is more operational focused than other ECEC roles. This role’s detailed tasks may vary and be shaped based on individual operational needs of the centre. 	<p>Position Description</p> <p>Organisation hierarchy chart</p> <p>B.1.8 Level 5 Children’s Services Employees (CSE), <i>Children’s Services Award 2010</i></p>
<p>Early Childhood Educational Leader</p>	<p>Skill Level 1 and 2 (Bachelor, Diploma or Teacher qualifications)</p> <p>Leads the development of an educational program and provide curriculum direction. This is a leadership role within services such as LDC, OSHC, Occasional Care and FDC. Cultivates a culture of lifelong learning for educators through professional development, and mentoring to build capacity, confidence and skills development for the delivery of quality service for the outcomes for child and families.</p>		<p>Major Group 1 – Managers Sub- Major Group 24 – Education</p> <p>Professionals Minor Group 241 – School Teachers</p> <p>Skill Level 1 and 2 (Bachelor, Diploma or Teacher qualifications)</p>	<p>Early Childhood Educational Leader would require a separate ANZSCO occupational category. This is a separate and distinct role from the Early Childhood Education Teacher (241111). The Early Childhood Educational Leader:</p> <ul style="list-style-type: none"> - may have less qualifications, - sits under the Manager/ Director role, 	<p>Position Description</p> <p><i>Children’s Services Award 2010</i> – from 1 November 2022 determination by Fair Work Commission to include</p>

	<p>Tasks:</p> <p>1. Leads the development and implementation of a quality Program across a service or several educators.</p> <p>2. Provides curriculum development and guidance to other educators</p> <p>3. Works informed by the Education and Care Services National Law and Early Years Learning Framework for Australia or other approved learning frameworks in planning, delivering and assessing experiences for children</p>			<ul style="list-style-type: none"> - has additional tasks and responsibilities differ significantly to other roles, - oversees management and leadership of ECE Supporting Educators. <p>Creating a separate category for Lead Educators in ANZSCO would assist to attract future workforce to the sector as it:</p> <ul style="list-style-type: none"> - clarifies roles, qualifications, and opportunities in ECEC. - creates greater understanding of the career opportunities within ECEC - make sector appealing for apprenticeships - promote pathways into the sector with tertiary and vocational training - updates language to reflect tasks, roles and responsibilities to clarify occupation classifications to attract skilled migrants 	Education Leads. ³
Early Childhood Education Room Leader	<p>Skill Level 1 and 2 (Bachelor, Diploma or Teacher qualifications)</p> <p>Provides active leadership to Educators in the development, implementation and evaluation of a child-focused education and care curriculum.</p> <p>To support and educate all fellow team members within their appointed room to follow centre policies, procedures and</p>		<p>Major Group 1 – Managers Sub- Major Group 24 – Education</p> <p>Professionals Minor Group 241 – School Teachers</p> <p>Skill Level 1 and 2 (Bachelor, Diploma or Teacher qualifications)</p>	<p>ECE Room Leader would require a separate ANZSCO occupational category.</p> <p>This is based on the structure of where ECE Room Leader sits in the staffing hierarchy within ECECs.</p> <p>ECE Room Leaders:</p> <ul style="list-style-type: none"> - have additional and different tasks and 	<p>Position Description</p> <p>Level 4.1 to 4.3 of the <i>Children’s Services Award 2010</i></p>

³ under Regulation 118 of the Education and Care Services National Regulations 2011

	<p>following the Education and Care Services National Regulations.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Program delivery aligned with the Early Years Learning Framework for Australia or other approved learning frameworks. 2. The role is both an educator and leader for staff and children in the centre room they oversee. 3. Designation of tasks and responsibilities to other staff members for efficient and effective delivery of program. 4. Record keeping of each child's learning progress, observations and communicating with parents 5. Ensuring a safe environment through OHS compliance 			<p>responsibilities to ECE Diploma or Early Childhood Teachers and ECE Support Educators.</p> <ul style="list-style-type: none"> - Offers leadership and career progression pathways that are not currently evident in ANZSCO classifications <p>Greater clarification of this role, promotes ECEC to current and future workforce with more diverse roles available, career progression, scope for leadership and professional development. Reflecting current language helps to facilitate opportunities and training pathways that will benefit recruitment to the sector and, challenge any outdated assumptions and misunderstandings held about the ECEC.</p>	
<p>Early Childhood Education Diploma Educator</p>	<p>Skill Level 2 (Diploma or Teacher qualifications)</p> <p>Responsible for contributing to delivery and implementation of quality driven, inclusive programs and curriculum for children aged 6 weeks to 5 years.</p> <p>Develop respectful and supportive relationships with families to communicate the progress of their child's development within the service.</p>		<p>Major Group 4 – Community and Personal Services Workers Sub- Major Group 42 – Carers and Aides Minor Group 421 – Child Carers Unit Group 4211 – Child Carers</p> <p>Skill Level 2 (Diploma or Teacher qualifications)</p>	<p>ECE Diploma Educator would require a separate ANZSCO occupational category.</p> <p>The ECE Diploma Educator:</p> <ul style="list-style-type: none"> - Reports to ECE Service Director, ECE Assistant Manager, ECE Educational Leader or ECE Room Leader. - Oversees ECEC Supporting Educators. - have additional and different tasks and 	<p>Position Description</p> <p>Level 3.4, 4a.1, 4a.2, and 4a.3 of the <i>Children's Services Award 2010</i></p> <p>NQS Quality Areas to inform key duties and responsibilities</p>

	Respond to children’s strengths, interests, and needs and contribute to planning cycle and review within the room. Works informed by the Education and Care Services National Law and Early Years Learning Framework for Australia or other approved learning frameworks in planning, delivering and assessing experiences for children			responsibilities to ECE Supporting Educators.	
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5. Are there occupations that are emerging, or that you anticipate will emerge, in the next 5 to 10 years in your sector?

For each emerging occupation:

- Describe the occupation as fully as possible, including the tasks involved, its relationship to other occupations, any registration or licensing requirements, the education and experience requirements, its skill level (1 to 5), and any other titles used to describe the occupation.
- Indicate the number of people you expect will undertake the occupation in your industry, business or workplace in the next 5 to 10 years. Where possible, use evidence to support the estimates you provide.
- Explain what is driving the emergence of the occupation.
- Identify where you think this occupation sits within ANZSCO.

Table to address: Emerging Occupations in next 5 to 10 years

New Title: <i>Including alternative titles</i>	Describe occupation, tasks, relationship to other occupations, education requirements, skills level	Estimate the number of people undertake this occupation in the next 5 – 10 years <i>Link to evidence</i>	Where you think this occupation sits within ANZSCO?	Explain what is driving the emergence of the occupation.	Additional information, supporting evidence

6. Is there any other information to help support your submission?

Please consider:

- Any impacts if the proposed changes are not made to the ANZSCO.
- Alignment of your proposed changes to policy, program, or statistical/data needs.

7. Please provide information on any other issues in relation to ANZSCO that have not already been covered in this survey. Any other issues not already covered

Overview of Current ECEC Workforce

Over 216, 619 educators working across the five key ECEC settings – long day care (LDC), family day care (FDC), outside school hours care (OSHC), in home care and vacation care – with a 70% rise since 2013.⁴ The roles outlined in our submission can work across all ECEC settings.

Rapid growth in Long Day Care (LDC) - Since the last census LDC has seen an influx of workers, who now account for an enormous 68% of all educators in ECEC. Under regulation 126 of the Education and Care Services National Regulations, a minimum of 50% of staff working in LDC's must hold a Diploma or higher qualification, or be actively working towards a Diploma qualification.

Growth in the sector will is expected to continue to increase over the five years to November 2025, with employment expected to increase by around 16,000.⁵

Demands on ECEC Workforce

The early learning (child care) sector is experiencing a nation-wide workforce crisis. There are simply not enough entrants into the sector to meet the demand for educators and to meet our regulatory requirements for the educator-to-child ratios. Right now, we urgently need at least 10,000 well-trained, competent Early Childhood Educators and Early Childhood Teachers to fill vacancies.

The Department of Education, Skills and Employment (DESE) has predicted that Australia will need around 39,000 additional educators, including 9,000 additional ECTs, by 2023.⁶ Meanwhile the National Skills Commission's Labour Market Insights indicate a national shortage of both Early Childhood Educators and Early Childhood (Pre-primary School) Teachers, with overall employment in Education and Training projected to grow by 149,600 (or 13.4%) over the five years to November 2026.⁷

A recent report⁸ produced by CELA (Community Early Learning Australia), ELAA (Early Learning Association Australia) and CCC (Community Child Care Association) revealed that over 4,500 job vacancies (minimum) were advertised in the Early Childhood Education and Care (ECEC) sector in the first six months of 2021 and nearly half of all vacancies remained unfilled during that period.

⁴ Early Childhood Education and Care National Workforce Census Report, 2021

<https://www.education.gov.au/child-care-package/resources/2021-early-childhood-education-and-care-nationalworkforce-census-report>

⁵ National Skills Commission, <https://www.nationalskillscommission.gov.au/reports/job-openings-and-replacement-rates-occupation>

⁶ Page 18, ACECQA Workforce Report 2019 - <https://www.acecqa.gov.au/sites/default/files/2022-01/ProgressingNationalApproachChildrensEducationCareWorkforce.pdf>

⁷ Labour Market Insights, <https://labourmarketinsights.gov.au/industries/industry-details?industryCode=P>

⁸ CELA Workforce Report November 2021, <https://bit.ly/CELAWorkforceReportNov2021>

Review of ECEC Terminology

Currently there is a review of ECEC terminology, with the purpose to identify and embed consistent and contemporary language to reflect the ECEC sector. This is part of the National Children's Education and Care Workforce Strategy 2022-2031 (NWS), which a National Workforce Working Group has been meeting regularly to discuss Action FA 1-5.

The NSW Department of Education is leading a public consultation which closes at the end of March. The consultation objective is to:

- a) Identify consistent and contemporary terminology which accurately describes, uplifts value of the work performed by the ECEC sector and resonates with the broader sector and community stakeholders.
- b) Seek national agreement to apply consistent and contemporary language to describe the ECEC sector across Australian governments
- c) Design a process to ensure continuous review to ensure the terminology remains contemporary and reflects best practices and common parlance.

This review is important as it highlights the variation of language related to the ECEC sector across Australia, particularly:

- Informing the community's perception, understanding, and value of early childhood educators as a profession
- Moving away from terms like 'childminding' or 'child care', carries misassumptions and outdated views about the roles, skills and diminishes the worth of the ECEC workforce.
- Failure to acknowledge professional recognition which has detrimental impact on attracting new talent to the ECEC workforce.
- Consistent language applied across all States and Territories will move towards greater national consistency and professionalism to attract skilled migrants.

One possible outcome of the consultation and Working Group is to produce a paper of contemporary terminology for national use. This and the findings of the consultation will likely be timed to assist and inform the ANZSCO Review Occupation Classification of the ECEC sector.

Current ECEC Upskilling and Training Changes

Those seeking to undertake a Bachelor in Early Childhood Education currently have a fulltime study period of 4 years. ACA acknowledges the current workforce shortages, mandatory staffing ratios and barriers the workforce may have to obtain these qualifications over this period, with the consequences on workforce retention and opportunities.

As a result, one of the possible solutions is to reduce the length of study time from 4 years to 2 years for university qualifications. The University of Wollongong has recently partnered the Early Learning and Care Council of Australia do develop an accelerated pathway program for the Bachelor of Education- The Early Years. This will give Diploma qualified Early Childhood Educators the ability to accelerate their skills and qualifications in 2 years.