



# Shaping Our Future

## Implementation and Evaluation Plan



National Children's Education  
and Care Workforce Strategy

August 2022

We acknowledge the Traditional Owners and Custodians of the Lands across Australia. We also acknowledge and extend our respect to Elders, past and present. We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We also acknowledge and recognise the rich histories and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution their diversity brings.

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# Contents

1. Foreword	4
2. Overview	5
3. Action Summary	11
4. Focus area 1 – Professional recognition	13
5. Focus area 2 – Attraction and retention	20
6. Focus area 3 – Leadership and capability	24
7. Focus area 4 – Wellbeing	28
8. Focus area 5 – Qualifications and career pathways	32
9. Focus area 6 – Data and evidence	36
10. Monitoring and evaluation	40

# 1. Foreword

The [Alice Springs \(Mparntwe\) Education Declaration](#) opens with a simple, powerful statement – ‘Education has the power to transform lives’.

It commits all Australian governments to work with the education community to attract, develop, support and retain high quality teachers, educators and leaders in Australia’s education system.

Children’s education and care is an integral part of that system and sets the foundations for lifelong learning and development.

Investment in the sector and its workforce leads to a range of important benefits, including:

- improved and more equitable educational and developmental outcomes for children
- increased intergenerational social mobility
- higher labour market participation.

Quality outcomes for children depend upon a highly skilled, well supported and professionally recognised workforce.

Australian governments and sector stakeholders closely collaborated to develop [Shaping Our Future](#), a ten-year strategy (2022–31) to ensure a sustainable, high-quality children’s education and care workforce.

*Shaping Our Future* is a joint partnership and a ten-year commitment between all governments, the children’s education and care sector, and other key stakeholders to address the complex and longstanding workforce challenges experienced by the sector.

This implementation and evaluation plan outlines the steps that will be taken to progress actions related to the six focus areas identified in *Shaping Our Future*, along with how progress will be monitored and reviewed, including in response to emerging priorities.

*Shaping Our Future* and this accompanying plan supports and complements areas of action and commitments outlined in other national strategies, including those which support the Closing the Gap Agreement such as the [Early Childhood Care and Development Sector Strengthening Plan](#).

## 2. Overview



In December 2019, Education Ministers endorsed the development of a new ten-year national workforce strategy as a joint partnership between all governments, the children's education and care sector, and other key stakeholders.

The Australian Children's Education and Care Quality Authority (ACECQA), on behalf of all nine Australian governments, coordinated the development of the strategy. The development process aligned with the principles of co-design, as agreed by Education Ministers.

Extensive consultations with national sector stakeholders and government representatives informed the development of potential actions and initiatives aimed at alleviating longstanding and increasingly pressing workforce challenges. In May 2021, national public consultation on the potential actions and initiatives provided insight into those the sector considered would provide the greatest support and relief.

National sector stakeholders and government representatives subsequently collaborated to finalise 21 actions, to be implemented in the short (within 3 years), medium (within 6 years) and long (within 10 years) term, ensuring there is meaningful and sustained progress over the next decade. The implementation steps and milestones are provided from [Chapter 3](#).

Progress and impact will be monitored and evaluated through analysis of available workforce data and evidence, supplemented by regular consultative activities. The evaluation framework is outlined in [Chapter 10](#).



## Overarching Vision

The children's education and care sector has a sustainable, high-quality workforce of teachers and educators that is highly respected and valued by the broader community.

### Professional recognition

Workforce professional standing, including pay and conditions, registration, and community perceptions and value.

#### How we will measure impact

- Increased sense of professional identity
- Improved community perception of the sector workforce
- Increased professional registration of the sector workforce
- Improved pay and conditions

### Attraction and retention

Workforce diversity, including attracting the right people into the sector, and valuing and retaining high calibre staff.

#### How we will measure impact

- Fewer vacancies in the sector
- Reduced number of staffing waivers

### Data and evidence

Enhanced national data collection, analysis, and strategic discussion.

#### How we will measure impact

- Data and evidence increasingly informs the monitoring and evaluation of the strategy

### Leadership and capability

Workforce culture, including professional development, leadership and mentoring, and management capability.

#### How we will measure impact

- Increased quality of practice for teachers and educators
- Increased quality of leadership and management



### Qualifications and career pathways

Supporting quality, improving consistency and reducing complexity, as well as enabling flexible career progression.

#### How we will measure impact

- Improved employer perspectives of workforce qualifications

### Wellbeing

Helping service providers to have strong mental health and wellbeing supports for their workforce.

#### How we will measure impact

- Improved wellbeing for educators, teachers and service leaders

## Key Linkages with the Early Childhood Care and Development Sector Strengthening Plan

Aboriginal and Torres Strait Islander community-controlled organisations play a critical leadership and service delivery role across the country supporting the safety, wellbeing, health and development of children in their early years.

All Australian governments, in partnership with the Secretariat of National Aboriginal and Islander Child Care – National Voice for Our Children (SNAICC), have contributed to the development of the [Early Childhood Care and Development Sector Strengthening Plan](#) (the Sector Strengthening Plan).

The Sector Strengthening Plan was published in December 2021 and sets out key areas of action for further consideration and development by all levels of government, peaks and the community-controlled sector.

It aims to achieve increased service delivery, coverage, capacity, quality and resources for Aboriginal and Torres Strait Islander community-controlled organisations. The Sector Strengthening Plan identifies workforce attraction, retention and qualification development as major challenges for Aboriginal and Torres Strait Islander early years services.

There are several linkages between the Sector Strengthening Plan and *Shaping Our Future*. The following table provides a high level summary of some of the key linkages.



Sector Strengthening Plan	Shaping Our Future
A1. Examine 2021 National ECEC Workforce Census data to develop an accurate picture of the current Aboriginal and Torres Strait Islander ECEC workforce across Australia, and the workforce for Aboriginal and Torres Strait Islander ECEC services	FA6-1. Review the implementation and outcomes of the 2021 workforce census and involve sector stakeholders throughout the future development and delivery cycles.
A2. Support Aboriginal and Torres Strait Islander career development through secondary school career engagement, preparation of the workforce, on the job staff development, mentoring, career development and progression	FA1-3. Consider the appropriateness of national early career teacher mentoring and induction support, following a review of existing supports that are available at jurisdictional and local levels.
	FA2-1. Based on a review of existing and previous targeted programs, engage in strategic partnerships to support target students to enrol in and complete children’s education and care qualifications.
	FA3-1. Develop an evolving suite of eLearning modules, including an ‘Induction to the NQF’ training package, with new entrants to the sector identified as a primary audience.
	FA3-2. Develop and implement a priority list of micro-credentials for educators and teachers in recognised areas of demand and need.
A3. Support for tertiary qualification pathway programs for Aboriginal and Torres Strait Islander early educators in line with promising practice	FA1-3. Consider the appropriateness of national early career teacher mentoring and induction support, following a review of existing supports that are available at jurisdictional and local levels.
	FA2-1. Based on a review of existing and previous targeted programs, engage in strategic partnerships to support target students to enrol in and complete children’s education and care qualifications.
	FA3-2 Develop and implement a priority list of micro-credentials for educators and teachers in recognised areas of demand and need.
	FA5-3. Ensure that intergovernmental, education and training provider, and sector stakeholder representatives provide ongoing advice and feedback regarding vocational education and training reform, including the implementation of the revised children’s education and care national training package.
A5. Support, develop and resource community-based workforce development initiatives led by Aboriginal and Torres Strait Islander early childhood education and care services	FA2-1. Based on a review of existing and previous targeted programs, engage in strategic partnerships to support target students to enrol in and complete children’s education and care qualifications.
	FA3-3. Consider the appropriateness of a national professional practice network, following a review of existing networks that are available at jurisdictional and local levels.

The Sector Strengthening Plan notes the implementation of actions to support the Aboriginal and Torres Strait Islander community-controlled sector will complement the implementation of *Shaping Our Future*. This includes development of a long-term Aboriginal and Torres Strait Islander workforce development plan that identifies priorities and

actions for Aboriginal and Torres Strait Islander workforce development (Sector Strengthening Plan, Action A4).

Jurisdictional Closing the Gap implementation plans provide an avenue to report progress of relevant Sector Strengthening Plan actions, particularly those led by individual jurisdictions.



### 3. Action Summary

*Shaping Our Future* includes 21 actions that will be progressed over three horizons:

- 13 short-term actions, to be progressed within three years
- Seven medium-term actions, to be progressed within six years
- One long-term action, to be progressed within ten years.

What needs to be done by the end of 2024?	
FA1-1	Commission research to explore and identify the structural barriers to, and strategies for, improving pay and conditions in the sector.
FA1-2	Review jurisdiction specific requirements to enable the registration of all early childhood teachers, including those working in non-school settings.
FA1-3	Consider the appropriateness of national early career teacher mentoring and induction support, following a review of existing supports that are available at jurisdictional and local levels.
FA2-1	Based on a review of existing and previous targeted programs, engage in strategic partnerships to support target students to enrol in and complete children’s education and care qualifications. The two initial national priorities for targeted workforce programs are Aboriginal and Torres Strait Islander peoples, and the regional and remote workforce.
FA2-2	Review existing migration processes and opportunities for overseas trained entrants to the children’s education and care sector.
FA2-3	Develop dedicated resources regarding employment and career opportunities in the children’s education and care sector.
FA3-1	Develop an evolving suite of eLearning modules, including an ‘Induction to the NQF’ training package, with new entrants to the sector identified as a primary audience.
FA3-3	Consider the appropriateness of a national professional practice network, following a review of existing networks that are available at jurisdictional and local levels.
FA4-1	Consider the viability of a range of potential wellbeing supports, notably a base level employee assistance program for educators and teachers that currently do not have access to one.
FA4-2	Continue to deliver the Be You initiative, with service providers committing to provide protected time for educators and teachers to access the initiative wherever possible.
FA5-3	Ensure that intergovernmental, education and training provider, and sector stakeholder representatives provide ongoing advice and feedback regarding vocational education and training reform, including the implementation of the revised children’s education and care national training package.
FA6-1	Review the implementation and outcomes of the 2021 workforce census and involve sector stakeholders throughout the future development and delivery cycles.
FA6-3	Develop and maintain an evaluation plan, including undertaking biennial national workforce forums (December 2023, 2025, 2027 and 2029) to discuss workforce related issues and priorities, and monitor the ten-year national workforce strategy.

## What needs to be done by the end of 2027?

FA1-4	Coordinate a multi-channel, multi-year communications program initially promoting the societal value of children’s education and care, followed by promoting careers within the sector.
FA1-5	Agree and adopt contemporary, unified language to describe the children’s education and care sector.
FA1-6	Commission research to identify options for a national registration system for certificate III and diploma level educators, including considering any appropriate international examples of successful registration systems in similar sectors.
FA3-2	Develop and implement a priority list of micro-credentials for educators and teachers in recognised areas of demand and need.
FA4-3	Commission research monitoring the wellbeing of educators and teachers over time, with the research to be promoted and supported by a cross section of sector stakeholders.
FA5-1	Review transitional workforce regulations, recently extended until the end of 2023 in six jurisdictions, and include a specific focus on a review of the staffing and qualification requirements in the National Regulation.
FA5-2	Undertake a review of NQF-approved early childhood teaching program requirements.

## What needs to be done by the end of 2031?

FA6-2	Consult on options for a live national workforce database, including its potential scope and implementation.
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Each action includes a set of indicators to track implementation. In addition, each of the six focus areas includes overarching indicators to inform overall monitoring and review of the strategy over the next decade.

Implementation of these actions is a shared responsibility between all stakeholders. The most effective and sustainable change will come about through collective will and joint action, and an ongoing commitment to progress.

## 4. Focus area 1 – Professional recognition



There is growing recognition of children's education and care as an essential public service, including the sector's role in supporting children's learning, development and wellbeing, and enabling parents and carers to work, including during natural disasters and national emergencies.

Community understanding and appreciation of the value and importance of children's education and care impacts the supply of high quality educators and teachers, as well as the engagement, satisfaction and wellbeing of the workforce.

### What will the impact be?

Increased sense of professional identity

Improved community perception of the sector workforce

Increased professional registration of the sector workforce

### What will progress look like?

Improved workforce sense of purpose and values

Improved average pay of the workforce

Increased satisfaction with workplace conditions



## FA1-1 Investigate options for improving pay and conditions

### What needs to be done by the end of 2024?

Commission research to explore and identify the structural barriers to, and strategies for, improving pay and conditions in the sector.

### How will it be done?

Acknowledging that many service providers are increasingly offering supportive settings to attract and retain educators and teachers through improved pay and conditions, by the end of 2022, governments will commission research to review the existing body of evidence and explore examples and case studies of supportive settings across the sector.

The national workforce forum in December 2023 will offer the opportunity to consider and discuss the findings from the research, including showcasing best practice and how service providers can offer supportive settings to attract and retain educators and teachers through improved pay and conditions.

### How will it be tracked?

- Research has been commissioned to explore strategies for improving pay and conditions in the sector.
- Key findings are discussed at the December 2023 national workforce forum.
- Service providers consider supportive settings in line with the research findings.

## FA1-2 Implement early childhood teacher registration in every state and territory

### What needs to be done by the end of 2024?

Review jurisdiction specific requirements to enable the registration of all early childhood teachers, including those working in non-school settings.

### How will it be done?

The ACT, Northern Territory, Queensland and Tasmania will review specific requirements, and develop jurisdictional roadmaps identifying key strategies and milestones to enable early childhood teacher registration.

### How will it be tracked?

- Jurisdictional roadmaps outline key milestones for early childhood teacher registration.
- Early childhood teachers can access registration in every Australian state and territory.
- Resources are produced to contextualise the Australian Professional Standards for Teachers to support early childhood teacher registration.

## FA1-3 Enhance mentoring and induction support for new teachers

### What needs to be done by the end of 2024?

Consider the appropriateness of national early career teacher mentoring and induction support, following a review of existing supports that are available at jurisdictional and local levels.

### How will it be done?

The Australian Education Research Organisation (AERO) will undertake a review of existing supports and analysis of their relative effectiveness, as well as a domestic and international literature review of mentoring and induction support, to be completed by the end of 2023.

### How will it be tracked?

- A comprehensive review of existing practice and literature on mentoring and induction has been completed.
- Options for national early career mentoring and induction support have been developed.

## FA1-4 Promote the importance of a career in children's education and care through a national communications campaign

### What needs to be done by the end of 2027?

Coordinate a multi-channel, multi-year communications program initially promoting the societal value of children's education and care, followed by promoting careers within the sector.

### How will it be done?

Preliminary work includes recent campaigns being individually reviewed, evaluated and discussed at the national workforce forum in December 2023.

Pending the outcomes of the national workforce forum, governments and peak bodies will establish a cross sector working group to consider the feasibility and timing of a national communications campaign that highlights the range of careers across the children's education and care sector.

### How will it be tracked?

- A working group of governments and peak bodies is convened to consider the appropriate scope, scale and focus of future campaigns.
- Options for a national communications campaign have been developed.

## **FA1-5 Agree and consistently use contemporary terminology to describe the children’s education and care sector, and its workforce**

### **What needs to be done by the end of 2027?**

Agree and adopt contemporary, unified language to describe the children’s education and care sector.

### **How will it be done?**

Building off Early Childhood Australia’s ‘How to talk about early childhood education and care’ (July 2021), governments and peak bodies will consider and agree upon contemporary, unified language to describe the children’s education and care sector.

The terminology will be considered and discussed at the national workforce forum in December 2023, with its use then being progressively introduced across all aspects of the sector, including government resources.

### **How will it be tracked?**

- A working group of governments and peak bodies is convened to consider contemporary, unified language to describe the sector.
- Options for terminology have been developed.

## FA1-6 Develop options for a national registration system for educators who are not teachers

### What needs to be done by the end of 2027?

Commission research to identify options for a national registration system for certificate III and diploma level educators, including considering any appropriate international examples of successful registration systems in similar sectors.

### How will it be done?

Once ECT registration is established in every state and territory, ACECQA will undertake research and cost-benefit analysis to consider the value of, and options for, a registration system for educators who are not teachers.

### How will it be tracked?

- Research that considers options for a national approach to certificate III and diploma qualified educator registration is undertaken.
- Options are discussed at the December 2027 national workforce forum.

## 5. Focus area 2 – Attraction and retention



Realising the benefits of children’s education and care depends on service providers being able to attract and retain qualified, skilled and experienced teachers and educators. Continuity of educators and teachers particularly impacts the quality of educational programs and practice, as well as the consistency of relationships with children and their families.

Targeted strategies are required to overcome barriers for certain groups of potential educators and teachers, particularly in regional and remote areas.

### What will the impact be?

Fewer vacancies in the sector

Reduced number of staffing waivers

### What will progress look like?

Increased number of teachers and educators entering the workforce

Improved proportion of teachers and educators staying in the workforce

Increased intention to stay in the sector in the medium-term



## FA2-1 Review and develop targeted programs to support studies and placements for specified groups of potential educators and teachers

### What needs to be done by the end of 2024?

Based on a review of existing and previous targeted programs, engage in strategic partnerships to support target students to enrol in and complete children's education and care qualifications.

The two initial national priorities for targeted workforce programs are Aboriginal and Torres Strait Islander peoples, and the regional and remote workforce.

### How will it be done?

By the end of 2022, governments will establish a cross sector working group to review existing and previous targeted programs, and provide recommendations to inform the development of future programs.

The national workforce forum in December 2023 will offer the opportunity for proposed, existing and previous targeted programs to be discussed, with key learnings and best practice principles shared.

### How will it be tracked?

- A review of strategies to support studies and placements for priority cohorts of potential teachers and educators is completed and identifies the core features of effective approaches.
- Recommendations are discussed at the December 2023 national workforce forum.
- Strategic partnerships are established, have a sound theory of change and reflect the evidence on effective approaches.
- Initiatives span all parts of the sector (long day care; outside school hours care; preschools/ kindergartens; family day care).

## FA2-2 Review and streamline existing application and approval processes for overseas trained educators and teachers

### What needs to be done by the end of 2024?

Review existing migration processes and opportunities for overseas trained entrants to the children's education and care sector.

### How will it be done?

The Australian Government will review existing migration processes during 2022 to enhance opportunities for overseas trained entrants to the children's education and care sector.

### How will it be tracked?

- A review of existing migration processes and opportunities for overseas-trained entrants to the children's education and care sector is undertaken.
- Existing application and approval processes for overseas-trained educators and teachers are streamlined.
- Streamlined application and approval processes are well received by stakeholders and lead to increased efficiency and consistency.

## **FA2-3 Develop an accessible suite of resources highlighting the careers and career pathways available within the children's education and care sector**

### **What needs to be done by the end of 2024?**

Develop dedicated resources regarding employment and career opportunities in the children's education and care sector.

### **How will it be done?**

By the end of 2022, the Australian Government will publish a suite of dedicated employment planning resources targeted to job seekers on its Jobs Hub website.

The National Careers Institute will consider how careers information can be delivered to raise awareness of careers and career pathways available within the children's education and care sector, including through its network of career practitioners and on the Your Career webpage.

### **How will it be tracked?**

- A suite of dedicated resources on employment and career opportunities in the sector is developed.
- This suite of dedicated resources is made widely available across existing Australian Government websites.
- Resources are well received by stakeholders and contribute to improved awareness of the sector.

## 6. Focus area 3 – Leadership and capability



**Genuine and sustained quality improvement in children’s education and care is a shared responsibility, with service providers and leaders, teachers and educators all playing vital roles.**

**Service leaders often undertake multiple roles, including providing pedagogical and administrative leadership, as well as backfilling staff illness or absence.**

### What will the impact be?

Increased quality of practice for teachers and educators

Increased quality of leadership and management

### What will progress look like?

More service leaders, teachers and educators have access to quality professional learning

Service leaders, teachers and educators report growth in their professional skills and knowledge

Service leaders have increased access to quality professional learning in leadership and management

More teachers and educators report a positive work environment and high levels of support from management



## FA3-1 Improve access to core professional development for educators and teachers

### What needs to be done by the end of 2024?

Develop an evolving suite of eLearning modules, including an 'Induction to the NQF' training package, with new entrants to the sector identified as a primary audience.

### How will it be done?

By the end of 2022, ACECQA will publish freely available online 'Induction to the NQF' training.

ACECQA will work collaboratively with other stakeholders to increase the range of available eLearning modules over time.

### How will it be tracked?

- Online 'Induction to the NQF' training is made available for new entrants to sector.
- The range of available modules increases over time.
- Service leaders, teachers and educators report high levels of satisfaction with the modules.

## FA3-2 Improve access to an increasing range of micro-credentials for educators and teachers in areas of identified need

### What needs to be done by the end of 2027?

Develop and implement a priority list of micro-credentials for educators and teachers in recognised areas of demand and need.

### How will it be done?

By the end of 2022, governments will establish an expert advisory panel to review existing micro-credentials and provide recommendations to inform future priorities and areas of identified need.

Education and training providers will further establish partnerships with peaks and employers to address priority areas and agreed areas of need (e.g. leadership and management capability; cultural competency and safety; educating and caring for children with additional needs).

The Australian Government is implementing the Off-shore and Higher Education Micro-credentials initiative (announced in December 2021). Under this initiative, the Government will pilot micro-credentials across different sectors and industries aimed at upskilling and reskilling the domestic and global workforce.

This action will also enable access to professional development programs, on-the-job training and initiatives to build leadership skills, including for Aboriginal and Torres Strait Islander workforce in support of the Early Childhood Care and Development Sector Strengthening Plan.

### How will it be tracked?

- A priority list of micro-credentials for service leaders, educators and teachers has been created, in partnership with education and training providers, employers and peaks.
- Micro-credentials in priority areas are developed and implemented.
- Stakeholder feedback on micro-credentials is positive.
- The effectiveness of micro-credentials is monitored and evaluated.

## FA3-3 Investigate options for a national professional practice network for educators and teachers

### What needs to be done by the end of 2024?

Consider the appropriateness of a national professional practice network, following a review of existing networks that are available at jurisdictional and local levels.

### How will it be done?

AERO will undertake a review of existing networks and analysis of their relative effectiveness, as well as a domestic and international literature review of professional practice networks, to be completed by 2024.

### How will it be tracked?

- A review of the appropriateness of a national professional practice network has been completed.
- The review informs decision-making about whether and how to proceed with a national professional practice network.

# 7. Focus area 4 – Wellbeing



Teachers and educators undertake professional, demanding and complex work every day. Educators’ and teachers’ wellbeing is an increasingly urgent priority, exacerbated by the impact of recent natural disasters and national emergencies.

Service providers and management have clear responsibilities in terms of workplace health and safety, as well as expectations in terms of promoting a positive workplace environment that safeguards staff wellbeing.

## What will the impact be?

Improved wellbeing for educators, teachers and service leaders

## What will progress look like?

More service leaders, teachers and educators have access to Employee Assistance Programs

Service leaders, teachers and educators are increasingly satisfied with their work-life balance

Service leaders, teachers and educators report positive relationships between colleagues and low levels of workplace conflict

Decreased rate of workplace absences

Decreased rate of serious workplace health and safety claims



## FA4-1 Investigate options for improved wellbeing supports

### What needs to be done by the end of 2024?

Consider the viability of a range of potential wellbeing supports, notably a base level employee assistance program for educators and teachers that currently do not have access to one.

### How will it be done?

Given their primary responsibility for workplace health, safety and wellbeing, service providers are encouraged to offer both proactive wellbeing supports to promote psychological safety, as well as access to an employee assistance program for educators and teachers.

A number of peaks are investigating a range of potential wellbeing supports, in particular member and non-member employee assistance program options.

### How will it be tracked?

Wellbeing supports are a standing agenda item at each national workforce forum.

## FA4-2 Promote wellbeing resources for educators and teachers

### What needs to be done by the end of 2024?

Continue to deliver the Be You initiative, with service providers committing to provide protected time for educators and teachers to access the initiative wherever possible.

### How will it be done?

The Australian Government will consider options to fund the Be You initiative beyond June 2023.

Be You offers a range of online, evidence informed tools and resources which include professional learning modules, fact sheets, access to consultant to support implementation through online events such as webinars, spotlights and facilitated conversations for networking.

To increase participation and enhance ongoing engagement Be You has formed strategic partnerships with several large providers and peak bodies to develop and deliver bespoke professional learning with a focus on empowering leaders to support educator wellbeing. Be You also collaborates with Inclusion Support Agencies across Australia to support professionals who work closely with educators to bring a mental health and wellbeing focus to their work.

Be You recognises the mental health impacts that natural disasters have on communities, and the role of learning communities in supporting recovery from trauma. To assist learning communities Be You has developed resources and provides consultant support that empower learning communities to lead their own recovery and build resilience for the future.

Service providers are encouraged to continue to support the initiative by providing protected time for educators and teachers to access it where possible.

### How will it be tracked?

- Wellbeing resources are available, updated and tailored to the children's education and care sector contexts.
- Service leaders, teachers and educators increasingly access wellbeing resources.

## FA4-3 Initiate and promote research monitoring the wellbeing of educators and teachers

### What needs to be done by the end of 2027?

Commission research monitoring the wellbeing of educators and teachers over time, with the research to be promoted and supported by a cross section of sector stakeholders.

### How will it be done?

By the end of 2022, governments will jointly fund and commission research to monitor the wellbeing of educators and teachers over time.

The national workforce forum in December 2025 will offer the opportunity to consider and discuss the findings from the research, including how service providers can support educators and teachers through improved wellbeing supports.

### How will it be tracked?

- Research has been commissioned to monitor the wellbeing of educators and teachers over time.
- Key findings are discussed at the December 2025 national workforce forum.
- Service providers consider improved supports for educators and teachers in line with the research findings.

## 8. Focus area 5 – Qualifications and career pathways



The NQF has progressively introduced important requirements that have improved the ratio of educators and teachers to children, as well as mandated qualification requirements for educators and teachers.

Higher qualifications are strongly associated with improved child outcomes as appropriately qualified educators and teachers are better able to involve children, stimulate positive interactions, and use a range of strategies to extend and support learning and development.

### What will the impact be?

Improved employer perspectives of workforce qualifications

### What will progress look like?

Increased enrolments in children's education and care qualifications

Improved student satisfaction with children's education and care qualifications

Increased children's education and care qualification course completions

More teachers and educators access upskilling opportunities

More teachers gain and maintain status as a Proficient teacher



## **FA5-1 Review staffing and qualification requirements under the NQF, with a focus on early childhood teachers and outside school hours care educators**

### **What needs to be done by the end of 2027?**

Review transitional workforce regulations, recently extended until the end of 2023 in six jurisdictions, and include a specific focus on a review of the staffing and qualification requirements in the National Regulations.

### **How will it be done?**

By the end of 2022, governments will agree on an approach to comprehensively review the staffing and qualification requirements under the NQF.

The review will consider all transitional and savings provisions, and other jurisdiction specific provisions, relating to staffing and qualification requirements in the National Regulations.

### **How will it be tracked?**

- A review of staffing and qualification requirements in the National Regulations has been completed.
- Options for increased national consistency have been developed.

## FA5-2 Review requirements for early childhood teaching programs under the National Quality Framework

### What needs to be done by the end of 2027?

Undertake a review of NQF approved early childhood teaching program requirements.

### How will it be done?

By the end of 2023, ACECQA will commence a comprehensive review of requirements for early childhood teaching programs under the NQF.

The review will aim to ensure that early childhood teaching programs are contemporary, evidence-based and targeted on the skills and knowledge required for early childhood teaching.

### How will it be tracked?

- A review of requirements for NQF approved early childhood teaching programs has been completed.
- Options for revised requirements have been developed.

## FA5-3 Continue the ongoing focus on the quality of vocational education and training

### What needs to be done by the end of 2024?

Ensure that intergovernmental, education and training provider, and sector stakeholder representatives provide ongoing advice and feedback regarding vocational education and training reform, including the implementation of the revised children's education and care national training package.

### How will it be done?

From 2023, Industry Clusters will replace the 67 Industry Reference Committees and six Skills Services Organisations.

The relevant Industry Cluster will provide the children's education and care sector with a stronger, more strategic voice and broader role in ensuring Australia's vocational education and training system continues to deliver on employer and learner needs.

Industry Clusters will provide strategic leadership to identify and respond to current and emerging skills needs and workforce challenges.

By the end of 2022, the Australian Government will commission resources to support Registered Training Organisations to undertake Recognition of Prior Learning (RPL) for experienced individuals seeking to complete the Diploma of Early Childhood Education and Care.

### How will it be tracked?

- Vocational education and training reforms reflect the priorities of sector stakeholders.
- Resources to support implementation of the new Children's Education and Care training package are developed.

## 9. Focus area 6 – Data and evidence



High quality data and evidence about workforce supply and demand enables informed policy making and strategic planning.

There is limited information about the uptake of previous workforce related initiatives, as well as their relative effectiveness and impact on workforce supply.

### What will the impact be?

Data and evidence increasingly informs the monitoring and evaluation of the strategy

### What will progress look like?

Improved stakeholder satisfaction with data availability

Data is increasingly informing decision-making



## **FA6-1 Undertake a national workforce census at least every three years**

### **What needs to be done by the end of 2024?**

Review the implementation and outcomes of the 2021 workforce census and involve sector stakeholders throughout the future development and delivery cycles.

### **How will it be done?**

Before the end of 2022, the Australian Government will establish a cross sector working group to ensure data collections are fit for purpose.

The Australian Government will investigate the most appropriate and efficient data collection options to support informed discussion at national workforce forums in December 2023, 2025, 2027 and 2029.

### **How will it be tracked?**

- The most appropriate and efficient data collection options have been investigated.
- Sector stakeholders have been involved throughout the development and delivery cycles.
- Data collection is undertaken to support informed discussion at national workforce forums.
- Findings are shared widely and data is accessible to all stakeholders.

## FA6-2 Develop options for a live national workforce database

### What needs to be done by the end of 2031?

Consult on options for a live national workforce database, including its potential scope and implementation.

### How will it be done?

By the end of 2025, ACECQA will undertake research and cost-benefit analysis to consider the value of, and options for, a national workforce database.

### How will it be tracked?

- Research that considers options for a national workforce database has been undertaken.
- Options are discussed at the December 2025 national workforce forum.

## FA6-3 Commit to an evaluation plan for the national workforce strategy

### What needs to be done by the end of 2024?

Develop and maintain an evaluation plan, including undertaking biennial national workforce forums (December 2023, 2025, 2027 and 2029) to discuss workforce related issues and priorities, and monitor the ten-year national workforce strategy.

### How will it be done?

By the end of 2022, governments will establish an approach for the ongoing monitoring, reporting and evaluation of the national workforce strategy, including coordination of the biennial national workforce forums in December 2023, 2025, 2027 and 2029.

### How will it be tracked?

- An evaluation plan has been developed for the 10-year national workforce strategy.
- National workforce forums are held in December 2023, 2025, 2027 and 2029 to discuss and monitor workforce related issues and priorities.

## 10. Monitoring and evaluation

This implementation and evaluation plan outlines the ongoing cycle of analysis, reflection and review that will ensure that *Shaping Our Future* remains adaptable and responsive over the next decade.

Evaluation indicators are embedded across each action and focus area to allow the progress of the strategy to be tracked, demonstrating what has been delivered and the overall progress and impact. The indicators are mostly based on nationally available data sources, however where data is not readily available, they will be supplemented with case studies and qualitative feedback.

Progress updates will be provided to Education Ministers on a regular basis to inform ongoing implementation activities and future priorities. Updates will also be regularly published.

Biennial national workforce forums will provide sector stakeholders and governments with an opportunity to review and share progress, showcase best practice and innovations, and inform any required changes to the strategy.

Representatives from all governments and national sector stakeholder groups were involved throughout the development of this implementation and evaluation plan and will continue to be involved in delivering and monitoring the effectiveness of the strategy over the next decade, under the direction of Education Ministers.



# Evaluation Framework



## Action indicators

### How will it be tracked?

These indicators sit across each of the 21 actions and are focused on delivery of outputs with quality metrics, where appropriate. The medium and long-term metrics will continue to be refined and developed over time as the strategy progresses and allow for reflection on progress.

## Diagnostic indicators

### What will progress look like?

These indicators sit across the six focus areas and include metrics that should improve if the actions are successful.

## Headline indicators

### What will the impact be?

These overarching indicators capture the strategic intent of the six focus areas. As the focus areas are interrelated, it is expected that progress relating to one will often impact, either positively or negatively, on others.



Thank you to ACECQA, Early Childhood Australia, Family Day Care Australia and the Northern Territory Department of Education for providing the photographs contained within this document.

# Shaping Our Future

## Implementation and Evaluation Plan



National Children's Education  
and Care Workforce Strategy