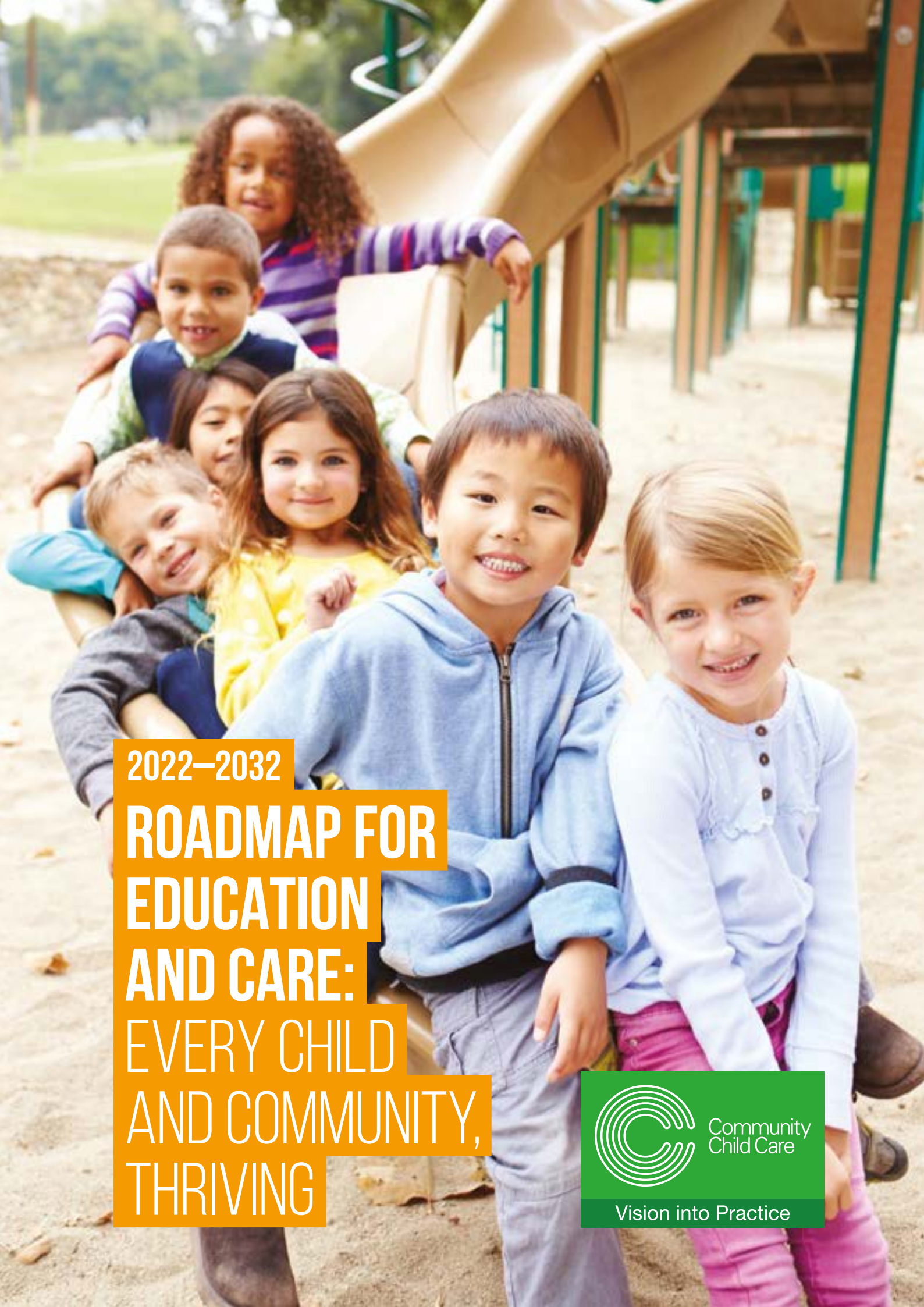


A group of seven diverse young children are smiling and posing on a playground slide. The children are of various ethnicities and ages, ranging from toddlers to young children. They are all looking towards the camera. The background shows a sandy playground area with other play structures and greenery in the distance.

2022–2032

**ROADMAP FOR
EDUCATION
AND CARE:
EVERY CHILD
AND COMMUNITY,
THRIVING**



Community
Child Care

Vision into Practice



ACKNOWLEDGEMENT OF COUNTRY

Community Child Care Association (CCC) acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of this nation and the Traditional Custodians of the land on which we work. We recognise their continuing connection to culture, land, water and community. We pay our respects to Elders past and present. We acknowledge the strength of family connection and kinship within Aboriginal and Torres Strait Islander communities and their ongoing dedication to educating and caring for children. Sovereignty of these lands was never ceded.



CONTENTS

Foreword	5
What is the challenge?	5
Why a roadmap?	6
The story of Community Child Care Association: From radical experiment to beloved peak	8
Our visions	10
Our mission	10
Signpost 1: Access for all	12
2032 aspirations and actions to get there	13
Signpost 2: Quality education and care	14
2032 aspirations and actions to get there	15
Signpost 3: An empowered workforce	16
2032 aspirations and actions to get there	17
Signpost 4: Sector sustainability	20
2032 aspirations and actions to get there	21
How this roadmap will take us forward	22
References	23

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The artwork on the previous page is by Yorta Yorta and Gunnai artist Dixon Patten. It depicts the cultural learning journey Community Child Care Association is on. Get the full story in our Reconciliation Action Plan: bit.ly/InnovateRAP



FOREWORD

Every child and community, thriving

No matter where they live or what their background is, every Australian child has the right to have their learning, health and wellbeing needs met.

Evidence, experience and common sense tell us that providing access to quality children's education and care services makes a tangible and positive difference in a child's life – boosting their physical, mental and social development, now and into the future. The flow-on effect is that it enables parents to work and participate in their communities, support older relatives and take care of their own needs.

Research shows us that the majority of not-for-profit education and care services provide the highest quality of service provision and the best learning outcomes for children (Warrilow, P with Graham, N & Robertson, C 2021).

Yet our education and care sector is at a crossroads.

As a wealthy country with considerable advantages, well-established infrastructure and world-class resources, our Australian sector lags.

While there is general agreement about the direction we need to take, we still don't have a systemic response to support the best outcomes for the children, families and communities who trust in our care.

To meet the needs of all children – no matter their postcode – our youngest Australians should be provided with free, high-quality, majority community-owned, not-for-profit early childhood and outside school hours care (OSHC). The safety and wellbeing of children, and their rights and agency, should be central to the provision of these services.

We demand programs and policies that support the specific needs of each child and every community, and reflect the shared Australian values of fairness, opportunity and equality. This will create a healthier society, today and tomorrow.

For Australian children and communities to flourish, urgent mobilisation should be a priority for all levels of government, the education and care sector and community leaders.

What is the challenge?

Our children's education and care sector needs systemic and sustainable support to continue to invest in our youngest Australians – not only for their development as individuals – but for the ongoing and longer-term benefits to our population's mental and physical health, our educational standards, our economic development and our society as a whole.

Research shows that access to early education matters. Children who have high-quality early learning experiences not only have better test scores throughout their education, but they also enjoy better health and wellbeing than their counterparts who miss out (Pascoe, S & Brennan, D 2017).

However, many Australian children are denied access to high-quality early learning experiences, purely based on their postcode. Too few education and care providers in rural and regional areas means families' choices are often limited, while families in the most disadvantaged neighbourhoods must contend with providers that are less likely to meet basic quality standards (Noble, K & Hurley, P 2020).

Why a roadmap?

For fifty years, Community Child Care Association (CCC) has been a strong, passionate voice for community-owned services and quality education and care. Established as a result of community groundswell, CCC kick-started the community child care movement in Australia and, since then, has led with pride, respect and compassion.

We have helped to shape education and care in this country for many millions of children, their families and communities.

CCC believes in an Australia where every child can enjoy the proven benefits of education and care. Achieving this requires a planned approach to our advocacy, with the support and endorsement of stakeholders and the best interests of children at heart and in action.

Our ten-year roadmap articulates our vision for Australia's education and care system, and how we intend to bring this to fruition. It will form the basis of a collaborative effort, led by CCC, to pursue common sector goals.

Our roadmap has been designed to deliver key benefits: better quality education and care for children; reliable, professional and nurturing experiences for parents and families; better inclusion and integration for communities; and a unified sector approach to working with government.

Our roadmap includes four signposts that will guide us as we transform our vision for children's education and care into reality. These signposts are based on the following principles:

- 1. Every child in Australia has the right to access free, quality education and care**
- 2. Every child and family in Australia have the right to quality education and care**
- 3. A well-qualified and supported workforce will provide children and families with quality education and care**
- 4. Ensuring sustainability of the community-owned, not-for-profit sector is crucial**

We now invite government at all levels, the broader Australian community, and you to join us on this journey so that every Australian child and community can thrive.

Julie Price, Executive Director, and Linda Davison, Chairperson



THE STORY OF COMMUNITY CHILD CARE ASSOCIATION: FROM RADICAL EXPERIMENT TO BELOVED PEAK

A child care revolution

In the 1970s there were less than 700 child care places for 700,000 Victorian mothers in paid work. A small but determined group of women led a revolution, setting up and supporting Australia's first community-based child care centres.

These parents and professionals founded Community Child Care Association (CCC) in 1971. For our founders, child care was not just a question of numbers. Members like Winsome McCaughey AO dreamed of a new form of child care: quality, community-based care that brought parents and communities together.

In those days, we were a lone voice standing up for the rights of mothers in paid work to access quality, community-based care for their children. As they say, it takes a village to raise a child.

Times were a-changin'

In the '70s, Australian men were the breadwinners and the head of the household. Women needed a male guarantor to buy property, and female public servants had to retire when they married. But times were changing – globally, women and people of colour were fighting for their rights. More and more Victorian mothers were entering paid work and uniform equal pay was still in the future.

CCC members brought their own research and knowledge together to create the Community Child Care Manual – a down-to-the-detail guide for parents on how to set up and manage a neighbourhood house. In 1971, they organised a sit-in demonstration outside the offices of the Victorian Housing Commission to advocate for the lack of safe play spaces for children. By 1979, CCC

had helped to establish the first 50 neighbourhood centres in Victoria.

A champion for quality and community-owned services

For more than fifty years, CCC has been a strong voice for community-owned services and quality education and care for all children.

In 1982, CCC and other state organisations founded the National Association of Community Based Children's Services (now known as Australian Community Children's Services or ACCS) to advocate for community-owned care at a national level. Against fierce opposition, CCC continually campaigned for community-owned services when massive for-profit corporations threatened their survival. In 2004, CCC became the peak Victorian body for OSHC services and the Victorian branch of the National Outside School Hours Services Association (NOSHSa).

CCC has been an advocate for progress ever since. The sector won universal access to kindergarten in 2008, the National Quality Framework was established in 2009, and the history-making universal access to kindergarten for three-year-olds in Victoria was implemented in 2019.

In 2016 we began leading the Victorian Inclusion Agency, which provides inclusion support to all Victorian education and care services.

We continue to campaign for policy change – including equal pay for educators and continued funding for the NQF.

Our former chairperson Dr Anne Kennedy was a member of the Charles Sturt University team that developed Australia's first national early learning framework in 2009.

(Image courtesy of the Department of Education and Training Victoria.)

Our visions

For the sector

Excellent early childhood and outside school hours education and care for all

For Community Child Care Association

Thriving and valued community and not-for-profit services delivering the best outcomes for children and families

Our mission

To lead, support and advocate for accessible high-quality opportunities for children and families





SIGNPOST 1: ACCESS FOR ALL

The vision: Free, universal early education and outside school hours care for all

Supporting children’s learning and development bolsters their physical and mental health, both now and in the future. However, some children aren’t getting the support they need. We can create fairness by addressing the barriers to participation in early education and outside school hours care so that all Australian children can reach their potential.

BY 2032, THE KEY COMPONENTS OF EQUITABLE ACCESS ARE:

- Free education and care services
- An effective funding model
- First Nations-specific services where Indigenous children can learn and develop in culturally-safe settings
- Each child and every family feels that they belong in education and care

Children’s rights and First Nations perspectives are embedded in all components.

2032



2032 aspirations and actions to get there

Aspirations for 2032	Actions		Measures
	Community Child Care Association	Government	
For early education & OSHC			
Free education and care services are available and accessible to all children and families An effective education and care funding model built on quality and equity indicators	Co-design an effective funding model for the Australian context Build collaboration partners to campaign for the revised funding model Implement a comprehensive campaign to build support for the revised funding model	Commit to and actively support a co-designed, effective funding model Plan, implement and fund the revised funding model	Education and care services are all funded on recognised sector quality and equity indicators Access to free education and care services for all children and families
All regions where it is appropriate to have services specifically dedicated to supporting First Nations children and families	Collaborate with First Nations organisations and support their advocacy for appropriate education and care service delivery for First Nations people	Support the self-determination of First Nations peoples through the establishment of services to meet the specific needs of Indigenous communities	Services for and run by First Nations communities are established based on need
All families can access a local service where they have a strong sense of belonging and cultural safety, irrespective of their race, ethnicity, religion, family structure, or any form of disadvantage they may be experiencing	Co-design a training and support framework that embeds inclusive practice Work with training authorities, universities and RTOs to support course development Campaign for the delivery of a comprehensive, funded support program	Plan, implement and fund a national workforce strategy that includes funded coordinated professional development opportunities for the whole sector	All teacher and educator training includes sufficient inclusion models to prepare educators for the role Funded support system universally available to ensure a sense of belonging for all families

SIGNPOST 2: QUALITY EDUCATION AND CARE

The vision: A high-quality sector that prioritises the voices of children

More than just ensuring young learners are developmentally ready for school, the early years are critical for establishing health and wellbeing over the life course (Moore et al. 2017). However, many Australian children are missing out on high-quality learning experiences, purely based on where they live (Noble, K & Hurley, P 2020). It's time to build a society where high-quality education and care is a priority, so that every child and each community has what it needs to thrive.

BY 2032, THE KEY COMPONENTS OF QUALITY ARE:

- **Contextual:** Education and care is localised to meet the specific needs of each community
- **Ethical:** Children's voices are heard and children's best interests come first
- **Political:** Outcomes are measurable and assessable to justify the public investment in education and care and highlight how quality is continuing to improve
- **Relational:** Respect is shown between educators, families, children and communities
- **Meaningful:** The sector is easily understood and valued by the Australian community
- **Aesthetical:** Beauty, creativity and the natural environment are valued in education and care settings
- **Accountable:** Individuals/providers are responsible for outcomes

Children's rights and First Nations perspectives are embedded in all components.

2032



2032 aspirations and actions to get there

Aspirations for 2032	Actions		Measures
	Community Child Care Association	Government	
For early education & OSHC			
A system that holds all services to account to provide high-quality education and care that meets their children's, families' and communities' needs	- Co-design an effective funding model for the Australian context that supports quality indicators - Build collaboration partners to campaign for the revised funding model - Implement a comprehensive campaign to build support for the revised funding model	- Work together across levels of government to eliminate the differential of education and care across federal, state and local jurisdictions - Commit to and actively support the co-designed, revised funding model - Plan, implement and fund the revised funding model	- Education and care services are all funded on quality indicators - Services that receive 'significant improvement' or 'working towards' ratings more than twice in a row are not approved for funding
Current, evidence-based NQS that highlights the importance of children's voices and supports high-quality education and care	- Advocate in each NQS revision for an evidenced-based, contextual and responsive system that supports quality in all communities, including those experiencing disadvantage and/or that are geographically remote - Support and advocate for the employment of appropriate and accredited assessors	- Fund ongoing, evidenced-based updating of NQS and co-design reviews with sector experts and children, with an emphasis on allowing children's voices to be prominent - Employ appropriately qualified and experienced assessors for early childhood and OSHC - Implement accreditation of assessors	- NQS reflects the latest research and approaches, and incorporates the voices of children in evaluating quality outcomes for children and families - Regulatory authorities employ qualified and skilled assessors, including OSHC-trained assessors
Sector-specific support is provided each time revised standards are implemented	- Advocate to ensure all services receive appropriate support each time standards are changed - Develop and deliver support packages for members as standards change	Fund and sustain sector support as standards are revised	All services have access to support to improve their standards of education and care
All local governments investing in education and care services that meet the specific needs of their communities	Encourage local governments to prioritise children's education and care as a vital community function	Local government see the value of and invest in education and care services, and fund collaborative opportunities for new community-based services	All local governments see education and care as core business
Additionally for OSHC			
Current, evidenced-based NQS with OSHC-specific criteria	- Develop and implement a campaign for take-up of OSHC-specific assessment and rating criteria - Co-design OSHC-specific assessment and rating criteria	Fund development of and train assessors in specific, evidence-informed OSHC assessment and rating criteria	Assessment and rating system includes OSHC-specific criteria
- OSHC leadership is respected and active within school decision-making - OSHC is an integral part of the primary education system	Co-design an advocacy plan to support primary schools to value the contribution that OSHC services and personnel can make to a school community	All governments promote the value of OSHC to primary schools and invest in school-run OSHC services	- OSHC leaders part of every school's leadership team - OSHC viewed as an intrinsic part of the primary education system

SIGNPOST 3: AN EMPOWERED WORKFORCE

The vision: Our workforce is valued and supported

It is impossible to build a high-quality early learning system if we can't recruit, retain and fairly compensate early childhood teachers and educators. COVID-19 has exacerbated long-time staff shortages, with many children's services sacrificing quality or limiting their enrolments in response (Community Early Learning Australia, Early Learning Association Australia & Community Child Care Association 2021). This has negative implications for young learners, who benefit from consistent relationships with the adults in their lives, and for the working families who rely on children's services to participate in the workforce. We must act now to stabilise the workforce and ensure that Australian children are supported by skilled, appropriately-resourced and fairly-remunerated teachers and educators.

BY 2032, THE KEY COMPONENTS OF AN EMPOWERED WORKFORCE ARE:

- **Highly qualified:** There are clear career pathways, more degree qualifications available, and support for micro-credentials and additional skills training (for example, in leadership and management of an education and care service)
- **Well remunerated:** There is a national industrial instrument with pay and conditions that reflect the skills and responsibilities required, and is comparable with other sectors requiring equal or comparable skills and responsibilities
- **Well resourced, appropriately supported:** There is a funded employee assistance program (EAP), subsidised professional learning, diversity support and appropriate staff:child ratios
- **Valued and respected:** Families, communities, policymakers and politicians acknowledge and respect the value education and care adds to society

2032



2032 aspirations and actions to get there

Aspirations for 2032	Actions		Measures
	Community Child Care Association	Government	
A highly qualified workforce that reflects the diversity of our communities – especially when it comes to gender, age, ethnicity and Indigenous representation	For early education & OSHC		
	Co-design clear qualification pathways information for educators from a diploma entry level to PhD Collaborate with the university sector to: • Refine qualification content that meets the needs of the sector, including OSHC • Ensure these qualifications are offered at most institutions • Develop scholarships for higher qualifications • Attract a diversity of students Explore and promote appropriate, quality-focused training avenues for those that do not wish to undertake university qualifications Co-design leadership VET-skilling opportunities that articulate into higher qualifications	Collaborate with the sector to develop and deliver a comprehensive national workforce strategy Collaborate with the sector and higher education and training providers to deliver appropriate preparation and professional development course content	An implemented strategy that addresses pay and conditions Education and care services have a degree-qualified educator with each group of children (especially impactful for OSHC services) Degree-level qualifications meet the needs of the education and care sector 15% of education PhD candidates are researching early childhood and/or OSHC
A well-remunerated permanent workforce	Co-design a national industrial instrument covering all teachers and educators in the sector, containing: • Pay that reflects the importance of the work that educators do, and that is commensurate with highly qualified and respected professions • Conditions that include appropriate non-contact time for every educator • Recognition of and compensation for the educational leadership role Advocate for this industrial instrument to be universally applied across the sector including a funding model linked to educator qualifications Clearly articulated career pathways with appropriate remuneration attached to each different role and level	Support the development of a national industrial instrument that improves wages and conditions for the workforce	Early childhood and OSHC educators are paid commensurate with other professionals with similar roles and responsibility All educators understand the career paths available to them Educator turnover reduces to 15% annually

Aspirations for 2032	Actions		Measures
	Community Child Care Association	Government	
A well-resourced and professionally supported workforce	Co-design and advocate for a funded employee assistance program that can be accessed by all educators Co-design and advocate for universally available, coordinated and subsidised professional learning and support provision Advocate that three per cent of each service's income be spent on staff and leadership professional development Advocate that staff-to-child ratios be set at a high-quality level and supernumerary staff are permanently employed to cover breaks, leave, etc., and provide consistency of education delivery	Co-design and fund the development and delivery of an employee assistance program and a professional learning and support program Deliver funding model based on quality indicators	Universally available, funded employee assistance program available to all educators Universally available, subsidised professional learning program available to all educators All educators are employed with conditions that support them to provide high-quality outcomes for children
A workforce that is valued and respected like other education professionals	Support campaigns that raise awareness of the value-add provided to children and the community by education and care services and staff All Community Child Care Association advocacy reflects the value added to society by the sector Develop material and support approved providers to provide a respectful and supportive workplace culture that allows each educator to: • Make a valued contribution to decision-making • Collaborate in curriculum planning • Access paid professional development time	Support campaigns that raise the value and profile of the education and care sector	Early childhood and OSHC workforce is represented in Australian society with respect and identified with professional language Approved providers provide workplace cultures that support the profession
Additionally for OSHC			
Full-time, permanent leadership position for every OSHC service OSHC leaders are part of the school leadership team and governance processes	Co-design and advocate for OSHC models that support full-time, permanent staff and OSHC leaders embedded in school governance	Provide funding and support to ensure all OSHC services have full-time staff with leaders embedded in school governance	Every OSHC service has a full-time, permanent leader Primary school leadership teams include OSHC coordinators
OSHC educators are valued as experts in play and learning and in delivering unique outcomes for children's learning	Support and lead campaigns that raise the profile and value of OSHC and OSHC educators	Support campaigns that raise the value and profile of the OSHC sector and educators	OSHC educators paid the same as early childhood and school teachers



SIGNPOST 4: SECTOR SUSTAINABILITY

The vision: Not-for-profit and community-owned and managed services that are valued by government and community, and are appropriately resourced to support future generations

It's no surprise that not-for-profits outperform their private counterparts when it comes to delivering high-quality early learning experiences for Australian children (Warrilow, P with Graham, N & Robertson, C 2021). After all, when there are no owners, directors or shareholders waiting on a financial return on their investment, services can spend more time and money focussing on children's development and wellbeing. Now is the time to create a healthier society by investing in not-for-profit and community-owned and managed services that support the specific needs of each child and each community.

BY 2032, THE KEY COMPONENTS OF SECTOR SUSTAINABILITY ARE:

- Government investment in not-for-profit and community-owned and managed services
- Community-owned and managed services in every community
- A robust planning system that ensures services meet the specific needs of their communities

2032



2032 aspirations and actions to get there

Aspirations for 2032	Actions		Measures
	Community Child Care Association	Government	
For early education & OSHC			
Governance and management support is made available to not-for-profit and community-owned and managed services	Campaign to highlight the benefits of a community-owned and managed sector Ensure the effectiveness and sustainability of not-for-profit and community-owned and managed services by supporting them to collaborate, share resources and communicate	All levels of government plan for, fund and support the not-for-profit and community-owned and managed provision of education and care Remove the competitive nature of funding for the education and care sector	Education and care is largely provided by well-supported not-for-profit and community-owned and managed services
Local governments are committed to education and care planning that meets the specific needs of their community	Collaborate with local governments to identify best practice service system planning	A systemic, planned approach to service delivery The majority of new services to be not-for-profit or community-owned and managed The voices of children and families are listened to in consultation processes at all levels	High-quality not-for-profit and community-owned and managed services in every community
Ongoing support to develop purpose-built community-owned and managed facilities	Encourage the use of research and evidence to support the value of not-for-profit and community-owned and managed services	An approach to policy that is based on the rights of the child and universal access, rather than a profit-driven system Community-owned and managed education and care services included in government infrastructure and government investment	Not-for-profit and community-owned and managed services are the majority of approved providers
Every local government authority supports the provision of community-owned and managed services through peppercorn rents and maintenance for appropriate buildings/sites	Collaborate with local government and their associations to foster support for community-owned and managed services	Local government authorities prioritise community-owned and managed service provision in their planning and budgets	Every local government provides financial and in-kind support to community-owned and managed services in their area
A not-for-profit early childhood and OSHC service is included in every new school build	Advocate to government for the inclusion of an integrated and not-for-profit early childhood and OSHC service for every new school site	Invest in education and care infrastructure with each new primary school	An integrated and not-for-profit early childhood and OSHC service part of every new primary school planned and built



HOW THIS ROADMAP WILL TAKE US FORWARD

Do you believe in an Australia where every child has a chance to reach their potential in the early years, and beyond?

Every child and community, thriving is the roadmap that will get us there. It charts the planned 10-year journey by which we will measure our success.

Community Child Care Association will report annually on key sector trends and progress against the roadmap measures. This will provide an opportunity to hold ourselves and other stakeholders to account. At the same time, we will review the actions detailed in the roadmap and reroute them as needed.

It's time to shake up Australia's education and care system.

It's time to move forward.

Join us as we realise our vision for a 2032 where early childhood is a real priority, so that every child and each community has what it needs to thrive.

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