

To Whom It May Concern,

In response to the suggested changes in the Productivity Commission's Draft Report I wish to make a submission as I feel some areas need greater attention and analysis. University trained Early Childhood Teachers matter for quality including children under 3 years of age. They have a positive impact on quality specifically improved outcomes for children. Early Childhood Teachers provide more age appropriate environments and score higher on global measures of quality. Integration between care and education is essential. Specialised training in Early Childhood settings contributes to:

- Knowledge and understanding of the curriculum
- Knowledge of how children learn
- Higher intellectual challenges
- Extending children's thinking
- Helping children problem solve
- Role modelling assertiveness rather than aggressiveness
- Actively engaging children (not ignoring)
- Reflecting on their own strategies
- Requiring skills and knowledge base

Research tells us that knowledge makes a difference. It is great that there is an entry level training in Early Childhood settings but less qualified staff often have insufficient knowledge to do the work effectively. Teachers stay longer, they are stable educators and less likely to contribute to high staff turnover. Pedagogy makes a difference in children's lives and the research tells us that the first five years set the foundations for children's learning and development. High quality care and education is imperative for young children 0-5 years and university trained Early Childhood Teachers are imperative for quality. The current requirements to engage Early Childhood Teachers for children under 3 years of age should not be changed.

Kind Regards

Kathryn Russell | Director