Appendix A: Bilateral Implementation Plan – National Skills Agreement Policy Initiatives

PRELIMINARIES

1. This implementation plan (Plan) is made between the Commonwealth of Australia (Commonwealth) and South Australia (SA) under the 2024–2028 National Skills Agreement (the NSA) and should be read in conjunction with the NSA.
2. The Plan gives effect to the policy initiatives contained in the National Skills Agreement, which has been guided by the vision statement and principles endorsed by National Cabinet on 31 August 2022. It gives effect to the Parties' shared commitment to high-quality, responsive and accessible vocational education and training (VET) to boost productivity and support Australians to obtain the skills they need to prosper. The Plan will support governments to work collaboratively and purposefully towards national priorities, while preserving flexibility for States and Territories to align local skills supply with demand.
3. Once executed, this implementation plan and any updates agreed with the Commonwealth, will be appended to the NSA and will be published on the Commonwealth's Federal Financial Relations website (https://federalfinancialrelations.gov.au).
4. This implementation plan is expected to expire on 31 December 2028 (in line with the NSA), or on completion of the initiative, including final performance reporting and processing of final payments against milestones.
5. For each policy initiative, this Plan outlines the actions to be delivered, how progress will be measured and how the actions are expected to contribute to the overarching objectives of the NSA.
6. In considering bilateral Implementation Plans, the Commonwealth recognises that states are at different starting points across the different policy initiatives. Implementation plans may be updated at any time with the written agreement of the Commonwealth and the relevant State or States, including to incorporate additional policy initiatives, or additional activities under specific policy initiatives (Clause A90 refers).
7. The implementation plan does not cover the National TAFE Network initiative, as states will jointly develop a multilateral implementation plan for this initiative for agreement with the Commonwealth (Clause A122 refers).

TAFE Centre of Excellence in Early Childhood Education and Care

1. Operation of TAFE Centres of Excellence (clause A112 refers).

The TAFE SA Centre of Excellence in Early Childhood Education and Care will further develop training in care provision for early childhood educators, carers and leaders. It will leverage partnerships for Early Childhood Education and Care Training with employers, unions, Jobs and Skills Councils (JSCs), universities and other relevant stakeholders, and facilitate alternative pathways into the sector to strengthen employment pipelines.

To be established at a TAFE SA Adelaide campus, it will build upon the South Australian Government's commitment to lead the national policy conversation on the early years, through national leadership in the delivery of ECEC skills, education and training.

TAFE SA Centre of Excellence in Early Childhood Education and Care (TAFE SA CoE in ECEC) – (Attachment 1)

What challenges will be addressed:

The National Skills Agreement identifies a number of national priorities which all governments recognise are of significant national importance, including *Sustaining Essential Care Services*.

The TAFE SA Centre of Excellence in Early Childhood Education and Care will address this national priority by developing training for essential services in early childhood education and care, sharing of high-quality training products and industry collaboration and demonstration.

- **A stronger and skilled workforce:** Growing a well-trained workforce will enable increased access to Early Childhood Education and Care. By delivering alternative pathway programs and supporting new modes of training delivery, more people from a wider talent pool will be able to enter, re-enter or upskill in the Early Childhood Education and Care industry. This will provide the needed shift in numbers of skilled workers available to care, support and educate the country's youngest hearts and minds.

- **The best beginning for all**: Embedding applied standards of quality/excellence into the delivery of Early Childhood Education and Care is essential. Accessible and applied professional development opportunities that deliver improvement are required. These must be tied to tangible improvements in educational capabilities for all learners regardless of location, nationality, financial status, or developmental levels. Professional development must enable all children to thrive.

- **Commitment to First Nations People and Closing the Gap:** Recognising the 60,000 years of teaching and learning knowledge, and the wisdom of the world's oldest cultures, Australia's First Nations peoples must be empowered to develop and lead a national response at a local level and grow their own Early Childhood Education and Care provision. This must result in more delivery of Early Childhood and Education and Care Centres by Aboriginal controlled organisations. In addition, all non- Aboriginal delivery must become inclusive and culturally appropriate for First Nations learners. They also must be supported in their development of good practices so that the needs of First Nations learners and communities' people can be met in every Early Childhood Education and Care setting.

<u>A stronger and skilled workforce</u>

The Early Childhood Education and Care (ECEC) sector is a priority sector, experiencing acute workforce challenges and skills shortages. The National Skills Commission's five-year employment projections show that growth in the sector will continue to increase over the five years to November 2025, with employment expected to increase by around 16,000 educators (an 11% increase) and 8,000 teachers (a 17% increase). Projected growth for the sector remains above the national projected employment growth of 7.8% for all occupations.

In November 2023, the Australian Childcare Alliance released a survey of ECEC providers, which showed half were required to cap enrolment numbers as a result of workforce shortages, withholding

a total of 11,123 places from families within the week of 9-13 October 2023. The Alliance described the situation as a 'workforce crisis'.

Also in November 2023, the Productivity Commission released their interim report into ECEC, which found that vacancies for ECEC positions are at record highs and vacancy rates are above those of the wider workforce. The report found that ECEC services have been delaying expansion plans, closing rooms and limiting enrolments as they are unable to find qualified staff.

Across the nation, the lack of essential workers in the ECEC sector impacts the quality, affordability and accessibility of ECEC. This in turn is a major barrier to broader workforce participation across the economy, particularly for women. ECEC is therefore integral to Australia's economic prosperity and a powerful lever for increasing workforce participation.

<u>The best beginning for all</u>

According to the Productivity Commission Report into ECEC, nearly half of one-year-olds in Australia attend some form of ECEC, and about 90% of four-year-olds are enrolled in ECEC. Participation in quality ECEC has positive impacts on educational achievements at school and later in life. Children experiencing disadvantage and vulnerability – who are likely to benefit most from ECEC services – are less likely to attend.

The Commonwealth Government has committed to identifying solutions that will chart the course for universal, affordable ECEC and National Cabinet has asked Education and Early Years Ministers to develop a long-term vision for ECEC.

The South Australian Government has committed to a leadership role in this effort. In October 2022, the South Australian Government established the Royal Commission into ECEC, led by former Prime Minister Hon Julia Gillard AC. The Royal Commission's Report, published in August 2023, contains 43 recommendations, and details an ambitious vision for the future of ECEC in South Australia. The report identifies that South Australia can be a nation leader in early childhood development by implementing reforms and leading the national policy conversation on the early years.

The Royal Commission's Report provides the framework for TAFE SA's CoE in ECEC. Cognisant of the Report's key findings, the future work of the CoE will advance the overall quality and sustainability of ECEC services and is linked to the following Report recommendations:

1. A long-term ambition to help South Australia's children thrive
6. Investing in world-class evidence and translation into practice
8. Connecting services in the early years
10. State Government actions to support childcare accessibility.
13. Leveraging Early Childhood Education and Care in the first 1000 days to reduce developmental vulnerability
14. Strengthening the Aboriginal Community Controlled Organisation sector
17. Implementing universal three and four-year-old preschool, supporting high-quality teaching
23. Appointing an Early Childhood Workforce Coordinator General
27. Alternative learning models for three-year-olds in communities with very low rates of preschool enrolment.

31. Implementing universal three and four-year-old preschool-the role of diploma qualified educators
32. Aboriginal three-year-old preschool
35. Modernising OSHC qualification requirements
40. Planning and specialist support for inclusion at government school OSHC

Commitment to First Nations People and Closing the Gap

The Productivity Commission Report into ECEC found that First Nations children are under-represented in ECEC services. The lack of participation was attributed to availability and affordability and a lack of culturally appropriate practices in non-Aboriginal centres.

The Royal Commission identified an immediate need for culturally safe and inclusive ECEC services, which are shaped by the communities they serve.

The South Australian Commissioner for Aboriginal Children and Young People, April Lawrie, in a submission to the Royal Commission, recommended legislative change to embed the responsibility to provide cultural safety in ECEC services.

Amend the Education and Children Services Act (2019) SA to require all ELECs [Early Learning Education and Care services] and pre-school providers (government or non-government) to deliver culturally safe preschool services, Aboriginal cultural curriculum, and language delivery in line with the human rights of Aboriginal children and their families and communities as set out in UNDRIP [United Nations Declaration on the Rights of Indigenous People] and UNCRoC [United Nations Convention on the Rights of the Child] fully recognising Aboriginal self-determination.

The Secretariat of National Aboriginal and Islander Childcare—National Voice for our Children (SNAICC) also suggested in a submission to the Royal Commission that:

In the context of universal services, [the State Government should] require mainstream services to be culturally safe and responsive to the needs of Aboriginal and Torres Strait Islander families and to have meaningful partnerships with ACCOs in their communities.

The Royal Commission has recommended that legislation should describe the particular responsibility of the Office for Early Childhood Development as system steward to promote the cultural safety of ECEC services for Aboriginal children.

The TAFE SA CoE in ECEC will contribute to addressing these challenges and support the recommendations of the Royal Commission through four key elements:

The following provides a summary of each of the elements, which are further detailed within the Description section of the application. For ease of reading, elements are referenced using hyperlinks.

E1. Nation and sector leading education and skills training

Through curriculum and learning resource development, the TAFE SA CoE in ECEC will improve the overall strength and quality of the learning experience for TAFE ECEC students throughout Australia. TAFE SA's key relationship with Tauondi Aboriginal Community College presents the opportunity to deconstruct western education styles and reconstruct learning resources that will benefit from 60,000 years of First Nations teaching and learning experience. This includes incorporating the existing accredited courses that Tauondi has developed as part of an ECE program to look at 'in language' early years education initiative, increasing the participation of ECE by First Nations peoples.

The TAFE SA CoE in ECEC will also draw from expertise across First Nations communities, and blend this with national TAFE network capabilities to develop innovative and engaging learning content, that will enable the development of First Nations controlled ECEC Centres and build the capacity of non-First Nations providers to respond appropriately. TAFE SA is uniquely placed to use its childcare centres and creches as demonstrator sites for the benefits of newly developed resources. The TAFE SA CoE in ECEC will also expand to demonstrator sites in other jurisdictions, which will include the use of one community centre, and a number of Goodstart Early Learning centres in SA and other jurisdictions including Victoria, New South Wales, Queensland, Western Australia and Northern Territory.

These development principles will guide all new product development or improvement for First Nations and First Nations ECEC settings through codesign, and may include development of:

- New accredited Skill Sets and Qualifications to address gaps and / or barriers in current pathways identified through existing and new applied research.
- Improved and customised training product to support innovative delivery of existing qualifications.
- Recognition of Prior Learning, Cultural Knowledge, and gap training tools.
- Microcredentials developed through codesign with the sector and communities, to support specialised sector and community needs. Being the short-term solution to new VET training product development.
- Sector informed training solutions.

E2. Pathways to success

The ECEC sector requires new pathways and program delivery modes to support a more diverse pool of people to consider careers within the sector. This will rely not only on improved career information but also the use of microcredentials and accredited skill sets to deliver innovative and flexible short duration foundational training. These will be developed specifically to remove barriers of entry for people with social and economic disadvantage, parents returning to the workforce, people experiencing financial hardship and people unaccustomed to formal educational environments.

Identification, creation, and promotion of diverse and alternative pathways of entry into the sector are essential to ensure the workforce is grown at pace. Individuals considering entry to the sector will be guided to find the appropriate education level to commence their careers and have their existing skills, knowledge and experience formally recognised.

The TAFE SA CoE in ECEC will work with the sector and with prospective workers to analyse existing pathways and barriers to entry that discourage people from considering a career in the ECEC sector. These pathways will consider:

- New entrants and ways to provide initial work readiness and career exploration.
- People with lived experience in early childhood care who are considering careers in the sector.
- People working in adjacent care industries looking to transition into or support the ECEC sector.
- Existing ECEC workers.
- Trainees.
- Improving the gender balance of workers.

E3. Amplifying workforce skills and capabilities

Professional development to support improved quality and capability within the current ECEC workforce is critical to address changing and emerging sector and care needs to better support early childhood development. Professional Development and investment in people improves workforce retention through increasing the value proposition of ECEC roles, in the absence of competitive levels of remuneration.

The TAFE SA CoE in ECEC will work directly with the ECEC centres, peak organisations, unions, South Australia's Department for Education, the Office for Early Childhood Development, and the Office for Autism, the Australian Children's Education and Care Quality Authority and other key stakeholders, to map professional development priorities. Programs in response to these priorities will be developed and their impact assessed within TAFE SA childcare centres and creches before rolling out to other demonstrator sites. It has been identified there is a need to support the development of leaders in the sector and TAFE SA will support this through the development of effective workplace based mentoring and educational programs.

In addition, the TAFE SA CoE in ECEC will support the development of the VET workforce that supports ECEC learners. TAFE SA childcare centres will be used to upskill VET educators delivering ECEC to support innovative delivery methodologies and emerging technologies.

E4. Accelerating results with research

TAFE SA will bring its extensive experience in applied research and Training Needs Analysis (TNA) to the TAFE SA CoE in ECEC. Research and evidence will inform development of accredited curriculum, learning resources, microcredentials and innovative training solutions to support the greatest needs of the ECEC sector. An example of TAFE SA's TNA capability, in new and emerging industries, is provided at Attachment 3.

Use of TAFE SA childcare centres will allow the TAFE SA CoE in ECEC to conduct further applied research in evaluating the effectiveness of programs, learning resources and innovative delivery models developed by the TAFE SA CoE in ECEC. This will allow further improvements to be made before products are distributed across the National TAFE network.

TAFE SA childcare centres will also provide sector representatives to work with the TAFE SA CoE in ECEC to develop solutions to real world sector challenges, through solution, co-design and pilot and

allow the TAFE SA CoE in ECEC to consider ways emerging technologies including generative artificial intelligence, assistive technologies, and robotics can support early childhood development within ECEC settings.	
Description	**Provide national leadership in the delivery of education and training.** The TAFE SA CoE in ECEC will build upon the South Australian Government's commitment to lead national policy conversation on the early years, through national leadership in the delivery of ECEC skills, education and training. This will support the Royal Commission's '*long term ambition to help children thrive by reducing the number of children entering school developmentally vulnerable'* (Refer to Attachment 2 – Alignment of the Royal Commission into ECEC recommendations with the TAFE SA CoE in ECEC). The key pillars of the TAFE SA CoE in ECEC focus on curriculum and learning resource development, education and training pathways, and professional development, all being informed by applied research which positions the TAFE SA CoE in ECEC to set the best practice standards for education and training, which will then be distributed throughout the national TAFE network and ECEC sector. The Centre will provide national leadership by: • Leading collaboration and coordinated engagement of all key stakeholders, including the ECEC sector, government, non-government organisations, students/workers, tertiary sector, unions, First Nations communities and organisations, registered training organisations and communities. Targeted collaboration, in particular with Tauondi, will provide a cross-sector partnership approach to reduce barriers and increase workforce supply indirectly and directly addressing numerous recommendations (Attachment 2 - Recommendations 6,8,10) of the Royal Commission. TAFE SA is already playing a national leadership role in ECEC within the TAFE network, and currently Chairs the ECEC Network of TAFE Directors Australia (TDA). Further, the establishment of the Office for Early Childhood Development in South Australia and their remit to drive national leadership in ECEC, uniquely positions TAFE SA (as the largest South Australian public VET provider) to closely collaborate with the Office to support coordinated engagement of key stakeholders across the nation. • Using TAFE SA's role as the Chair of the TDA ECEC Network, before transitioning into the governance of the National TAFE Network, and engagement with public and private stakeholders to share sector leading models across the nation to enhance VET delivery and build a stronger sector together. Initially focussing on '*the role of diploma qualified educators*, (Attachment 2 - Recommendation 31). • Avoiding duplication of effort, driving sustainable change through ongoing collaboration, and complementing existing programs and

	initiatives (at a local and national level). Again, utilising the National TAFE Network to ensure sharing of curriculum and learning resources. • Providing expert representation of VET for the ECEC sector on state and national industry advisory committees, workforce development committees and VET advisory committees. • Engaging with HumanAbility on VET Training Package updates and priority projects. • Establishing a cycle of regular webinars and information sessions to present research findings, new product, methodologies for product development and implementation and lessons learned across all initiatives. This will assist with the roll-out of initiatives into other jurisdictions. Ideally, the National TAFE Network will provide a mechanism to support this regular interaction and support. • Using stakeholder engagement staff to answer questions and provide support to other TAFEs who are implementing learning resources and delivery practices developed by the TAFE SA CoE in ECEC. • Establishing ECEC communities of practice, that form part of the National TAFE Network governance framework to share innovation and best practice with the broader TAFE network. **Enrich students' learning experience, support industry needs and enable applied research programs** As described in the earlier summary, the proposed TAFE SA CoE in ECEC will use four key elements to enrich student's learning experience, support industry needs and enable applied research programs. Initiatives within the key elements are described as thus: E1. Nation and sector leading education and skills training The TAFE SA CoE in ECEC will develop curriculum and learning resources that: • Raise the standard of qualification delivery throughout Australia, incorporating input from elders, and cultural leaders, experts in the sector. Qualifications will be transformed by a cultural lens that that are more representative of the diversity within the community. • Assist to Close the Gap by building on TAFE SA's experience in teaching and learning and accessing 60,000 years of knowledge through the establishment of a First Nations Working Group with Tauondi, First Nations community-controlled organisations (ACCOs) within SA and nationally to lead the development of culturally appropriate and responsive education and skills training to build the ECEC workforce. This work will connect with the work of the OECD and Skills SA to ensure alignment and avoid duplication. Ultimately developing First Nations learners for

	delivery in First Nations ECEC settings. For example, building on the delivery model of TAFE SA's current delivery of the Certificate III in ECEC in Mimili, in the remote Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands – incorporated in 1981, TAFE SA has six learning centres which offer vocational and Foundation Skills training programs to the communities), This model uses culturally contextualised delivery and storytelling that provides relevance and support First Nations understanding. • Working in partnership with ACCOs and First Nations communities to incorporate First Nations pedagogies of learning into the design of all curriculum and learning resources. This will transform current approaches radically. It will go beyond images, storytelling and play to support learning and as permitted embrace new (or very old) learning methodologies. The TAFE SA CoE in ECEC will support ACCOs to undertake delivery in the training for the ECEC sector. • Assist to revitalise First Nations languages through: o All TAFE SA Childcare centres, prioritise language maintenance and introduce First Nations language also as a key cornerstone of culture revitalisation. This enhanced appreciation of First Nations culture within ECEC centres will be supported through curriculum developed, learning resources and access to First Nations knowledge. The CoE will support ECEC centres to access fluent First Nations language speakers to enhance language uptake by children and centre workers, helping participants to absorb language and culture. In partnership with Tauondi Aboriginal Community College we will develop 'in language' early years initiative informed by the model of the Kohunga Reo movement in Aotearoa / New Zealand, which has changed the valuing of Māori language and culture, driven a rebirth in cultural understanding across all generations, provided better educational outcomes through safe cultural spaces and autonomy, and assisted to drive a shift in economic parity. o Key learnings from TAFE SA's innovative translation of learning resources for the Certificate III in Early Childhood Education and Care into Pitjantjatjara will inform learning resource development. The TAFE SA CoE in ECEC will develop and provide a translation and delivery framework based on the Pitjantjatjara translation initiative. This framework will support other TAFEs to produce resources translated into First Nations languages, empowering language maintenance across other jurisdictions. Deeper community engagement will be undertaken to better understand the value of this framework.

	○ Collaboration with Charles Darwin University and North Metropolitan TAFE, who are already working on Aboriginal pedagogies and language maintenance into educational program product development for the ECEC sector. Working with these stakeholders, ACCOs and First Nations communities to identify additional demonstrator sites will be identified in the Northern Territory and North Western Australia. • Support HumanAbility in the review of existing qualification pathways and explore development requirements for taster courses, pre-vocational entry skill sets (incorporating foundation skills and Certificate III level ECEC units), Certificate II level, and Advanced Diploma qualifications. • Support innovative delivery models to enhance graduate outcomes including the improvement of literacy, numeracy, digital literacy, and English language skills. This could include the incorporation of additional technology enhanced learning, consideration of place-based learning requirements, storytelling, and non-traditional learning environments. TAFE SA's highly regarded models of early intervention will be used to develop implementation frameworks that will support the National TAFE Network in establishing these delivery models. • Contextualise and customise curriculum and learning resources to support underrepresented groups within the ECEC sector. Examples include additional content to support cultural safety, language, literacy, numeracy, digital literacy, gender advocacy and safety; sharing these resources through the National TAFE Network and Communities of Practice established within the National TAFE Network framework. E2. Pathways to success The TAFE SA CoE in ECEC will develop and promote alternative pathways into the sector through: • Assessing the suitability of current qualification pathways, with recommendations provided to the Jobs and Skills Council, HumanAbility. • Piloting alternative program content that could be included in anticipated future training package reviews. • Using new pre-vocational skill sets to provide foundational skills and knowledge to individuals considering entry into ECEC, rather than full qualification delivery. This will be piloted and provide an evidence base of its effectiveness, including as a pathway to engage people from wider socio-economic communities.

	• Collaborating with HumanAbility on the establishment and implementation of formal recognition of prior learning (RPL) frameworks and tools to support: o Existing workers. o Those with lived experience, especially those in family care situations. o People working in adjacent industries. o Graduates from previous versions of ECEC Training Package product. o Recognition of Cultural knowledge as it relates to ECEC delivery. • Amplifying the current work of TAFEs in working with universities and non-University Higher Education Providers to maximise articulation from VET qualifications into higher education pathways and providing these examples to the National TAFE Network for use in other jurisdictions. • Providing input into the National Careers Institute strategic initiatives including job profile information, testimonials and the National Skills Passport. • Using TAFE SA creches and childcare centres, external community and Goodstart Early Learning centres as practical placement pathways to enable access to training for new migrants. This initiative recognises the challenges for CALD learners to access work placements and expands access to a new talent pool of workers for the ECEC sector. • Employing trainees within TAFE SA childcare centres and using Goodstart Early Learning trainees to pilot innovative traineeship delivery models. E3. Amplifying workforce skills and capabilities Professional development to improve quality and capability within the current ECEC sector is critical to increasing the capacity of the sector and improving workforce retention. The TAFE SA CoE in ECEC will work with sector experts to co-design, develop, and pilot professional development programs within TAFE SA's childcare centres, with a focus on: • Developing and delivering microcredentials to support already identified areas of sector need including: o Early identification of developmental delay in children. o Identification of complex behaviours and supporting delivering outcomes for children with these behaviours. o Developing skills in trauma informed care. • Developing and delivering workplace based microcredentials and skill sets, supported by mentoring programs, to increase leadership capability within the ECEC sector.

	• Assessing the suitability of incorporating microcredentials into the development of higher education courses developed by the TAFE SA CoE in ECEC. • Working with HumanAbility to identify opportunities to convert microcredentials to units of competency for inclusion in training package products. • Utilising TAFE SA's access to the SA Office for Autism and working in partnership with Anglicare SA, who run the Autism-Specific Early Learning and Care Centre, to develop microcredentials to support ECEC workers working with children with autism. • Working in partnership with the SA Department for Education to use access to outside of school hours care (OSHC) sites to provide development opportunities to workers. Developing a framework to inform TAFE / Government partnerships in other jurisdictions. • Supporting co-design and development of training solutions by hosting an incubation service that provides a mechanism for the sector to explore specific needs and workforce challenges. o This incubation service will allow ECEC sector organisations (community and commercial centres, unions, government agencies) to present emerging and immediate workforce challenges and issues to the TAFE SA CoE in ECEC. The TAFE SA CoE in ECEC will then provide a central point to analyse the problem and act, which could be, though not limited to: ▪ Additional research or product development by the TAFE SA CoE in ECEC (to be appropriately prioritised through TAFE SA CoE in ECEC governance); ▪ Engagement with HumanAbility if the problem fits within its scope; ▪ Collaboration with other jurisdictions through the National TAFE Network; ▪ Collaboration with universities nationally; ▪ referral to another government agency; ▪ connecting with ECEC sector representatives who have had similar challenges that have been resolved. • Supporting ECEC VET educators to learn and demonstrate best practice within TAFE SA centres, upskill in the use of emerging technologies and develop currency with newly developed accredited curricula, learning resources and microcredentials. • Developing best practice methodologies for co-delivery and assessment of ECEC training products using sector experts supported by qualified trainers and assessors. This will support the

VET sector workforce requirements as well as those of the ECEC sector. Working through the National TAFE Network to ensure methodologies are available to TAFEs and other Centres of Excellence.

E4. Accelerating results with research

Research will provide the foundation for innovation, development and improvement of education and training for the ECEC sector. The TAFE SA CoE in ECEC will work closely with ECEC centres, experts, and key stakeholders to accurately determine the training needs of the sector. Existing research and reports collated by the TAFE SA CoE in ECEC will inform early development work while more comprehensive and targeted training needs analysis processes are undertaken.

With five childcare centres and six creches of its own, TAFE SA is ideally positioned to lead applied research activities for the benefit of the sector. This is further supported by TAFE SA's extensive experience in applied research (Attachment 3 – TAFE SA Applied Research Capability), and connection with the Office for Early Childhood Development and the SA Office for Autism.

Identified applied research activities will include:

- Leveraging the findings of the Jobs and Skills Australia Early Childhood Education and Care capacity study.
- Undertaking a comprehensive Training Needs Analysis (TNA) for the ECEC sector considering:
  - Workforce demand requirements.
  - Workforce skill gaps.
  - Qualification entry pathways and gaps.
  - Qualification progression requirements.
  - Student aspirational career pathways.
  - Digital literacy requirements.
  - Specialised skill needs.
  - Professional development and leadership requirements.
  - Emerging technologies.
  - International models of best practice.
- Leveraging TAFE SA's role as Chair of the National TAFE Directors ECEC network to lead a cross jurisdictional scan to identify existing best practice programs and resources and facilitating shared access for TAFEs.
- Identifying barriers in the uptake of traineeships and higher apprenticeships.
- Identifying barriers to address the gender balance of the ECEC workforce.

	• Scoping the demand and requirements for taster courses, pre-vocational entry skill sets (incorporating foundation skills and Certificate III level ECEC units), Certificate II level, Advanced Diploma and Bachelor level qualifications. • Determining the need for development of a bachelor level higher education apprenticeship. • Understanding the needs of families as first teachers in early childhood development. • Ascertaining how generative AI might affect the ECEC sector. • Determining how future use of assistive and emerging technologies, including robotics, may support or disrupt the ECEC sector. • Co-designing learning resources developed with ECEC centres and sector experts to be piloted within TAFE SA childcare centres and creches, with support from the TAFE SA CoE in ECEC. • Providing research findings to other TAFEs through the National TAFE Network. **Innovate in the delivery of tertiary education, such as development and delivery of higher apprenticeships in areas of high skills need** As per the initiatives listed within the Pathways and Applied Research elements, the TAFE SA CoE in ECEC will have a focus on supporting access to higher education pathways for ECEC workers. Of particular note, the TAFE SA CoE in ECEC will: • Undertake research to better understand the barriers in the uptake of traineeships and higher apprenticeships. It is anticipated this research will lead to the design and development of a new delivery model for the existing Diploma of Early Childhood Education and Care, which will reduce the current barriers to completion. • Scope the requirements and demand for a bachelor level higher apprenticeship. Working with the South Australian Skills Commission which has already implemented a higher education degree apprenticeship, and as a dual-sector provider, the TAFE SA CoE in ECEC will be well placed to develop curriculum to support a higher education apprenticeship. As a public provider, TAFE SA can design the qualification to build on existing VET pathways and incorporate content to address recommendations of the Royal Commission. • Secondary to the degree, scope the requirements and demand for an Advanced Diploma of Early Childhood Education and Care. In developing this qualification, the TAFE SA CoE in ECEC will work with universities, ACECQA, state teacher regulators and sector experts to ensure development occurs to address workplace requirements and maximise articulation into higher education qualifications.

	• Working with universities to maximise articulation from VET qualifications into higher education pathways and providing these examples to the National TAFE Network for use in other jurisdictions. An example of this could be the development of hybrid delivery models that integrate vocational education and training qualifications into higher education pathways. For example, TAFE SA's current Bachelor of Dance program with Flinders University to support a clear and less cumbersome career pathway. **Enable organisational innovation and teaching and training excellence** All aspects of delivery of the TAFE SA CoE in ECEC will support organisational innovation and teaching and training excellence. For example, a core principle of the TAFE SA CoE in ECEC is to incorporate First Nations teaching and learning pedagogies into the development of all curriculum and learning resources. This innovative approach will embed appreciation of First Nations culture within ECEC. Additionally, initiatives within the Professional Development pillar of the TAFE SA CoE in ECEC will also focus on organisational innovation and teaching and training excellence. Other key initiatives include: • Supporting co-design and development of training solutions by hosting an incubation service that provides a mechanism for the sector to explore specific needs and workforce challenges. Providing access to TAFE SA childcare centres and creches to pilot new learning resources and training solutions. Working with TAFE providers, community, and commercial centres, including Goodstart Early Learning, to identify opportunities to pilot initiatives in other jurisdictions. Demonstrator sites will be expected to cover metropolitan, peri-urban, and regional locations across all jurisdictions. • Supporting ECEC VET educators to learn and demonstrate best practice within TAFE SA centres, upskill in the use of emerging technologies and develop currency with newly developed accredited curricula, learning resources and microcredentials. • Developing best practice methodologies for co-delivery and assessment of ECEC training products using sector experts supported by qualified trainers and assessors. This will support the VET sector workforce requirements as well as those of the ECEC sector. • Lifting the capability of VET Educators nationally by providing findings and outcomes, lessons learned and facilitated advice through the National TAFE Network Communities of Practice.

	Develop and leverage local industry, university and community expertise The priorities and initiatives of the TAFE SA CoE in ECEC are informed by research evidence, whether conducted by the TAFE SA CoE in ECEC or other key stakeholders within the sector. Research conducted by the TAFE SA CoE in ECEC will be informed by expertise in the ECEC sector, which will include the identification of models of best practice, inviting partnership with key stakeholders to provide input into training needs analysis and other applied research projects. The TAFE SA CoE in ECEC will build upon the existing strong relationships TAFE SA has with the university sector through involvement in course advisory groups, to maximise articulation and credit transfer arrangements and through the development of more attractive pathways from VET to University. (Attachment 2 - Recommendation 6). Sector expertise, including from the Office for Autism (SA), the Office for Early Childhood Development, ACCOs and other local and national organisations will contribute to co-design of curriculum, learning resources and microcredentials that will support the sector. **Partner and network locally and nationally with stakeholders, including relevant employers, unions, universities, governments, Jobs and Skills Councils, and other stakeholders; other TAFE Centres of Excellence and other training providers that are responding to the same national priority under the NSA** As the Chair of the TAFE Directors Australia ECEC network, TAFE SA already plays a national leadership role in ECEC. TAFE SA has undertaken extensive engagement with these networks and key stakeholders in formulating this TAFE SA CoE in ECEC proposal (Attachment 4 – Stakeholders – Centre of Excellence). TAFE SA recognises that the most effective and sustainable change in ECEC will be achieved through collective action therefore, extensive consultation and stakeholder engagement across the broader sector will be a key focus for the TAFE SA CoE in ECEC. The TAFE SA CoE in ECEC will bring together (physically and virtually) employers, unions, universities and other education and training providers to develop and implement real work and practical solutions to meet current and emerging skills needs.

	TAFE SA and TAFEs nationally already have in place well-established course advisory groups such as the TAFE SA ECEC Certificate III and Diploma Course Advisory Group, which includes participation from a wide range of ECEC stakeholders. This will be expanded through the TAFE SA CoE in ECEC to drive collaboration and gain insights at the national level. The TAFE SA CoE in ECEC will collaborate with other TAFE Centres of Excellence through proposing alignment and sharing of innovation and research that relates to improving gender equality and First Nations access within industries. The learnings of other Centres of Excellence will be considered for applicability to the ECEC sector, including whether aspects of learnings and pilots can be included into design of further initiatives to support the ECEC sector. The TAFE SA CoE in ECEC will establish regular engagements with any Centres of Excellence established to support the care and allied health sectors as learnings and educational best practice are likely to be closely aligned. South Australia recognises the mutual benefits of collaboration between the VET and higher education sectors and commits the TAFE SA CoE in ECEC to developing partnerships to support and deliver on its objectives, including with universities, Jobs and Skills Councils, employers and unions. These partnerships could take different forms, and are likely to evolve over time, but could include: • university representation in the TAFE SA CoE in ECEC governance structures • exchanging expertise and experience in the design and delivery of education and training relevant to the TAFE SA CoE in ECEC governance, including higher apprenticeship pathways • establishing credit recognition arrangements and entry pathways between VET and higher education for education and training relevant to the TAFE SA CoE in ECEC governance, and/or • facilitating joint opportunities for applied research relevant to the TAFE SA CoE in ECEC Coordinated investment in the sector and its workforce leads to important benefits, including improved and more equitable educational and developmental outcomes for children; increased intergenerational social mobility; helping to Close the Gap; increased skill levels and higher labour market participation. The TAFE SA CoE in ECEC will do this by: • Establishing the TAFE SA CoE in ECEC Advisory Committee. In addition to TAFE SA representation, proposed representation includes: o Department for Education (SA)

	o HumanAbility o Goodstart Early Learning o Australian Education Union o Flinders University o Office for Early Childhood Development (SA) o Charles Darwin University (Dual sector rep) o National TAFE Network representative o Tauondi Aboriginal Community College o Early Childhood Australia o South Australian Aboriginal Education and Training Consultative Council (SAAETCC) • Establishing state based and national workforce consultative committees to work on key initiatives and leverage existing/ planned programs and identify new opportunities to solve workforce issues nationally. These consultative committees will include representation from community and commercial ECEC centres (including Goodstart Early Learning), TAFEs, Unions, universities, Department for Education, and relevant government agencies. • Aligning with initiatives and strategic direction of the State's ECEC Workforce Development Fund. This includes our key involvement with the Office for Early Childhood Development. We will disseminate best practice models across the National TAFE network. • Prioritising the findings of the Royal Commission into the development of educational practice to assist the ECEC sector. This will include leveraging cross sectoral advice to co-design micro credentials which support worker skills development in areas including autism, neurodevelopment, trauma informed care, complex behaviours, complex communication, relationships. • Leading workshops focused on the co-design of key workforce and pathway programs (i.e. mentoring, placement support, attraction and retention, placement and scholarships). • Partnering with Tauondi and First Nations organisations in the development of culturally safe curriculum and learning resources that celebrate First Nations learners. • Partnering with Anglicare SA to develop microcredentials to provide specialist education and childcare for children with autism. Exploring options to convert microcredentials into VET training product with HumanAbility. • Partnering with key service providers to implement action research projects which will assist for example in identifying retention strategies including mentoring and leadership programs and remodelling the delivery of the Diploma. **Work with, contribute to, and reinforce the activities of the National TAFE Network to disseminate learnings, innovation and good practice, and ensure the entire TAFE system nationally benefits from the investment in Centres of Excellence**

	Through its role as the Chair of the TAFE Directors Australia ECEC network, TAFE SA is already best placed to ensure the entire TAFE system nationally benefits from investment in a Centre of Excellence in ECEC. Further to this the TAFE SA CoE in ECEC will: • Work with, contribute to, and reinforce the activities of the National TAFE Network to systematically share best practice across Australia, through the establishment of Communities of Practice. • Establish a governance and strategic leadership structure focused on helping the TAFE SA CoE in ECEC achieve its mission and a shared purpose to see sustainable positive change for the ECEC sector (i.e. Overarching Advisory Committee, Project Committees and individual working groups). • Harness the networks of individual stakeholders and committees to disseminate key information and best practice (i.e. ECEC sector, Tertiary education sectors, Community (including Schools), Research and Applied Learning, Students, Peak bodies, Unions and associations). • Present at relevant forums and stakeholder events - sharing key learnings/information and further strengthening networks (i.e. TAFE Directors Australia, Early Childhood Australia Conference). **Consider ways to provide skills and training opportunities to priority cohorts** In the design of the TAFE SA CoE in ECEC, significant focus has been placed on providing opportunities to priority cohorts. As seen in the initiatives described within the application, this TAFE SA CoE in ECEC supports and complements the NSA priorities and broader social and economic national policy direction, including Closing the Gap and National Aboriginal and Torres Strait Islander Early Childhood Strategy. Key examples include: • Assisting to Close the Gap by building on TAFE SA's experience in teaching and learning in Mimili in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, by partnering with Tauondi and First Nations community-controlled organisations to implement a First Nations Working Group to lead the development and delivery of culturally appropriate curriculum and responsive education and skills training that celebrates First Nations learners and culture and builds the ECEC workforce. • Incorporating First Nations pedagogies of learning into the design of curriculum and learning resources. • Assisting to revitalise First Nations languages through: o All TAFE SA ECEC centres maintaining language as a key cornerstone of culture. This will enhance appreciation of First Nations culture within ECEC centres. Curriculum developed will support ECEC centres to bring fluent First Nations

	language speakers to enable language uptake by children and centre workers, helping participants to absorb language and culture. In partnership with Tauondi Community College we will develop 'in language' early years initiative informed by the model of the Kohunga Reo movement in Aotearoa / New Zealand, which has changed the valuing of Māori language and culture, driven a rebirth in cultural understanding across all generations, provided better educational outcomes through safe cultural spaces and autonomy, and assisted to drive a shift in economic parity. o The translation of learning resources for the Certificate III in ECEC into Pitjantjatjara. The TAFE SA CoE in ECEC will provide a translation and delivery framework to support other TAFEs to have resources translated into First Nations languages, which will be shared through the National TAFE Network. Deeper community engagement will occur to determine the value and impact of this work. o The TAFE SA CoE in ECEC will develop and provide a translation and delivery framework based on the Pitjantjatjara translation initiative. This framework will support other TAFEs to produce resources translated into First Nations languages, empowering language maintenance across other jurisdictions. Deeper community engagement will occur to determine the value and impact of this work. o Collaboration with Charles Darwin University and North Metropolitan TAFE, who are already working on Aboriginal pedagogies and language maintenance into educational program product development for the ECEC sector. Working with these stakeholders, ACCOs, and communities to identify additional demonstrator sites in the Northern Territory and North Western Australia. • The development and delivery of new pre-vocational skill sets to provide foundational skills and knowledge to individuals considering entry into ECEC, rather than full qualification delivery. This will provide a pathway to engage people with social economic disadvantage. • Using TAFE SA creches and childcare centres to provide pathways into education opportunities and into the workforce. Including pathways from Adult Migrant English and Skills for Education and Employment programs. • Developing curricula and learning resources to support innovative delivery models. This could include the incorporation of additional technology enhanced learning, consideration of place-based learning requirements, storytelling, and non-traditional learning environments.

	• Support innovative delivery models to enhance graduate outcomes including the improvement of literacy, numeracy, digital literacy, and English language skills. This could include the incorporation of additional technology enhanced learning, consideration of place-based learning requirements, storytelling, and non-traditional learning environments. TAFE SA's highly regarded models of early intervention will be used to develop implementation frameworks that will support the National TAFE Network in establishing these delivery models. • Contextualising and customising curriculum and learning resources to support underrepresented groups within the ECEC sector. Examples include additional content to support cultural safety, language, literacy, numeracy, digital literacy, gender advocacy and safety. • Scope the creation of a Virtual Childcare Centre learning tool, providing the learning hub with improved access to quality education and training opportunities in regional and remote locations.
Delivery Method	TAFE SA is South Australia's largest single vocational education and training provider and delivers job-focused training across a range of sectors. Training options range from entry-level certificates, apprenticeships and trainees to bachelor degrees, offered at metropolitan, regional and remote locations across the state of South Australia. TAFE SA is South Australia's largest provider of ECEC qualifications. Currently TAFE SA delivers five ECEC qualifications to over 1,000 students per year across South Australia via 13 campuses, as well as on country in the APY Lands. This training is supported through an innovative blended delivery methodology which incorporates online and face to face learning in simulated childcare environments. TAFE SA has excellent relationships with the ECEC service providers with over 400 Childcare centres supporting our students through work placements and over 300 schools selecting TAFE SA as their preferred provider for Education Support training across South Australia. Our ECEC academic workforce is composed of 41 highly qualified lecturing staff, all of whom have in addition to their sector specific qualifications, the required VET Training and Assessment qualifications as per the Standards for RTOs 2015. TAFE SA employs casual teaching staff from the sector to undertake delivery and assessment and support vocational placement to ensure currency and connection with "real life" work in the sector. TAFE SA has a track record of responding to, developing, and implementing innovative responses to meet identified needs in the community in partnership with the South Australian Department for Education (DfE). This includes:

	• Customisation of the Certificate III in ECEC for delivery in the APY Lands, through working with the DfE Anangu Partnerships team. • Implementation of a contextualised program including the Certificate IV in School Based Education Support in partnership with Association of Independent Schools of SA (AISSA). • Specialised delivery of the Certificate III in ECEC for Findon Technical College, a specialised high school delivering industry training programs which are developed and delivered with employer partners, including some of Australia's largest service providers. These partnerships create high quality expertise, employment-ready pathways, and direct connections and experience in the real world. As South Australia's largest public provider of vocational education and training, TAFE SA is uniquely positioned to advance the South Australian Government's established commitment to lead the nation in ECEC. TAFE SA currently delivers five ECEC qualifications to over 1000 students across South Australia. TAFE SA will utilise its expansive reach across South Australia and incorporate access to the five childcare centres TAFE SA operates, as part of its service offering to students and the community, across metropolitan and regional South Australia to provide an opportunity for all students to successfully gain their qualifications through traineeships and higher apprenticeships. In addition to TAFE SA's five childcare centres, TAFE SA operates six creches as part of its Adult Migrant English Program (AMEP). These creches are staffed with many AMEP and Skills for Education and Employment (SEE) ECEC graduates, demonstrating how TAFE SA drives workforce capability and capacity within the ECEC Sector. This successful model can be replicated across other jurisdictions. It is proposed to locate the TAFE SA CoE in ECEC at a metropolitan Adelaide campus. Several campuses are in close proximity to key partners including the Tauondi Aboriginal Community College. They are also close to TAFE SA Childcare centres, which provides quality, long daycare for babies (up to 2 years old), toddlers (2 – 3 years old) and pre-schoolers (3 – 5 years old). The closest centre to the chosen campus will be used as the primary demonstration site for the TAFE SA CoE in ECEC. TAFE SA recognises the importance of facilitating access for students across all metropolitan and regional areas. Accordingly, the TAFE SA CoE in ECEC will support continued delivery at existing TAFE SA campuses. This support will include the rollout of resources and delivery methodologies, including the continued expansion of polysynchronous delivery, virtual classes, as well as other online and blended delivery methodologies developed through the TAFE SA CoE in ECEC. Goodstart Early Learning sites will be assessed for suitability as demonstrators in regional areas and other jurisdictions. To enable First Nations people to study in community, we will also explore working

	with birth to year 12 school sites on the APY lands, a list of these sites can be found here https://www.pyec.org.au/our-schools Research will be conducted to identify and optimise the most effective delivery methodologies for students dispersed geographically. This research will inform the development of innovative teaching strategies tailored to meet the needs of diverse student populations. This research will be communicated and tested within the Communities of Practice established within framework of the National TAFE Network. TAFE SA understands the importance of networking across the sector nationally and actively participates in the sharing of concepts and ideas to improve training across the sector for students to achieve successful outcomes. TAFE SA is one of 19 TAFEs nationally that deliver ECEC qualifications. The strength of the national TAFE network, including leadership of skills development for priority industries, provides a solid foundation for establishing the TAFE SA CoE in ECEC. All TAFEs have well established partnerships through course advisory bodies, committee and board representation and close working relationships with critical sector stakeholders covering government, peak sector organisations, Department for Education (schools), universities, and ECEC service providers. This includes the TAFE Directors Australia, (TDA) National TAFE Early Childhood Network. Additionally, TAFE SA has partnerships with Gowrie SA, University of SA, Flinders University, Goodstart Early Learning, Early Childhood Australia, Community Childcare Centres SA, Cafe Enfield, AISSA (Association of Independent Schools SA) Thrive by Five Alliance, Playgroup SA, OSHC QUIG (quality improvement group), community organisations (e.g. Yadu Health Services – Ceduna) and Family Day Care. Establishment of the National TAFE Network and implementation of Communities of Practice will enable sharing of best practice at all levels, and collaboration to implement innovation and new training product across jurisdictions. This sharing of great teaching and learning practice will be a core function of the TAFE SA CoE in ECEC. TAFEs nationally will continue to collaborate with industry, job skills councils, unions, government, and other peak bodies to recognise and rectify existing gaps in the workforce, to identify, address and develop solutions to enhance workforce capabilities. In South Australia this is evidenced by TAFE SA's collaborative work with the Office for Early Childhood Development. TAFE SA is part of the Office for Early Childhood Development workforce planning co-design team that is designing solutions to drive attraction and retention within the early childhood workforce, with a particular focus on quality. This work will be supported by HumanAbility's national engagement forums, including the forum held at TAFE SA in February 2024, where

	industry and government guests discussed initiatives to drive skills and workforce development for this sector as well as through TAFE Directors Australia's seat on HumanAbility's advisory committee. TAFE SA has strong experience and capability in capturing skills requirements for new, emerging, and evolving industries by working in partnership with industry. This research has led to the creation of cutting-edge learning materials and training products. This experience and applied research methodologies will be brought into the TAFE SA CoE in ECEC. Examples of existing TAFE SA research (Attachment 3 – TAFE SA Applied Research Capability) includes: • Research on the regional workforce demand and training supply requirements for the Upper Spencer Gulf and Surrounds. • Research and analysis for defence industry prime contractors. • Hydrogen industries macro-sector analysis. • Green Skills industries macro-sector analysis. • Implications of decarbonisation on heavy carbon industries for Heavy Industry Low-carbon Transition Co-operative Research Centre. • Analysis of training needs and educational pathways to support the SA Festivals industry.
Expected reach and additionality	As South Australia's largest public provider of VET, the outcomes of the TAFE SA CoE in ECEC will directly reach all of South Australia. TAFE SA currently delivers five ECEC qualifications to over 1000 students across South Australia. Additionally, TAFE SA is one of 19 TAFEs nationally that deliver ECEC qualifications. As all states and territories work to address workforce challenges in ECEC sector, the TAFE SA CoE in ECEC will be able to support all jurisdictions to deliver enhanced skills to build this essential workforce. As the South Australian Government has already committed to providing national leadership in ECEC, TAFE SA is uniquely positioned to coordinate efforts at the national level to drive skills development in ECEC sector and address workforce challenges. The TAFE SA CoE in ECEC will share its research findings, models of best practice, educational products and invite all RTOs to collaborate on solving their state and jurisdictional priorities. The TAFE SA CoE in ECEC will provide cross sector leadership in our First Nations delivery framework. TAFE SA CoE in ECEC methodologies that support the revival of First Nations languages, culturally safe learning, and innovative delivery models will be provided to other industry sectors through their TAFE Centres of Excellence. This will support Closing the Gap nationwide. The TAFE SA CoE in ECEC will also share relevant research and development related to Allied Health, an increasing area of focus within

	the ECEC sector, with any TAFE Centres of Excellence established to support the health sector.

Amount of investment – Commonwealth	**Amount of investment – State**	**Planned start date**	**Planned end date**
$11,500,000	$11,500,000	1 July 2024	31 December 2028

TAFE Centres of Excellence – approach to matched funding arrangements (clause A114 refers).

Details of matched funding	2024-25	2025-26	2026-27	2027-28	2028-29	Total
State	$2,897,000	$3,678,000	$2,665,000	$2,260,000	-	$11,500,000

*

The South Australian Government will provide details of their matched funding contributions at the end of each financial year, commencing 1 July 2024 until 31 December 2028. Final payments under this implementation plan may be reduced where the total contribution by the South Australian Government over the life of the project does not align with the Commonwealth contribution.

TAFE Centres of Excellence - reporting

Reporting will be aligned with identified focus areas and evaluation arrangements as agreed with the Commonwealth. Final reporting (and key indicators) will be established by the TAFE SA CoE in ECEC staff and following close consultation with key ECEC Stakeholders.

It is expected these indicators/areas may include:

- **Attraction and Retention**
  - VET Commencements and completions
  - Uni Commencements (pathway)
  - Professional Development programs – Courses developed and enrolments.
  - Workforce data (employment and job creation)
  - Specific cohort data – Increased Aboriginal and Torres Strait Islander ECEC Workforce participation rates
  - Industry snapshot
- **Leadership and Capability**
  - Diploma & Higher Apprenticeship pathways – Increasing skills base & quality
  - Mentoring and Support of leaders and newly qualified teachers
- **Health and Wellbeing**
  - Programs developed and participation outcomes documented
  - Industry survey – feedback/results (regarding health and wellbeing of staff)
- **Research and Best-Practice**
  - Case studies and highlights

- National research - What does the data and evidence suggest?
- Global trends and opportunities (Education & Training - ECEC Sector)

o **Engagement and Market reach**
- Communication and dissemination of information (i.e. how, when, who etc)
- Engagement activities/outcomes (i.e. events, stakeholders' meetings)

The TAFE SA CoE in ECEC is committed to a comprehensive and professional reporting approach aligned with key priority cohorts, in accordance with mutually agreed indicators with the Commonwealth. The reporting will adhere to the Vision and Principles outlined in the National Skills Agreement.

The following indicators will be utilised to ensure a thorough assessment of the initiative's impact on priority cohorts:

Commencement and Completion Numbers:
Tracking enrolment and completion figures, with a particular focus on priority cohorts, including:
- Aboriginal and Torres Strait Islander individuals
- Women
- Men, recognising the unique gender composition of the ECEC workforce

Destination Survey(s) for Priority Cohorts:
Conducting surveys to gather insights into the post-program trajectories of priority cohorts, including employment outcomes and further educational pursuits.

Systematic Industry Feedback and Testimonials:
Regularly collecting feedback from the ECEC industry, incorporating testimonials and case studies to provide qualitative insights into the impact of the TAFE SA CoE in ECEC on workforce development.

Specific Examples for Key Cohorts:
Documenting individual stories and journeys into the ECEC sector, showcasing success stories and challenges faced by individuals within key cohorts.

Higher Education Feedback for VET Students:
Collaborating with universities and industry partners to gather feedback on VET students' experiences, ensuring alignment with higher education expectations and industry requirements.

Measuring and Reporting Against Royal Commission into ECEC Recommendations:
Developing a comprehensive scoping document within the TAFE SA CoE in ECEC to measure and report against relevant Royal Commission recommendations. (See Attachment 2).

Employment Outcomes:
Assessing the success of the TAFE SA CoE in ECEC in facilitating employment opportunities for graduates within the ECEC sector.

Completion Rates:
Monitoring completion rates for programs offered by the TAFE SA CoE in ECEC, ensuring a high level of success for enrolled individuals.

Higher Apprenticeship Numbers:
Tracking the number of individuals engaged in higher apprenticeships within the ECEC sector, contributing to workforce upskilling and development.

By employing these indicators, the TAFE SA CoE in ECEC aims to provide a detailed and nuanced understanding of its impact on priority cohorts, ensuring a holistic evaluation of its contribution to workforce development in the ECEC sector.

TAFE Centres of Excellence – contribution to the goals of the NSA

The TAFE SA CoE in ECEC will provide a framework for collaboration across State borders (and globally), as well as across national and state priorities. The TAFE SA CoE in ECEC will support National policy direction and collaboration, developed and implemented with a unique focus on the ECEC sector.
Through close alignment with the NSA, the TAFE SA CoE in ECEC will seek to embed national cooperation and strategic investment in our VET sector. This cooperation will target more effective and efficient use of resources to achieve increased opportunities for all Australians, and ensure social and economic inclusion, particularly for disadvantaged cohorts and regional and remote learners.

The TAFE SA CoE in ECEC will contribute to the following:

- effective supports– piloting VET learning supports and pathways that are accessible and effective and help meet the diversity of learner needs/objectives (including for priority groups). Breaking down barriers that prevent people from realising their potential, by expanding access to adult learning opportunities and providing targeted supports to secure and maintain employment.

- effective pathways and transitions- providing linkages and pathway options between TAFE and higher education, such as higher apprenticeships to better support the ECEC sector.

- relevant skills and knowledge- ensuring course content meets industry needs in terms of skills and knowledge. Expanding National TAFE networks and industry engagement such as course advisory groups to map relevance of skills to training. Collectively strengthening and growing workforce capability through coordinated skills investment, collaboration and research.

- transferrable skills and knowledge- facilitating connection across industry sectors and improved pathways across educational systems will allow for cross fertilisation of skills and experience into the ECEC sector. This improved matching of skills and experience to industry need, will help improve workforce pipeline.

- up-to-date courses- co-designed microcredentials and short courses to supplement training packages, ensuring industry currency/relevance of training. Leading the way in exploring and adopting new technology tools, techniques, or practices to ensure courses reflect current industry requirements.

- industry engaged with education and training delivery- industry engagement will be critical to relevant VET delivery, including best practice delivery and assessment, improved RPL models and quality resources/tools. Industry engagement will also play a key role in course advisory groups, industry recruitment and currency of teaching staff, increased workplace supports and targeted leadership and mentoring programs. Effective collaboration and communication with HumanAbility will be important to the enhancement of ECEC Training Package product.

- high-quality RTOs– The TAFE SA CoE in ECEC will lead the way in exploring new technology, establishing, and adopting best practice learning and assessment tools, ensuring quality is about enhanced learner engagement and improved outcomes for all stakeholders. Targeting ECEC VET delivery of a consistently high-quality and providing a positive learner experience, including for targeted priority groups.

- high-quality training and education- Responsive education and training systems must be relevant, current and evidence based. The TAFE SA CoE in ECEC quickly and effectively advances national stewardship, developing an effective and efficient national VET system through increased stakeholder participation, and a focus on quality ECEC training.

- expert educators and trainers- VET activity must be aligned to workforce demand, quality outcomes for the ECEC sector depend upon a highly skilled and well supported workforce. Co-designing a robust and relevant PD program for trainers and educators is an essential.

- collaboration between governments and other stakeholders
  The development of a best practice and sustainable solution demands collaboration and coordination between governments and stakeholders. The creation of close linkages with Commonwealth and State initiatives, including leveraging opportunities across State & Government boundaries, will maximise outcomes for stakeholders and achieve value for money.

  Demand for quality care and support services is rising, therefore coordinated investment in skills and capabilities to build a more highly skilled workforce is critical. This investment is also key to boosting overall labour productivity and achieving State/National productivity growth targets.

TAFE Centres of Excellence - evaluation arrangements

The TAFE SA CoE in ECEC evaluation arrangements will be aligned with project key indicators (reporting outcomes) and identified funding milestones established with the Commonwealth.

Measurement and Evaluation Criteria:
The evaluation framework will focus on assessing each initiative's Effectiveness, Efficiency, and Appropriateness. To achieve this, as we develop initiatives, we will work with the ECEC sector define key questions related to implementation, expected outcomes, the impact on priority groups/stakeholders, and how best to evaluate each initiative.

Measurement Indicators:

Implementation Lessons: We will document lessons learned during the implementation phase, identifying any adjustments made and their impact on the initiative's trajectory.

Outcome Results: We will measure and compare observed results against expected outcomes, with a particular emphasis on understanding variations across different cohorts, including First Nations, gender diversity and leadership roles.

Cost-effectiveness: A comprehensive analysis will be conducted to evaluate the cost-effectiveness of the initiative, ensuring efficient resource utilisation.

Evaluation Methodology:

Our evaluation methodology will employ a mixed-methods approach, combining quantitative and qualitative data collection methods to provide a comprehensive understanding of the initiative's impact.

Surveys and Interviews: Stakeholder surveys and interviews will be conducted to gather qualitative insights into the implementation process, identify challenges faced, and capture the perspectives of different participant groups.

Quantitative Data Analysis: We will utilise quantitative data to measure outcomes and assess the initiative's effectiveness, efficiency, and appropriateness.

Evaluation Timing:

The evaluation process will be ongoing, with key milestones identified for assessment.

Interim Findings: Preliminary evaluation findings will be available annually, allowing for timely adjustments and informing future policy decisions.

Final Evaluation: A comprehensive evaluation report will be completed by the end of the initiative, consolidating all findings and providing a holistic view of the Early Childhood Education and Care Centre of Excellence's impact.

Dissemination and Action:

Findings will be disseminated through various channels, including reports, conferences, and stakeholder engagement sessions. TAFE SA commits to taking swift and informed action based on the evaluation outcomes, ensuring continuous improvement and adaptability.

By adhering to this evaluation plan, TAFE SA aims to uphold transparency, accountability, and responsiveness in the development and operation of the TAFE SA CoE in ECEC.

GENERAL PROVISIONS

This section sets out considerations for implementation arrangements across all relevant Policy Initiatives under Part 6 of the NSA. States are to outline how the following apply across all relevant Policy Initiatives:

Linkages

Quality outcomes within the ECEC sector hinge on the development of a highly skilled, well-supported, and professionally recognized workforce. To achieve this, the TAFE SA CoE in ECEC will strategically align with and draw linkages from various national and state-level policy initiatives, ensuring a comprehensive approach to workforce development.

Royal Commission into Early Childhood Education and Care:
Recommendations from the South Australian Royal Commission will be incorporated into the Centre of Excellence's framework, addressing key findings to enhance the overall quality and sustainability of Early Childhood Education and Care services. Relevant Recommendations include:

1. A long term ambition to help South Australia's children thrive
6. Investing in world-class evidence and translation into practice
8. Connecting services in the early years
10. State Government actions to support childcare accessibility.
13. Leveraging Early Childhood Education and Care in the first 1000 days to reduce developmental vulnerability
14. Strengthening the Aboriginal Community Controlled Organisation sector
17. Implementing universal three and four-year-old preschool-supporting high-quality teaching
23. Appointing an Early Childhood Workforce Coordinator General
27. Alternative learning models for three-year-olds in communities with very low rates of preschool enrolment.
31. Implementing universal three and four-year-old preschool-the role of diploma qualified educators
32. Aboriginal three-year-old preschool
35. Modernising OSHC qualification requirements
40. Planning and specialist support for inclusion at government school OSHC

National Children's Education and Care Workforce Strategy (Ten-Year Strategy):
The "Shaping Our Future" strategy provides a roadmap for a sustainable, high-quality children's education and care workforce. The TAFE SA CoE in ECEC will actively contribute to and benefit from this national initiative, aligning its programs with the long-term goals outlined in the strategy.

Department for Education (SA) – Early Childhood Workforce Strategy:
At the state level, the Department for Education in South Australia has formulated an Early Childhood Workforce Strategy. The TAFE SA CoE in ECEC will work with the Office for Early Childhood Development to deliver initiatives that align with the specific needs and goals of the state's early childhood workforce.

Ensuring Access to Foundation Skills (DEWR):
Foundation skills are fundamental to the early childhood workforce. The TAFE SA CoE in ECEC will integrate initiatives from the Department of Education, Skills and Employment to guarantee that foundational skills development is a core component of its training programs.

National Aboriginal and Torres Strait Islander Early Childhood Strategy:
The Strategy aligns with the National Agreement on Closing the Gap outcomes. The Strategy supports Aboriginal and Torres Strait Islander communities and their community-controlled services

to lead the responses to children's needs. It addresses outcomes across all aspects of young children's lives, including early learning, health, housing, disability, safety, wellbeing, care and development.

Goal 2 of the Strategy: Aboriginal and Torres Strait Islander Children are supported to thrive in their early years. This goal incorporates the following outcomes which will inform the approach of the TAFE SA CoE in ECEC.

- National Agreement on Closing the Gap:
    - Outcome 3: Aboriginal and Torres Strait Islander children are engaged in high-quality, culturally appropriate early childhood education in their early years.
    - Outcome 4: Aboriginal and Torres Strait Islander children thrive in their early years.
    - Outcome 6: Aboriginal and Torres Strait Islander students reach their full potential through further education pathways.
    - Outcome 17: Aboriginal and Torres Strait Islander people have access to information and services enabling participation in informed decision-making regarding their own lives.
- Aboriginal and Torres Strait Islander children achieve success in early learning, meet learning and developmental milestones, are strong in their cultural identity, and are ready to succeed in school.
- Aboriginal and Torres Strait Islander families are empowered and supported to lead their children's early learning and development including through training and professional development pathways.
- Aboriginal and Torres Strait Islander children and families have access to appropriate digital tools and resources, as well as digital literacy. National Aboriginal and Torres Strait Islander Early Childhood Strategy | National Indigenous Australians Agency (niaa.gov.au)

Employment White Paper:
The Employment White Paper outlines broader strategies for enhancing workforce participation and productivity. The TAFE SA CoE in ECEC will connect with the objectives of the White Paper, contributing to the broader national goals of economic growth and sustainability in the workforce.

HumanAbility – Early Childhood Education and Care Capacity Study:
This study provides valuable insights into the capacity and needs of the ECEC workforce. The TAFE SA CoE in ECEC will incorporate findings from this study into its program design, ensuring that it addresses identified gaps and maximizes its impact on workforce development.

By forging these linkages and synchronizing efforts across various policy initiatives, the TAFE SA CoE in ECEC aims to create a synergistic effect that amplifies the overall impact on the ECEC workforce, thereby contributing to the achievement of quality outcomes in the sector.

Dependencies

Commonwealth/State Policy Changes:
Successful implementation of the TAFE SA CoE in ECEC relies on supportive policies and initiatives at both the Commonwealth and State levels. Timely and favourable changes to programs, funding initiatives, and financial support must align with the goals of the TAFE SA CoE in ECEC.

Alignment of Policy/Initiatives Across States and Territories:

Coordination and collaboration across States and Territories are critical for a unified approach to ECEC workforce development. Successful implementation requires alignment and consistency in policy and initiatives across jurisdictions.

Engagement from Stakeholders:
The success of the TAFE SA CoE in ECEC relies on active engagement and collaboration from stakeholders, including industry, education providers, and communities.

Shared Vision:
A shared vision of the TAFE SA CoE in ECEC should receive broad support at all levels of government. The success of the initiative, implementation and sustainability depends on support from key stakeholders at various levels of government. The South Australian Government has already committed to fulfilling a leadership role in early childhood education and the sector is a priority under the National Skills Agreement.

Systematic Industry Change:
The TAFE SA CoE in ECEC is designed to align with industry needs and changes. Successful implementation is contingent on the timely and systematic implementation of industry changes, ensuring that the TAFE SA CoE in ECEC remains relevant and responsive to evolving needs.

Addressing these dependencies and pre-conditions is crucial for the success of the TAFE SA CoE in ECEC. It requires a collaborative and adaptive approach, acknowledging factors beyond the direct control of the government and the VET system to ensure the initiative's long-term impact and sustainability.

Student Experience

The incorporation of student experience into the design, implementation, and evaluation of actions within the TAFE SA CoE in ECEC will be achieved through a systematic and structured approach to student engagement and feedback. The following strategies and tools will be employed:

1. **Student Engagement Surveys:**
   Regular administration of surveys to gauge the level of student engagement, satisfaction, and overall experience with TAFE SA CoE in ECEC initiatives.

2. **Student Feedback Tools:**
   Implementation of tools that facilitate continuous feedback from students, providing insights into their experiences, challenges, and suggestions for improvement.

3. **Student Destination Surveys:**
   Conducting surveys to track the post-program trajectories of students, including their career paths and achievements after completing TAFE SA CoE in ECEC programs.

4. **Research Project on TAFE SA CoE in ECEC Reporting and Evaluation:**
   Implementation of a research project focused on TAFE SA CoE in ECEC reporting and evaluation in collaboration with a university stakeholder, potentially as part of a research or PhD project. This initiative will concentrate on elements such as student experience, reporting, evaluation, and continuous improvement to enhance student and industry outcomes through quality data and evidence.

The surveys and feedback mechanisms will be closely aligned with the overall reporting and evaluation arrangements of the TAFE SA CoE in ECEC. The aim is to target improved outcomes through the collection of high-quality quantitative and qualitative data, ensuring a robust understanding of the student experience.

TAFE SA, as part of its commitment to enhancing the student experience, provides a range of complementary services supporting student success and wellbeing.
These services include:

- **Careers and Job Outcomes:**
  Providing guidance to students in making informed decisions about their training pathways, matching interests with career goals, assisting in job searches, and supporting job applications.

- **Access and Inclusion:**
  Supporting students living with disabilities, medical conditions, or mental health challenges to achieve their learning goals. Promoting diversity and creating a welcoming, safe, and respectful community.

- **Libraries and Study Hubs:**
  Offering high-quality learning resources and supporting students in developing essential study skills, including digital literacy, organizational skills, and problem-solving.

- **Student Counselling and Wellbeing:**
  Providing free and confidential counselling support for any issues affecting students' studies, building confidence, and fostering resilience.

- **Student Progression:**
  Implementing a Student Progression Policy and support system to deliver intervention plans for students facing challenges.

- **Regional Engagement:**
  Offering virtual services and support staff located at regional sites across South Australia to support students in regional areas.

- **Engagement Activities:**
  Organizing student events and communications to create a welcoming and connected community and facilitate a smooth orientation process.

- **Foundation Skills Support:**
  Providing support for foundational skills to ensure students have the necessary skills for success in their educational journey.

Through these comprehensive services, TAFE SA aims to create an environment that not only supports academic success but also enhances the overall experience and well-being of students within the TAFE SA CoE in ECEC.

Engagement arrangements

Extensive industry engagement and consultation has been undertaken, importantly to inform the development of this TAFE SA CoE in ECEC application, including:

- Meetings with stakeholders including the South Australian Department for Education (DfE), and the Office for Early Childhood Development.
- Meetings with national representatives of TAFE ECEC to evaluate, seek agreement on and establish priorities to lobby the Australian Childrens Education and Care Quality Authority (ACECQA) for the improvement of current qualifications and build consensus nationally for development of more appropriate pathways/qualifications.
- The development of TAFE SA Early Childhood qualification Course advisory groups which include representations from Gowrie SA, Community Childcare Centres of SA, ECEC service Directors, Allied Health and other specialist support service providers for example, Connect-Ed Trauma informed care.
- Discussions across various national networks and industry associations, such Early Childhood Australia, Community Childcare Centres SA, DfE Out of School Hours Care (OSHC) Quality Improvement group.
- Engagement with the Higher Education sector through Flinders University and UNISA.
- Participation in the Thrive by Five Alliance.
- Commitment to the establishment of a First Nation working group to lead the identification and development of culturally appropriate and responsive education and skills training to build the ECEC workforce.
- Meetings with TDA's newly formed 'Foundation Skills for the Future' network to understand how 'no one will be left behind' through relevant provision of LLN and digital support and identification of soft pathways for entry into this workforce.
- Recent membership and ongoing engagement with the South Australian Skills Commission's Industry Skills Council for the Early Educators, Health, Human Services, Sport and Recreation.
- Meetings and engagement with the Jobs and Skills Council, HumanAbility.

Reporting

The Parties will work to develop reporting arrangements on the progress of implementation, information to support public communication on policy initiatives, and deliverables/milestones.

Monitor outcomes and review evidence

- Priority cohorts – measured commencements, completions, quality, feedback, outcomes.
- Build connections and alignment within VET, the education sector including universities and schools, and relevant other service systems.
- Engage with industry and key stakeholders (including the Commonwealth) to explore the implementation of a higher apprenticeship for the ECEC sector.

MILESTONES AND PAYMENTS

The Commonwealth will make payments subject to performance reporting demonstrating the relevant milestone has been met. After the initial payment, second and subsequent milestone payments will be assessed and processed in the following reporting period. Performance reporting will be due by 31 March and 30 September each year until the cessation of this Agreement, or the final milestone is processed. As part of the performance reporting, SA will provide evidence of what has been delivered in the reporting period. Payments will be processed once performance reports have been assessed and accepted.

2024-25

Policy Initiative	**Milestone**	**Evidence**	**Payment Value (Commonwealth funded)**	**Commonwealth Reporting**
TAFE SA Centre of Excellence in Early Childhood Education and Care	MILESTONE 1: 31 JULY 2024 Initial payment on agreement of bilateral implementation plan	Bilateral implementation plan agreed with Commonwealth.	$1,160,000	
	MILESTONE 2: 21 FEBRUARY 2025 Commonwealth acceptance that South Australia has established the TAFE SA Centre of Excellence in Early Childhood Education and Care (TAFE SA CoE in ECEC), to be demonstrated by: • engagement and chairing of the relevant National TAFE Network ECEC Group (or other national engagement activity if the National TAFE Network has not yet been established), through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches the Terms of Reference for the National ECEC network, endorsed by key stakeholders. • attaches an analysis of outcomes of initial stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care	$580,000	31 March 2025

	training providers and care centres, and Jobs and Skills Councils) • commencing development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	centres, and Jobs and Skills Councils), and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.		
	MILESTONE 3: 30 JUNE 2025 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in February 2025.	$580,000	30 September 2025

	• development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	• attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.		

2025-26

TAFE SA Centre of Excellence in Early Childhood Education and Care	MILESTONE 4: 31 JANUARY 2026 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in June 2025.	$1,420,000	31 March 2026

	upcoming reporting period for Commonwealth approval.	• attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.		
	MILESTONE 5: 30 JUNE 2026 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in January 2026. • attaches a copy of curriculum and learning materials finalised during the reporting period, and	$1,420,000	30 September 2026

		• attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.		

2026-27

TAFE SA Centre of Excellence in Early Childhood Education and Care	MILESTONE 6: 31 JANUARY 2027 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in June 2026. • attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an	$1,370,000	31 March 2027

		outline for delivery of curriculum, pathways, and professional development work.		
	MILESTONE 7: 30 JUNE 2027 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in January 2027. • attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.	$1,370,000	30 September 2027

TAFE SA Centre of Excellence in Early Childhood Education and Care	MILESTONE 8: 31 JANUARY 2028 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by: • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which: • attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in June 2027. • attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.	$1,200,000	31 March 2028
	MILESTONE 9: 30 JUNE 2028 Commonwealth acceptance of South Australian progress of the TAFE SA CoE in ECEC demonstrated by:	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which:	$1,200,000	30 September 2028

	• engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared. • stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • development of a future activity plan for the TAFE SA CoE in ECEC outlining key deliverables for the upcoming reporting period for Commonwealth approval.	• attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in January 2028. • attaches a copy of curriculum and learning materials finalised during the reporting period, and • attaches a future activity plan for the TAFE SA CoE in ECEC as an outline for delivery of curriculum, pathways, and professional development work.		

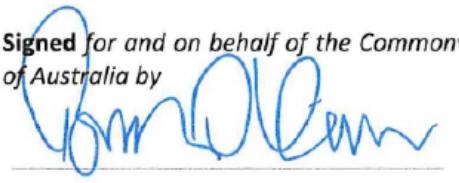
2028-29

TAFE SA Centre of Excellence in Early Childhood Education and Care	MILESTONE 10: 31 DECEMBER 2028 • engagement and chairing of the National ECEC Network, through which best practice programs and resources will be researched and shared	Report signed by a relevant South Australian senior official that outlines key activities of the TAFE SA CoE in ECEC in the reporting period, which:	$1,200,000	31 March 2029

	• stakeholder consultation and engagement (including employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • progress on applied research, development of innovative curriculum and learning resources, training pathways into ECEC, and professional development programs, and • evaluation of the TAFE SA CoE in ECEC activities.	• attaches details of progress/strategy to date and future activity for the National ECEC network • attaches a report on analysis and outcomes of ongoing stakeholder consultation and engagement, and evidence of pre-existing or emerging partnerships (including engagement with employers, unions, universities, First Nations training providers and care centres, and Jobs and Skills Councils) • reports on progress of research, curriculum, pathways, and professional development work against the future activity plan provided in June 2028. • attaches a copy of curriculum and learning materials finalised during the reporting period, and • provides final recommendations to the State and Commonwealth.		

The Parties have confirmed their commitment to this schedule as follows:

Signed *for and on behalf of the Commonwealth of Australia by*



The Honourable Brendan O'Connor MP

Minister for Skills and Training

Signed *for and on behalf of the State of South Australia by*

The Honourable Blair Boyer MP

Minister for Education, Training and Skills

The Parties have confirmed their commitment to this schedule as follows:

Signed *for and on behalf of the Commonwealth of Australia by*

The Honourable Brendan O'Connor MP

Minister for Skills and Training

Signed *for and on behalf of the State of South Australia by*



The Honourable Blair Boyer MP

Minister for Education, Training and Skills