

Juncture

A framework of professionalism between Early Childhood and School Teachers

By

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ABSTRACT

The terms “professionalism” and “profession” render a specific image of a person, income level, and standing within a community. Given the significance of education in models of economic, political, and social development, it was timely to research the professionalism of Early Childhood Teachers, focusing on the rights of all children to be educated within a context of professionalism, curriculum, equity, and policy. The status of Teachers in Early Childhood settings, when compared to Schools, is conflicting, with respect to payment, professional development, societal role, and career trajectory.

My original contribution to knowledge is the utilisation of Terry Johnson’s (1972c, p. 49) three tropes of professionalisation on the history and trajectory of Early Childhood Teachers in Australia. Johnson’s findings are aligned to Guy Standing (2011a) and Anthony Giddens’ (Giddens, 2013) theorisation of the precariat and the impact of supposedly “progressive” developments in education. Connecting these three theorists and noting the innovation of returning Terry Johnson’s models to 21st century education, offers a distinctive trajectory for professionalism in Early Childhood education.

Throughout this study, unobtrusive research methods have been deployed to discover, interpret, and manage the multiple ideologies and interfaces of information influencing those working in Early Childhood. This decision to deploy non-reactive research methods has enabled a focus on educational philosophy as it is shaped and textured by the historical context. The priority is to probe this “juncture” and evaluate the spin of ideologies that impact the professionalisation of Early Childhood Teachers.

This doctoral study has returned “old theory” to “new times.” Johnson’s three tropes enabled the researcher to articulate the impact that specific ideologies have on the policy environment encircling the teaching profession. During this research, a clear articulation,

identification and application of equality and equity were demonstrated. Furthermore, the commitment to equity for all professionals employed in teaching children, was revealed.

Understanding the diversity and impact of the roles and responsibilities of Educators and Early Childhood Teachers was a clear outcome of this research. Similarly, the research demonstrated the undeniable connection of School Teachers with Early Childhood Teachers. Moreover, the need for a rigorous, integrated and considered understanding of “the profession”, deploying Johnson’s model, re-evaluated the curriculum expectation and delivery within university-level education degrees.

Lastly, the significance of this research was to demonstrate the power of granting both School and Early Childhood Education a history and theorising beyond the tight parameters of the current education parameters. Furthermore, given the time this study was undertaken the economic, physical, and political climate, the changes that have already occurred in teaching and learning have been enormous and the changes seen through COVID-19 are likely to continue. Therefore, this study was undertaken at a time whilst the teaching profession was at a formative juncture. By summoning Johnson’s theories, a new lens for this key moment has been provided.

DECLARATION

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed

A handwritten signature in black ink that reads "Ane M. Leod." The signature is written in a cursive style with a large initial 'A'.

Date: 19 April 2021

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For everything comes from God alone. Everything lives by His power, and everything is for His glory. Romans 11:36

In order for something like a PhD to come together, there are many people who need to be acknowledged and thanked. The above passage is my first acknowledgement and as I began this thesis, I wanted to ensure that it was God honouring. Whilst many who read this work may not have a personal faith, it has been my faith that has kept me strong through the past seven years.

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INTRODUCTION

In commencing this doctorate, I was asked why I wanted to conduct this research and the simple truth was that there was a gap in the understanding of the professionalism of Early Childhood Teachers. Moreover, there was a need to probe and understand the institutional, political and policy changes that have emerged in the determination of professionalism in Early Childhood Teachers when compared with their counterparts in schools. My professional journey commenced in an Early Childhood setting connected to a school, then moved to working in primary and secondary schools teaching Higher School Certificate (HSC) classes in Drama and Mathematics. I have held leadership positions including Head of a Faculty as well as Acting Principal of a K-12 school and employed as a Head of a Junior School, Head of Middle School and Deputy Principal. It is my belief this wealth of experience extending over a 30-year period provides a unique position for this research as I have witnessed and experienced the countless changes that have occurred in the teaching profession. Currently, I am implementing these changes as the Academic Lead and Lecturer in Work Integrated Learning for Teacher Education at a Tertiary Institution.

Whilst having a long-term knowledge of the teaching profession, which impacts this research, there was an obvious need to rigorously probe the digital and analogue information encircling professionalism and the Early Childhood sector. Experience is not sufficient. Indeed, the “experience” of education is a way to transform those who attended a school into experts in teaching and learning. Instead, detailed, and intricate research is required. It is important to note that with an ever-increasing growth in digital interfaces, documents and comments, there was a need to pause and reflect on the material in order to develop arguments based on the data. Thus, the year 2021 became the moment of completion for this

doctoral thesis. An earlier completion date would have been “easier”, but the transformations in the Early Childhood literature and policy documents in the last four years have added depth and texture to this doctorate.

The doctoral research that is described in this thesis provides a bridge between the past and the present. It is in every sense a historical unpacking of what has occurred in the Early Childhood Education space within the Australian context and focusing on the situation in New South Wales. Teaching and learning has adapted in order to develop and equip the social changes that have underpinned Early Childhood Teachers and the need for this “para profession” to be recognised as a profession. Moreover, it is the connection of Terence Johnson’s (1972b, 1995) work to educational research that provides the thread to enable originality and insight at this moment in history.

Johnson’s interdisciplinary influence is examined and discussed throughout Chapter One through the *Definition of Professionalism* and the three tropes are used to understand how to professionalise the Early Childhood Teaching profession. The impact of ‘*Professionalism and Power*’ (1972b) has been utilised within a variety of professions and will be discussed in detail in Chapter One through *Johnson and Professionalism*, in particular Figure 5. With respect to the engagement with Education after there was a growth in the use of his work in Education peaking in 2005 and then 2010 and then again a rise in citation after Routledge reprinted the text as a revival in 2018.

Furthermore, it is necessary to probe the state of professionalism in the teaching profession amidst the education workforce. The two varying perspectives of professionalism that can be demonstrated are clearly articulated in the comparative work by David Sciulli (2010): “two sets of positions are entrenched; positions of power, discretionary judgement and impersonal trust; and positions of dependence, vulnerability and apprehension” (p. 281). It is the belief of the researcher that the first of these situations can be identified with the state

of professionalism currently observed in schools, and the latter can be seen in the Early Childhood sector.

It is not only the need to include Early Childhood teaching in the typology of professionalism that summons my original contribution to knowledge, but the connection of these typologies to the 21st century through the use of unobtrusive research methods and tethering to it the research of Guy Standing (2012a) and the “precariat”. His concept has power, as Early Childhood Teachers have been systematically losing their rights as professionals, and consequently it has an impact on the evolving Teacher profession (Standing, 2014b).

Through studying the capacity for the professionalisation of Early Childhood and Schools Teachers and applying a framework of professionalism, identifiable connections around the power relations are demonstrated through the producer-consumer relationship as proposed by Terence Johnson (1972b, p. 18).

As part of this study, there are four research questions that have provided the basis for enquiry and have framed professionalism as an enabling framework between Early Childhood Teachers and School Teachers. The questions are as follows:

1. What are the differing ideologies of professionalism emerging between “Early Childhood Teachers” and “School Teachers” in 21st century Australia?
2. How did the ideologies of “professionalism” transform in Early Childhood Education in Australia during the 2010s?
3. How do we interrogate Terence Johnson's theories of professionalism within the context of Early Childhood Education in Australia during the 2010s?
4. Why is it important to utilise the existing data set surrounding Teacher professionalism in Australia rather than increasing the data set?

Throughout this thesis I have chosen to use capitalisation for Early Childhood Teacher and School Teacher. The reason for this is acknowledge that people who are working in these professions are identified not only grammatically as proper nouns but as key people to the education profession. As a consequence, I am signalling this through the use of a capitalising the first word of each profession.

It is important to note that each question in and of itself is not addressed in a singular chapter and then discharged. The arc of the argument ensures that each question gains attention throughout the thesis. Each chapter demonstrates a clear connection with one or more of these questions. The guidance that these questions has provided ensures that an original contribution to research is achieved through meaningful understanding and deliberate investigation.

In order to understand the use of these four questions Table 1 provides an outline to their usage throughout the thesis. As evidenced, Terence Johnson's theorisation is the spine of the study. Returning this theory to Early Childhood education is not only innovative and original, but timely for the profession.

Chapter	Chapter title	Research Questions examined
One	Professionalism	<ol style="list-style-type: none"> 1. What are the differing ideologies of professionalism emerging between “Early Childhood Teachers” and “School Teachers” in 21st century Australia? 2. How did the ideologies of “professionalism” transform in Early Childhood education in Australia during the 2010s? 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s?
Two	Professionalism and Australian Standards	<ol style="list-style-type: none"> 2. How did the ideologies of “professionalism” transform in Early Childhood education in Australia during the 2010s? 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s? 4. Why is it important to utilise the existing data set surrounding Teacher professionalism in Australia rather than increasing the data set?
Three	Curriculum	<ol style="list-style-type: none"> 2. How did the ideologies of “professionalism” transform in Early Childhood education in Australia during the 2010s? 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s? 4. Why is it important to utilise the existing data set surrounding Teacher professionalism in Australia rather than increasing the data set?
Four	Equity	<ol style="list-style-type: none"> 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s? 4. Why is it important to utilise the existing data set surrounding Teacher professionalism in Australia rather than increasing the data set?
Five	Policy	<ol style="list-style-type: none"> 2. How did the ideologies of “professionalism” transform in Early Childhood education in Australia during the 2010s? 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s? 4. Why is it important to utilise the existing data set surrounding Teacher professionalism in Australia rather than increasing the data set?
Six	Rights of the Child	<ol style="list-style-type: none"> 1. What are the differing ideologies of professionalism emerging between “Early Childhood Teachers” and “School Teachers” in 21st century Australia? 2. How did the ideologies of “professionalism” transform in Early Childhood education in Australia during the 2010s? 3. How do we interrogate Terence Johnson’s theories of professionalism within the context of Early Childhood Education in Australia during the 2010s?

Table 1 Structure of Thesis and Links to Research Questions

Unobtrusive Research Methods

The methods deployed in this research are unusual, but appropriate. Unobtrusive research or indirect research was first described by Webb, Campbell, Schwartz and Sechrest (1966; 2000) as a method of data collection which does not involve direct gathering of data from research participants, such as during interviews or completing questionnaires (Connelly, 2017). Additionally, data can be collected within the natural environment enabling scholars to collect data that does not intrude upon or require interaction with research participants (Kellehear, 1993). It is non-reactive research, involving such activities as reviewing school records, policy documentation and political and historical commentary. As the researcher is controlling the challenge of pre-test variables, they are limiting the potential for invalid or intensely subjective responses (Gay, Mills, & Airasian, 2012). Unobtrusive measures also include using archival data from records or documents that are related to a specific group. Furthermore, in line with the current access to digitisation, the researcher has utilised online communication, documentation and media as data sources, to provide a clearer understanding of the concept or cluster of data being examined (Hewson, 2008).

Described as non-reactive, this methodology provides the researcher with the opportunity to use empirical and theoretical research to inform the analysis or the argument with the option of “first hand collected evidence” (Kellehear, 1993, p. 8). The resulting evaluations and interpretations are not definitive. However, the subtlety of the interpretation is illustrative, rather than empirical (Giddens, 1991). Such methods have particular value when probing the online environment. Blogs, vlogs, social media posts, podcasts, media, and news outlets, offer an array of rich material to explore through unobtrusive research methods.

The use of multi-modal material provided the opportunity to engage in the understanding through a combination of two or more modes, for example, a Blog conveys meaning through a combination of written language, still image, and spatial design. Each has

its own specific task and function (Kress, 2009, p. 28) in the meaning making process, and usually carries only a part of the message in a multimodal text. Similarly, visual resources such as Vlogs which comprise both still image and moving images may include diverse cultural connotations, symbolism and portray different people, cultures and practices (Callow & Callow, 2013). Visual resources express and develop ideas as well as interact and relate to others through the visual texts. Whilst using material that is multimodal in nature the aim is to critically analyse a range of texts which contribute to the Teaching professional discourse. There are three types of professional discourse which were initially detailed by Linell (1998) and expanded upon by Kong (2019) and can be divided into three specific categories by;

- (1) Intraprofessional discourse, or discourse within a specific profession, such as communication among academics;
- (2) Interprofessional discourse, or discourse between individuals from or representatives of different professions, such as communication between medical doctors and pharmaceutical sales persons, or between accountants and engineers; and
- (3) Professional-lay discourse, such as communication between lawyers and their clients, or between advertisers and their potential customers (pp. 2-3).

The use of Blogs, vlogs, social media posts, podcasts, media, and news outlets provides for the professional-lay discourse and interprofessional discourse. Whilst the Intraprofessional discourse is seen in National and State regulatory documents which are specifically written and used by and for those in the Teaching profession. Throughout this doctoral research, web pages, memes, formal policy documents and photographs were examined. In using unobtrusive research methods, the data sets were accessed without interviews or surveys to shape or mitigate the results. Certainly, Unobtrusive Research Methods revealed challenges and they were unsuitable for many research areas. It is important to note that there could be incorrect inferences made due to the indirectness of the

unobtrusive measures (Schermerhorn, Hunt, & Osborn, 2000). Additionally, there could be a potential for bias, especially with how the information is used or deposited, or depending on the types of archival mechanisms used (Marrelli, 2007). However, in the context of this study, the reliability of the documents used is linked with the ongoing development and engagement of the education of children and therefore the currency and dependability of these documents are determined through their circulation and deployment in institutional systems. The documents accessed are current (2012-2020) and archived (1990-2010), having been compiled by both the Australian Government through the Department of Education, Skills and Training, and the New South Wales State Government, Department of Education including the following

My time, our place: Framework for school age care in Australia (Department of Education Employment and Workplace Relations (DEEWR), 2011).

The Early Years Learning Framework (Department of Employment Education Workplace & Relations. DEEWR., 2009).

Guide to the National; Quality Standard (Australian Children's Education and Care Quality Authority, 2011)

Kindergarten – Year 10 Understanding the Curriculum Programming (New South Wales Government Education and Communities, 2019).

New South Wales Department of Education Policy Library (New South Wales Department of Education, 2016).

The Australian Curriculum (Australian Government Department of Education Skills and Employment, 2020).

Additionally, those documents and websites that form the basis of the accreditation and registration of Australian Early Childhood services, schools, and Teachers including

Australian Professional Standards for Teaching (Australian Institute for Teaching and Leadership, 2011)

The New South Wales Education Standards Authority Website (New South Wales Government, 2017).

While education as a discipline spans from the humanities to the social sciences, empirical methods – such as surveys and interviews – dominate. But too often empirical methods spill into empiricism. The data leads the theory, rather than the theory shaping the data.

Particularly in the context of my doctoral research, I am interested in what is absent, silent, or disconnected from discussions of professionalism with Early Childhood Teachers. I probe why the information has been constructed the way it is and with a particular focus on this research noticing the specificity of this juncture between Early Childhood Teachers and School Teachers. As an educational researcher investigating Early Childhood education through Unobtrusive Research Methods, I was not looking for truth. I was investigating the circulation of ideologies and their impact on the configurations of professionalism..

Terence Johnson (1972b) provides a depth and understanding of these concepts. He stated that, “There is an *irreducible but variable* minimum of uncertainty in any consumer-producer relationships, and, depending on the degree of this indeterminacy and the social structural context various institutions will arise to reduce the uncertainty” (p. 41). In conjunction with this is the understanding of resources that are required in order to facilitate the change to and with the educational processes and policies in Australia. The links between social power and the need for resources are not only demonstrated in Early Childhood and Schools but within the area of independent, community and government organisations for education, including colleges and universities. Aronowitz (2008) highlights this as a compounding fact in education: “In this richest and technologically most advanced society in

the world, illiteracy in both its crude and its more sophisticated forms is rampant”(Aronowitz, 2008, p. 11).

This project is distinct as no surveys or interviews took place. Whilst instead, I instigated research into the current policy documents and probed how these documents travelled, using unobtrusive means. The profound strength of the online environment is that it is rich for commentary, discussion and debate (Powell & van Velthoven, 2020). These materials already exist in the public domain. They have not required a researcher to ask, intervene, test, question and perhaps undermine research subjects. Given this, the alteration of an individual’s behaviour in response to being observed will have no impact on the research, and the “*Hawthorne Effect*”(Landsberger, 1958) will not emerge.

Therefore, ethics clearances were not required for this project. No human subjects were interviewed or surveyed. The imperative was to show the value of unobtrusive research methods in revealing ideological shifts in theories of “the professional”. Therefore, I undertook Google searches, and made screen captures of the predictive outcomes. I monitored a range of citation rates and blogs from professional organisations, including YouTube channels from Educators and Twitter accounts, to name a few unobtrusive techniques to ensure misrepresentation during the process of interpretation was not evident. As the data set was already in the public domain and most is used to inform the profession the possibility of misinterpretation of legislation was avoided.

This doctoral project was a work of history and policy analysis. Therefore, no students, student Teachers, children or Teachers were interviewed or surveyed. Their ethical rights were not circumscribed, tested, or limited. This research gathered and analysed information from both popular culture and the public domain. This project fully mobilised the potential of the read-write web and was fully transparent about the data collected and

discussed. Indeed, the process of web searching was documented in great detail as part of the methodology.

The boundaries of this research are outline in the following section and seeks to clarify the specific scope within both the Early Childhood and School sector in which this research was situated. There is a clear presentation of what was not included in the study. This focus on the boundaries of my scholarship enables a clear articulation of the focus and parameters of the research.

Early Childhood Teachers

Firstly, my research did not explore *planning*, where specific social, cognitive, physical, and emotional needs of the children, or the linked observations and applied integrated curriculum approaches are considered. Secondly, this study did not consider *service management* and the responsiveness to positive relationships with children. Thirdly, understanding and addressing the emotional factors which influence children's behaviour, the management of a safe environment while engaging in a professional attitude, and noting the variable meanings of that phrase, were also not a focus. Finally, the use of appropriate *assessment and evaluation* methods to monitor and record children's learning needs were not considered in this study. This effective communication with Teachers, parents, guardian, or others is important, but the manner in which this is completed will not be a focus of this research.

Instead, this thesis will probe and explore the *junction of professionalism*, aligning to the expectations and governance of the National Quality Framework (NQF) (Australian Children's Education and Care Quality Authority, 2011) and the Early Year's Learning Framework (Department of Employment Education Workplace & Relations, 2009). In addition, some of the *general professional qualities* that were examined throughout this study activated constructive relationships with fellow professionals and the wider community. This

includes the commitment to the improvement of teaching skills, professional knowledge, and performance of Early Childhood Teachers.

These qualities are demonstrated through participating in professional learning, developing a collegial working relationship, and interacting positively with parents and wider community members. Additionally, other qualities include demonstrating the ability to accept and implement advice, demonstrating the willingness and ability to be flexible and cooperative, while developing continuous improvement strategies through a professional development plan. By working with the elements of quality practice, reflecting the NQF (2011) and the Early Years Learning Framework (EYLF) (2012), Johnson's (1972b) intellectual scaffold a way was created to understand the methods for measuring the worth of endeavour. Therefore, when we try and answer profound questions around professionalism in education, we can use the deployed scaffold to interpret and assist in clarification.

School Teachers

Through the provisions of the Australian Professional Standards for Teachers, the Australian Institute of Australian Leadership has provided a public statement of what “constitutes Teacher quality” (AITSL, 2012). These standards provide a framework for Teachers to engage in professional knowledge, practice, and engagement across their career trajectory, presenting common understanding between all concerned parties involved in Teacher education. With regard to my research the following paragraphs outline what *I did not consider*.

Firstly, I did not enter debates about *differentiated teaching strategies* to meet the specific learning needs of students across the full range of abilities. This research did not explore the designs and implementation of intellectually challenging, relevant, and purposeful learning experiences that address student’s prior knowledge and backgrounds, whilst continuing to convey sensitivity in classroom interactions. Similarly, reflecting on the *curriculum content* and the implementation of *effective teaching and learning strategies* was not be a key focus.

Secondly the maintenance of a *supportive environment* and *feedback on student learning* was not be a focus of this research. This research did not examine the establishment nor the sustaining respect and rapport between students and Teachers. This conduct is part of being professional. The organisation of the learning environment and the conducting of well-paced lesson and effective approaches in managing students’ behaviour is in part what the expectation of a Teacher is.

Thirdly, this research did not focus on the engagement in *professional learning*. Engaging with colleagues to develop, improve and apply innovative teaching strategies demonstrates that the Teacher is being professional and taking responsibility for their own industry-based learning. Therefore, this too is an expectation of any professional and is

inherent in being part of a profession. Likewise, engaging with others in the community to examine partnership opportunities and raise the profile of the profession was not addressed.

Removed due to copyright restrictions



Figure 1. AITSL (2000) Australian Professional Standards for Teachers, CQ University Australia

In Figure 1, the seven professional standards are shown to be organised into the three domains of Professional Knowledge, Professional Practice and Professional Engagement (Australian Institute for Teaching and Leadership, 2011). Each of these contributes to stages of professionalism in an occupation. Standards one to five describe the skills that are required as a Teacher and standards six and seven refer to the capability and attitudes of quality teaching. By engaging in the examination of the three domains as noted in Figure 1, the focus on Professional Engagement provides a dynamic process which identifies the capacity and potential for value adding to the Teacher. Furthermore it provides a link to Johnson's key point of '*professionalisation*' (1972b, p. 22). Through using the processes outlined in the Australian Teaching Standards the Early Childhood Teacher will have the visceral capacity to transform from an occupation to a profession. Many other professions

where crucial characteristics are changed, also alter the direction and perception of the profession in response to this process (Vollmer & Mills, 1966, pp. 7-8). Thereby this study formulated abstract ideas around professionalisation of the profession while aligning to the juncture of Early Childhood and School Teachers.

Professionalism Focus

Both Early Childhood Teachers and School Teachers are utilising a list of attributes which appear to be confined to a theoretical framework based on policy, curriculum and delivery methods whilst actively engaging in the core business of the “producer - consumer relationship” (Johnson, 1972b, p. 46). Johnson suggests that in doing this we are at risk of suffering a “number of penalties”(p. 24) These penalties are expounded upon through the work of Ernest Greenwood (1957) who cited five basic attributes of professions, “Systematic Body of Theory” (p. 46), “Professional Authority”(p. 47), “Sanction of the Community”(p. 48), “Regulative Code of Ethics”(p. 49) and the “Professional Culture”(p. 51). The awareness of these attributes appears to be indirectly referred to in the existing theoretical framework but will be considered more overtly to ensure the framework of professionalism for Early Childhood and School Teachers moves forward from this critical juncture.

While it may seem unusual to dedicate a section of a doctoral research thesis to the areas, spheres, theories, and processes that are *not* being researched, it is a crucial moment in any study to recognise and affirm the boundaries, borders, and limitations of the scholarship. The following chapter addresses the ideologies of professionalism. In particular, considerations of the knowledge valued within professional occupations is assessed, alongside the role that they perform (Johnson, 1972b, p. 2). However, what has been lost in the current discussion of professionalism as it impacts Early Childhood Teachers is the social differentiation that has occurred as part of the occupation, including the lack of professional

status of Early Childhood Teachers in a societal context. It was vital that the research undertaken acknowledged the impact Early Childhood Teachers have on children and the community in the Australian context. Combined with the capacity to articulate the connections between Terence Johnson's (1972b), *Professionalisation and Professionalism*, Guy Standing's (Standing, 2011a) *The Precariat :The New Dangerous Class*, and Anthony Giddens' (2013) *Third Way Transformations*, the specific qualities that enable a framework of professionalism linking Early Childhood and School Teachers will become apparent.

Key Texts	Key Ideas	Location in Thesis
Terence Johnson's (1972b), <i>Professionalisation and Professionalism</i> ,	The key ideas that Johnson brings to this work are based around the understanding of the three types of professions and the capacity to professionalise a profession. Additionally, the impact that education has on the development of a profession and the relationships between the consumer and producer. The link this pivotal work provides between the tropes and the development of a profession, in particular Early Childhood Teachers in Australia in the 2010-2020's is woven throughout the thesis.	Johnson's work will be seen as a continual thread throughout the six chapters of the thesis.
Guy Standing's (2011) <i>The Precariat: The New Dangerous Class</i>	Standing's work offers an understanding and currency around the impact of the Global Financial Crisis (GFC) on society and professions. In the context of this work the impact of increased qualifications and need for Early Childhood Teachers whilst having work conditions that are not commensurate. Additionally, the discussion around these changes in the societal framework that has impacted and led to Early Childhood Teachers being part of the precariat. In conjunction with Johnson, Standing provides an insightful critique and understanding of the importance of equality and equity within the Teaching profession. Finally, the impact the of the precariat Early Childhood Teacher on children in their care.	Introduction Professionalism Focus Chapter Three Programme, curriculum, and framework where is the professionalism? Chapter Four The trifecta of Johnson, Giddens and Standing Equality and Equity Conclusion Chapter Five Policy and Corporate Patronage Policy Cogs of Professionalism Chapter Six The impact of the Precariat on Children
Anthony Giddens' (2013) <i>Third Way Transformations</i>	Whilst Giddens focus in the <i>Third Way</i> (2013) focused on the changes of society and in particular the opportunities and challenges of globalisation, he was clear in unpacking the role and need for education. This link between education and societal changes and their varying responsibilities of provide the connection with Standing (2011) and Johnson (1972) to drive forward the equality and equity issues of Early Childhood Teachers. The Third way politics has come to be regarded as a guide to good governance, appropriate to conditions of globalization and complex economic and social interdependence for developed and developing economies alike (Hay, 2018).	Introduction Professionalism Focus Chapter Four Introduction The trifecta of Johnson, Giddens and Standing Australian Professional Standards for Teachers Equality and Equity Conclusion An enabling framework for the future

Table 2 provides a signpost as to where the major texts are used and the key ideas that each brings to this thesis.

By contributing to the debate on Teacher professionalism it is my intention to provide an understanding of the cause of this juncture within the Australian context between 2010-2020. Moreover, I provide a framework of professionalism that will facilitate an understanding of the critical juncture between Early Childhood and School Teachers (Collier & Munck, 2017; Gerschewski, 2021; Logan, Press, & Sumsion, 2016). Given the impact that this will have in affecting Teacher professionalism practices and perceptions it is important to note that not only is this study intended to improve the profession but ultimately the “education of all” (Griffiths, 1998, p. 7; UNESCO, 2012).

CHAPTER ONE

PROFESSIONALISM

Introduction

Professionalism is a term that renders a vast array of meanings and implications. Therefore, prior to any discussion around professionalism in teaching or more pertinently early childhood teaching, it is important that a working definition be explored. The Oxford Dictionary (2000) defines professionalism as “the high standard that you expect from a person who is well trained in a particular job”. The Cambridge Dictionary states “the combination of all the qualities that are connected with trained and skilled people”. Thirdly, the Merriam-Webster dictionary (2006) defines professionalism as "the conduct, aims, or qualities that characterise or mark a profession or a professional person", and it defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation. The purpose of this chapter is to introduce the work of Terrence Johnson (1972b) and the tropes that underpin the concepts of professionalism throughout this research. It proposes these tropes provide a clarity to the ideologies of professionalism in the context of Australian education.

Professionalism defined

Given the variance in understanding the above definitions provide, I believe that an understanding of the key attributes of professionalism is required. Porcupile’s (2017) work with the US Securities, Inc. (USA) provides the opportunity to assess the skill set of a professional as part of engagement in risk mitigation, enterprise threat management, and events security services. Through Porcupile’s (2017) work it is inferred that professionalism encompasses a number of different attributes, and, together, these identify and define a

professional. The attributes discussed include specialised knowledge, competency, honesty and integrity, respect, accountability, self-regulation, and image (Porcupile, 2017). Having specialised knowledge ensures that the professional is focused and committed. Moreover, there is a commitment to continued personal education to ensure the relevancy and currency of the knowledge, as it pertains to each professional (Veelen, Slegers, & Endedijk, 2017).

In displaying the aforementioned attributes, respect for the individual professional will in turn be respected (Sachs, 2016). As a professional, accountability to decisions and work is paramount. Knowing the limitations of knowledge and having the capacity to either seek further learning or delegate ensures the professional remains calm under pressure (Mockler & Stacey, 2020). Additionally, having the capacity to know and understand limitations provides a sense of calmness and ensures the image of the professional is compatible with the workplace. Finally it is paramount for the professional to be able to read any situation that may impact them or their workplace (Šulavíková, 2011).

Understanding the impact of professionalism on a profession is as important as understanding the definition of profession (Fleischer, Feliks, Brooks-Yip, & Andrew-Vaughan, 2018; Mockler & Stacey, 2020). There are multiple interpretations of the word profession, ranging from the common use describing an occupation to more formal definitions that depict various elements associated with the establishment of a profession (National Research Council, 2013).

Professionalism is on the agenda across all sectors of education (Atkins & Tummons, 2017; Vanassche, Kidd, & Murray, 2019; Veelen et al., 2017; Veisson & Kabaday, 2018). This interest spans from students attending university lectures and contributing towards their own education to Teachers in Schools being questioned about the amount of professionalism they have with reference to parent, peer and student communication (Cranston, Mulford, Keating, & Reid, 2010). Within the Early Childhood sector, the recognition of whether or not

Teachers in this sector are professionals is still debated, hence leading to questions of what defines professionalism.

Johnson and Professionalism

In order to interrogate Terence Johnson's (1972b) theories of professionalism within the context of Early Childhood education in Australia it is necessary to recognise the significance on his role in conceptualising the power relationships between professions and the impact and “analysis of the division of labour”(p. 10) that is subsequent. In justifying these variances Johnson is uniquely equipped to provide an understanding of what the “special attributes of a profession are” (p. 10).

Professor Terence Johnson was a sociologist with an expansive career at Leicester University, as noted by the institutional Obituary (2006). I have discovered, through the analysis of his obituaries, an array of writings both inside and beyond sociology, and tracked the impact of his work through his professional life, prior to being struck by a stroke. Throughout my research of Terence Johnson, I travelled through a maze of digital data sets and found the need to change the way in which I approached the investigations, as there appeared to be little written by Johnson that was documented digitally. In the initial investigations on Google Scholar, I entered in the search field of "Terence Johnson," as this was the name by which I knew him given his text *Professions and Power*.

Figure 2 provides the digital evidence of a large citation list for *Professions and Power* (Johnson, 1972b, 2016) including *The Professions in the class structure* (Johnson, 1977; Scase, 2015). By Routledge choosing to reprint two of Johnson's bodies of work from the 1970's they are confirming the relevance and need to “understand professional occupations in terms of their power relations in society – their sources of power and authority and the ways in which they use them”(Johnson, 1972b, p. 18). After these results were

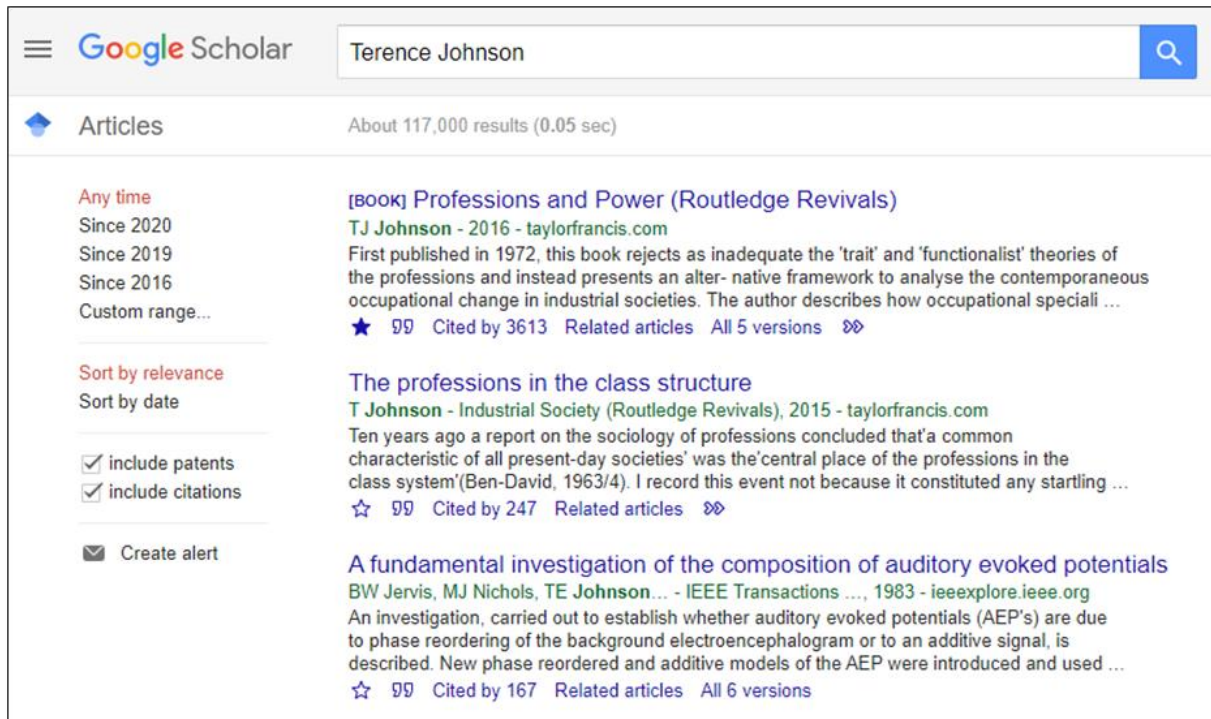


Figure 2. Terence Johnson Google Scholar Search (Google Scholar, March 3, 2020)

documented a TE Johnson, was listed in the results whereas I was looking for Terence James Johnson.

Given this, a change in the research parameters was required in order to provide a greater number of possible outcomes. Inclusion of the correct initials was required, and as a consequence the “TJ Johnson” search was performed with the following results being returned. There were user profiles as can be seen but also *Professions and Power* (Johnson, 1972b), which was cited by 3613 people, once again there appeared to be no further work written by Johnson that could be found with common research terms through Google Scholar. It was therefore necessary to change search engines and I used the Primo search as seen in Figure 3, that was offered through Flinders University library access, and I placed TJ Johnson along with Terence Johnson. In placing this particular type of search within Primo, I was able to access various articles that TJ Johnson wrote. Once again, it was not the sociologist that was located instead several scientists that were known as TJ Johnson.

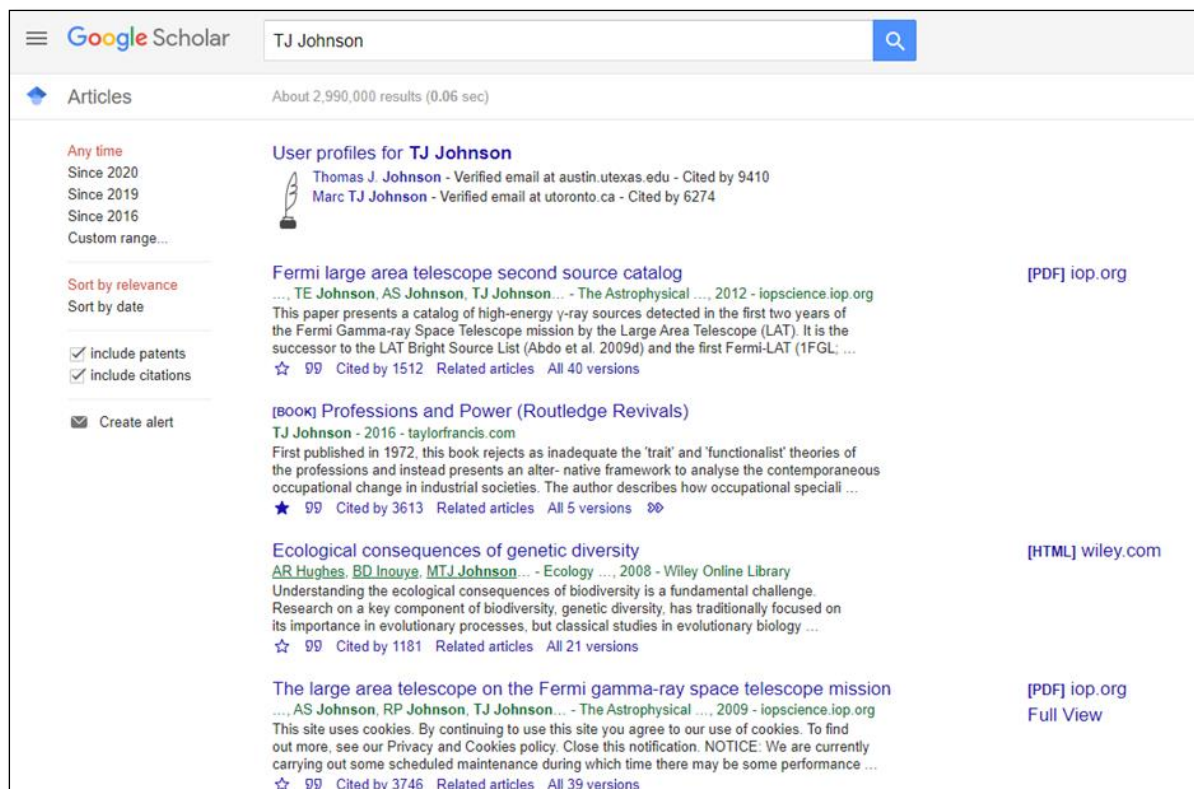


Figure 3. TJ Johnson Google Scholar Search (Google Scholar, March 3, 2020)

Further challenges that occurred were people actually not citing Johnson correctly; although in 1985 he changed to Terry not Terence, academics were citing him as Terrence and Terrance. After trying to encapsulate all these variables, I required the assistance of Charles Sturt University archivists. Through continued perseverance I decided to utilise a final search engine, TROVE, which is a National library repository, where all variations of Johnson's name can be searched simultaneously. That meant that the search could be entered as 'TJ Johnson, Terry Johnson and Terence Johnson' as seen in Figure 4 below. Through this process, I was able to locate an array of valuable but under-cited and under-deployed sources, including a specific Obituary from *Economy and Society* which was the other peak in his career as he was the inaugural editor of this published refereed journal, which was also

produced in print. In his later life he completed chapters and edited several books, however *Profession and Power* appears to have been his penultimate book.

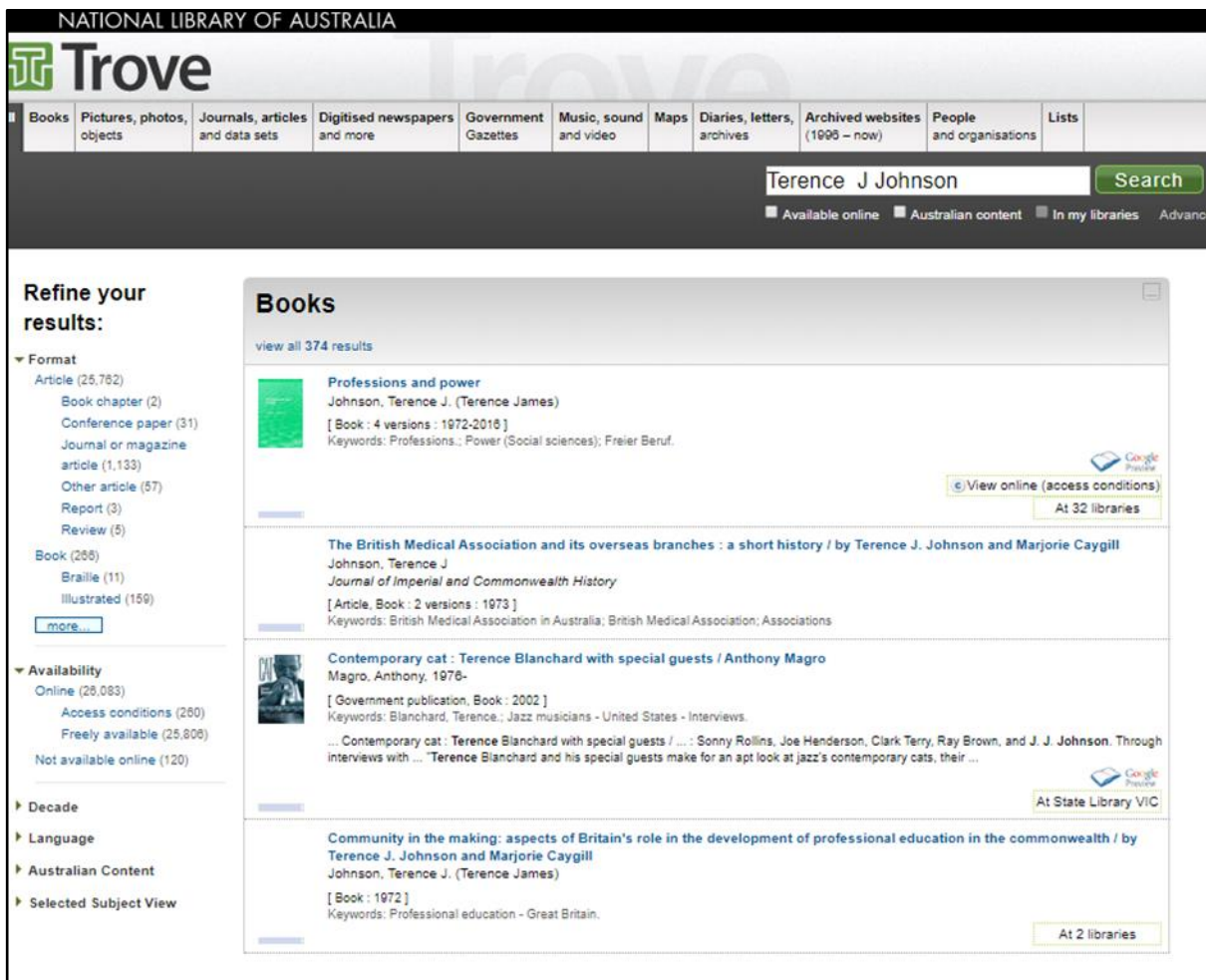


Figure 4. TJ Johnson, Terence Johnson, and Terry Johnson Trove Search (National Library of Australia, April 3-, 2020)

Johnson’s career was focused on the professions and the impact that this had on the configuration of British nationalism. Although he travelled throughout India and Africa this was done in order for him to both discuss and analyse impact of British colonialism on indigenous languages, laws, and occupations (Johnson, 1972a).

From delving through the various digital collections and analogue writings of Johnson it has become obvious that “*Professions and Power*” was known as his most influential contribution to sociology. The reason been for this is that it held currency in a range of professions beyond medicine and law. In completing a Google Scholar (2020) result in 2020

using the search of Johnson's book "*Professionalism and Power*" Figure 5 demonstrates the depth of the interdisciplinary influence Johnson still maintained.

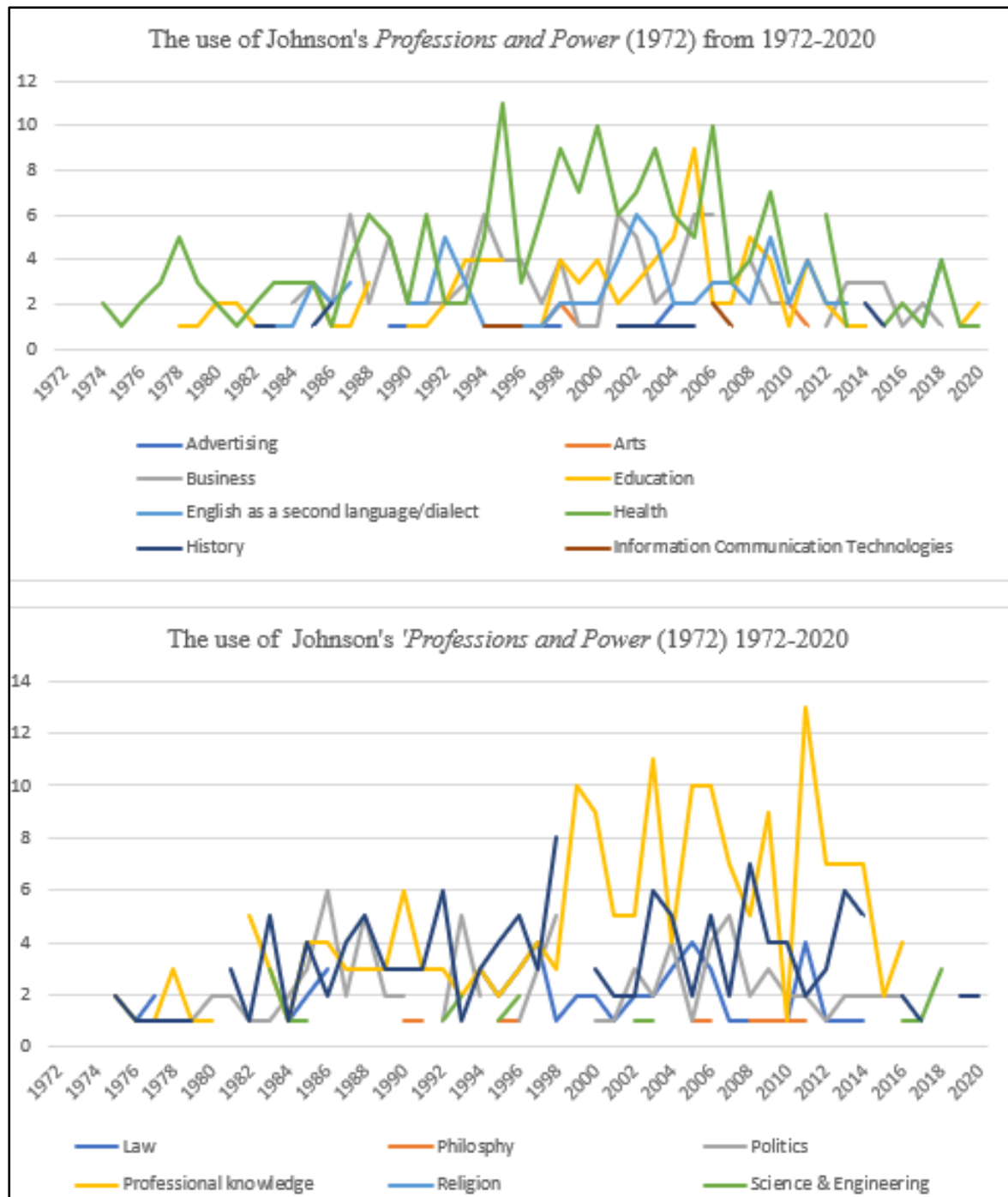
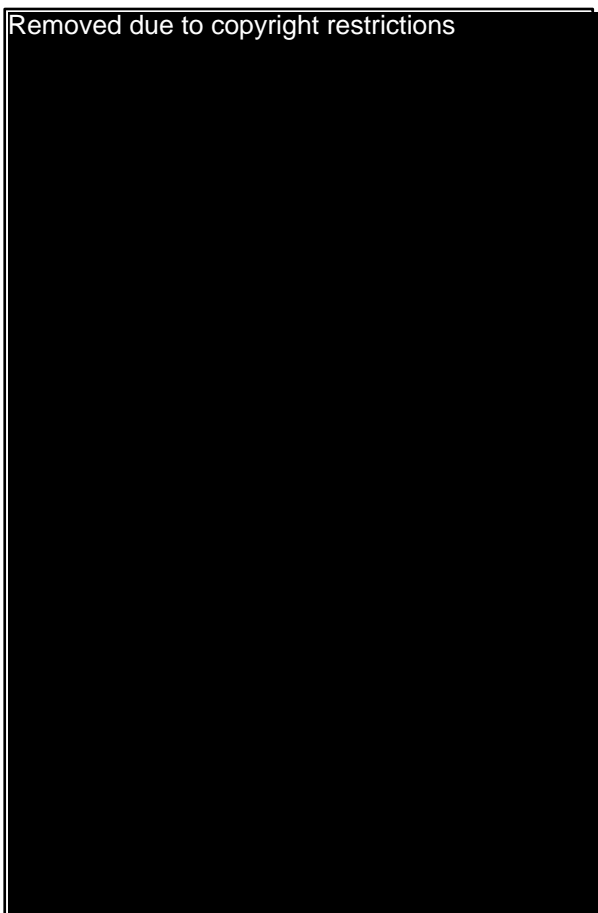


Figure 5. A combined timeline and fields of the use of Johnson's (1972) *Professions and Power* from 1992 2014. (Google Scholar, April 2020)

A further in-depth research of Johnson's citations was completed as seen in Appendix A. From this data it is evident the impact that Johnson had with his book. Furthermore, it is

particularly interesting that in 2013 there were two citations made both regarding Early Childhood Education, Dalli & Urban, (2013) and Gordon & Browne (2013). This connection with the education sector continued after the republishing of Johnson's (Johnson, 1972b, 2016), as demonstrated by the publication of 'Stressors and coping strategies through the lens of Early Childhood/special education pre-service Teachers'(Paquette & Rieg, 2016) and 'Teachers' Priorities for Change in Australian Schools to Support Starr Well-Being' (Garrick et al., 2017).

One of the reasons for not being able to locate any of his work is because digital migration is demanding, and as he maintained the height of his scholarly influence into the



1970s, the born digital delivery of his scholarly publications was not available. In the time and era of Johnson, academics were focusing on the importance of scholarly monographs, refereed articles and book chapters that were paper-based. The actual book of *Professions and Power* was originally a paperback as can be seen by Figure 6 and the pattern of citations confirm that it moved into other scholarly monographs, articles and conference proceedings. The book was initially published in 1972. It was reprinted in 1977, 1979, 1981, 1982 and 1986 and finally in 2016. This frequency of publication demonstrates the role Johnson played in the

Figure 6. Studies in Society, Terence J Johnson
Professions and Power Cover of book (Amazon, 2017)

development of professional models through the 1970s and 1980s in an array of disciplines where over 40 articles and books utilised the work compiled by Johnson (1972b).

As the researcher investigated the concept of professionalism and the enabling framework for Teachers, Johnson's collaboration with Dandecker and Ashworth (1984) provides a further insight into social consciousness. Whilst the initial discussions are based on the understanding of social theory, links are identified with professionalism. Whether Educators are in Early Childhood service or a School, there are components which identify each Teacher as a part of the social reality (Johnson, Ashworth, et al., 1984, p. 15) of New South Wales education.

The tensions that lie in the divergent analyses of social theory, which underpins the understanding of professionalism, has seen both Weber (1949a), Schultz & Harrison (1986) endeavour to characterise or develop exact models that are able to be applied in any given social situation. Johnson depicts Weber's historical-sociological ideal types, using empirical scientific (Johnson, Ashworth, et al., 1984, p. 112) procedures only to ensure that his analysis does not form into a narrative. The main reason Johnson alluded to this defragmenting reality was due to the manner in which Weber viewed the subjectivity and empirical strategies in relation to social theory. The struggle that both Weber and Johnson had with a forming subjectivity within the understanding of a given situation is pivotal to this research. The result of their work has been to show that any attempt to return the analysis of meaning to concrete situations can only be achieved by drawing on rationalist or empiricist premises as crucial props (Johnson et al., 1984, p. 113).

It is necessary to discuss the various props that are seen as important within the enabling framework of professionalism in education. The props that have been identified include both curriculum and policy which have changed due to political developments and economic demands over the last 10 years, both in Early Childhood and Schools.

The comparisons between 1970 and 2013 are staggering with reference to labour shortages and the underemployment in education. What appears to be happening in both cases is that the white middle class professions are increasing at a higher rate and thus pushing out the “blue collar” workers. In the mid-1970s, there was a labour surplus. Hence wages were driven down. This cannot be said for the economic and professional climate from 2010-2020 in education. We are now immersed in is seeing a greater movement to exchange ideas and values across these cultural lines in order to develop the “democrat life” (Aronowitz & Giroux, 2013, p. 4). Furthermore, we are confronted with the demands to requisition the timing and the needs within education today.

Theorising the connection between professional knowledge and the profession enables a clearer understanding of regulatory ability. Johnson’s distinction is key: “A profession is not, then, an occupation, but a means of controlling an occupation” (Johnson, 1972b, p. 45). An ideal type is an analytical construct that provides this doctoral research with a shape to ascertain similarities as well as deviations in concrete cases and career trajectories.

An ideal type is formed by the one-sided accentuation of one or more points of view and by the synthesis of a great many diffuse, discrete, more or less present and occasionally absent concrete individual phenomena, which are arranged according to those one-sidedly emphasized viewpoints into a unified analytical construct (Weber, 1949b, p. 90).

Weber (1949a) provides a system of theories that provides context for a series of theoretical systems which were proposed as ideal types (Aronovitch, 2012). The original supposition of the holistic ideal type was to provide a balcony type view of a dance floor and the individualistic ideal type was to be used in the identifying of the social interactions of the individuals. Johnson’s three ideal types/tropes for professionalism align to the following ideal types of: “ (a) general schemes of personal preferences; (b) the different kinds of

knowledge of his own situation which the individual may possess; and (c) various typical relationships between individuals and between the individual and his applicable theoretical system” (Watkins, 1952). Johnson’s stages are not self-contained but resonate with the “ideal types” as described by Weber (2009).

Johnson’s Tropes

What Johnson (1972b) provides for scholars is a conceptual framework that—in this juncture—can be used to understand the relationships between professions. These situations are observable through the rapid change in policy, procedure, and practice in Australian Education and specifically in the early years of education where we have two professions colliding, Early Childhood Teachers and School Teachers. One question considered throughout this thesis is: “Is there a decrease in professionalism in the field of Early Childhood/years education because of the growing impact the state, that is, Australia is having on the industry?” In questioning the relevance and capacity to answer this question Sciulli (2010), who refers to the work of Johnson identifies in the 2010’s key aspects of concern as he believes there appears no cause for hope in regard to the professionalism. As he concludes in his work, “There is no good reason to believe professionalism can possibly survive in any society, today or in the future, where dispersed demand for expert services gives way to consumer collectivism or state expectations” (Larson, 1977; Sciulli, 2010, p. 24). This apparent lack of hope is not visible or recognised in the NQF (Australian Children’s Education and Care Quality Authority, 2011) nor in the Australian Professional Standards for Teachers (Australian Institute for Teaching and Leadership, 2011) which are the key professional principles and practices to which both these professions currently aspire. Instead, we have a difference of key expectations and priority level.

Throughout history, there have been a number of defining moments and attributes within the development of professionalism. These mechanisms have been historically driven

by particular social, agricultural, and political underpinnings. When unpacking the professional typologies presented by Johnson (1972b), there are three broad resolutions that exist within the producer/consumer relationship.

Firstly, the producer defines the need of the consumer and the manner in which these needs are catered (Johnson, 1972b). This type is known as the **collegiate** control (p. 49). Part of the subtypes of collegiate is professionalism. This initially became evident in the 19th century when the idea of the guild control emerged in late medieval Europe. It was during this same time that there was a rise in the urban rather the rural middle class and where the organisation of law was practised in England.

Secondly, the consumer defines his or her own needs and the way they are to be met. This type of control is known as **patronage** as well as a variety of communal types of control (p. 63). This thesis will broker the influence of **corporate patronage**, which refers to the condition in which occupations such as accountancy find themselves in present day industrialised societies where a major part of the demand for their services comes from larger corporate organisations (p. 66).

Finally, a third party mediates the relationships between the producer and consumer, defining both the needs and the manner in which the needs are met. This is known as **mediative** (p. 75). The most prevalent example of this is capitalism. However, **state mediation**, a core trope throughout the study, is where a powerful centralised state intervenes in the relationship between the producer and consumer (p. 77). An example of this in regard to a historical understanding is the role of the medieval church in Europe in regulating the practice of a large range of occupations. In the 2010s, the Australian Government tried to regulate the profession of education with respect to exit examinations and expected entry prerequisites (Humphreys & Mousavi, 2010).

Whilst the 1970s were a period of radical shift in the configuration of government and union debates and dialogues, a series of financial crises created complex new thinking about the nature of work. Given the tropes of Johnson (1972b), the concept around a profession needs to be investigated as it pertains to education. In the nineteenth century Teachers were usually classified as autonomous practitioners, with formal qualifications and belonging to a particular association linked to the profession. These types of professions are different from the occupations of the eighteenth century and, as we move into the twentieth century, the corporate and money making professions have expanded and become a priority due to their links with “power, control and authority, dominance and autonomy” (Roberts & Dietrich, 1999, p. 615). Throughout the 21st century a synergy between this knowledge and practice in the workforce, has been driven by the political stance that is power.

This framework provides a new conceptualisation of the way in which professions are identified and how authority is embedded into relationships. Including those who are the consumers of the profession, professional colleagues and the relationship with other “occupations”(Roberts & Dietrich, 1999, p. 617). It is this embedded and overbearing focus of government intervention on the teaching profession that has led to the many changes in what defines professionalism within the Early Childhood and School sectors. An example of the way in which Early Childhood is linked to this mediative relationship is the Federal Government committing hundreds of millions of dollars to extend a funding deal covering 15 hours of prior to School or Preschool classes a week (Beutler & Fenech, 2018). This was instigated in 2015, and the number of hours and the support for quality education has not changed. There is no ongoing commitment which is required if the Early Childhood sector is to not only remain viable as a provider but as a profession ensuring the highest commitment to professionalism in the education sector (Chong & Lu, 2019; Logan et al., 2016).

In order to embrace the various implications of professionalism there is a need for these meanings to be unpacked. As a result, the various meanings of professionalism are discussed, including alternative definitions ranging from forming a monopoly (Training, 2013) to a medieval guild (New South Wales Education and Communities, 2012). Many conceptualisations of professionalism have been iterated over the century including various traits (National Archives of Australia, 2014). There are five which most schools of thought have deployed.

Firstly, there exists a highly generalised and systematic knowledge base capable of application to clients. Secondly, only formally qualified persons can provide this service, requiring lengthy formal training. Thirdly, the service is to be provided to benefit the whole community first, not the professional. Fourthly, conformity with standards of knowledge and practice is maintained by conscious, corporate control of the practitioners through socialisation and codes of conduct. Finally, to benefit society, they are to be given substantial autonomy in their work, but are also to be responsible to those they serve and the total society (National Archives of Australia, 2014, p. 64).

Given these distinctions in professionalism, it is important to link these with the specific Professional AITSL categories from the NESA: Professional Knowledge, Professional Practice and Professional Engagement. Each of these categories within the AITSL document provides insight into what contributes to the professionalism of Teacher Educators within the School context.

Collegiate control (Johnson, 1972b) can be observed through the regulatory authorities ensuring the Early Childhood sector is meeting the NQF. This control is already apparent within the School structure, as part of the development and institutionalisation of Teacher Accreditation and Registration, through the National Education Standards Authority. Given this collegiate control an increase of Early Childhood services has been driven by the

needs of parents who have to seek employment outside the home due to economic, social, or political imperatives. Within this market increase of Early Childhood providers, patronage in the sector is revealed. This can be demonstrated through the growth in the number of services provided by corporations such as Goodstart Early Learning limited and Kindergarten Union Preschools, as well as local and district services. The greatest growth currently being observed is the number of Preschools that are been set up within Schools, both Independent and Department-operated (Australian Bureau of Statistics, 2017).

There are approximately 3,450 Early Childhood services in New South Wales and of this there are 100 departments operating within School hours only (Australian Bureau of Statistics, 2019). What is currently being observed within the Early Childhood sector is the fluctuation of attendance patterns which, in conjunction with the economy, is determining staffing ratios and rates. In order to support the needs of the community, “Attendance patterns are determined according to the needs of the local community. Some Preschools offer a half-day session, with children attending either five mornings or five afternoons per week. Other Preschools provide full day attendance for two, three or five days per week” (New South Wales Education and Communities, 2012).

There are waiting lists in the majority of Early Childhood services. There is a growing demand for children to be cared for out of the family unit, which will continue to expand as families rely on two incomes to support themselves. With the 2014 death of the Former Prime Minister of Australia, Gough Whitlam (11 November 1975 – 22 December 1977), there has been a great deal of discussion and debate regarding the significant changes he instigated during his term, his ground-breaking concepts of education and the fact that this support is no longer available.

Given the integral nature of the Whitlam Government, it was necessary for them to be involved in each aspect of education. In order for this process to come to fruition, “the

government established a Schools Commission and a national employment and training scheme, and abolished university tuition fees” (National Archives of Australia, 2014). In 2014, the sector experienced the same intensity of involvement as a corporate patronage, rather than what may well have been required in the 21st century as a state mediation.

Johnson’s third trope of mediative control aligns with the Whitlam Government’s ideal and the current government’s view on Australian education, in particular state mediation. According to Johnson, “mediation arises where the state attempts to remove from the producer or the consumer the authority to determine the content and subject of practice” (Johnson, 1972b, p. 77). The relationships that education has with producers and consumers are significant and capitalism orders and organises economic relationships. Education plays an intricate role in the negotiation and organisation of social situations (Kornhaber, Barkauskas, & Griffith, 2016). Education is used to intervene in the relationship between the producer and consumer. Johnson’s tropes could be referred to as stages or levels. More effectively and usefully, ideal types provide a productive method to apply Johnson’s theory to understandings of Early Childhood education.

In this current moment of change, and financial and social re-assessment of Johnson’s (1972b) definitional work provides support in ensuring that the domains of Professional Knowledge, Professional Practice and Professional Engagement (Australian Institute for Teaching and Leadership, 2011), are adhered to. These three formulate the structure of the accreditation and registration policy and process for all Teachers.

Professionalism: Being an expert in your field

It is by understanding these key issues through the lens of Johnson (1972b) that the



Figure 7. Willy Wonka Sarcasm around professionals and professionalism (memegenerator.com, April 6, 2015)

ideologies of “professionalism” have transformed the view and the opinions of Early Childhood education in Australia during the past decade.

While the actor Gene Wilder has died, the memes that have been generated from his performance of an eccentric candy entrepreneur, Willy Wonka, in the 1971 musical of Roald Dahl’s 1964 book *Charlie and the Chocolate Factory* ensure his fame lives on. His expression in the film, where he rests his head on his hand

and talks to the group who are touring the chocolate factory, provides a look of condescension which provides an excellent model for a new generation of condescending comments. None more relevant to this work as the one shown in Figure 7 illustrating the need for professionalism. This image and the literary comment that is part of the meme provides a connection between the condescending thoughts around what professionalism can be and the sarcastic comments surrounding the impact of the minimum wage. What the meme characterises is the condescending manner in which Early Childhood Teachers are perceived in terms of their professionalism and wage.

If there is an expectation that the professionalism of Early Childhood Teachers is to be based upon their experience and teaching capacity, there is no greater connection provided than that of the nationally acclaimed EYLF and the NQF which drives the management of the services that educate and care for our youngest and most exposed. Furthermore, the way in which Early Childhood Teachers have come together to be part of a collective that wants to

engage in the interaction and collaboration of ideas and practices, even more so than their counterparts who are working in Schools.

Therefore, in order to professionalise the Early Childhood teaching profession in Australia, and in many ways, it is the entire teaching profession that has been impacted during the past 10 years, it is imperative that we consider the effects these changes have had on the professionalising of Early Childhood Teachers. In the previous chapter the ideologies of professionalism as they pertain to Early Childhood Teachers were explored. Furthermore, Johnson's (1972b) tropes were used to articulate the AITSL Standards of Teaching and how they impact the professionalism of not only Early Childhood Teachers but also School Teachers, given that all Teachers are now to be accredited whether working in a registered School or Early Childhood service.

As this thesis continues to utilise the existing data sets, it is important to articulate the types of curriculum that are taught within both sectors of Teacher education. Moreover, there must be an understanding that there is a connection between the curriculum of Early Childhood education and School curricula. Each of these programs/curricula are based on educational philosophies, each believing they are providing the most child centred and enriched experiences. Furthermore, in this competitive environment the consumer-producer relationship is considered in respect to the choices in Early Childhood education. Finally, the differing ideologies of professionalism will continue to be considered as they emerge in the Australian context between Early Childhood and School Teachers.

CHAPTER TWO PROFESSIONALISM AND AUSTRALIAN STANDARDS

Introduction

Johnson's (1972b) key to understanding the definition and impact of professionalism relies on his ideal tropes and models of professionalisation and they provide a scaffold for analysing the Australian Professional Teaching Standards (APTS) and their impact on the Early Childhood Education profession. Theorising the connection between professional knowledge and the profession enables a clearer understanding of regulatory ability.

Johnson's (1972b) stages are not self-contained, but provide guidance as to ideal types as described by Weber (Watkins, 1952; Weber, 1949a). These stages are synchronised, with the model of professionalism that is currently being seen in Early Childhood education in Australia. Johnson's (1972b) *collegiate control* of professionalism exists within the agency, behaviour and influence of those who make the policies and procedures. This is now observed through key regulatory authorities to ensure the Early Childhood sector is meeting the NQF. This control is already apparent within the profession of School Teachers, with Teacher Accreditation and Registration achieved through the NESAs.

Given the prevalence of Early Childhood services over the last 10-20 years due to the needs of parents who require employment outside the home because of economic, social, or political imperatives, there is an increase in producers catering to the need of the consumers. Therefore the evidence of *corporate patronage* in the sector is revealed. An example of this can be demonstrated through the growth in the number of services provided by corporations such as Goodstart Early Learning Inc, and Kindergarten Union Preschools as well as independent and community services. According to the Australian Bureau of Statistics

Census (2019) the following data has been compiled to understand the use and growth of Early Childhood and Preschool services.

Years	Early Childhood Services Registered in New South Wales	Early Childhood Services Approved in New South Wales
2015	282	220
2020	1449	1153

Table 2. Growth in Early Childhood Services in New South Wales 2015-2020

“There were 168,105 children enrolled only in Preschool programmes in centre-based day care services representing 50% of all children enrolled, compared with 49% in 2018. There were 135,301 children enrolled only in Preschool programmes in dedicated Preschools representing 40% of all children enrolled, compared with 43% in 2018. There were 32,402 children enrolled in Preschool programmes across more than one provider type representing 10% of all children enrolled, compared with 9% in 2018” (Australian Bureau of Statistics, 2019).

As this research pertains to New South Wales Early Childhood Services the dramatic growth in New South Wales Approved Services and Approved Providers from 2015 to 2020 is significant. Table 2 results have been gathered by ACECQA who are an independent national authority that assists governments in administering the NQF for children's education and care as a result is shown in Table 2 presents the growth in services that the (ACECQA)gathered in 2020.

This data does not include the number of Early Childhood programmes that are currently running as Pre School programmes within the Department of Education and Independent Education Schools. Figure 8 is a summary from ACECQA (2020) providing the number of

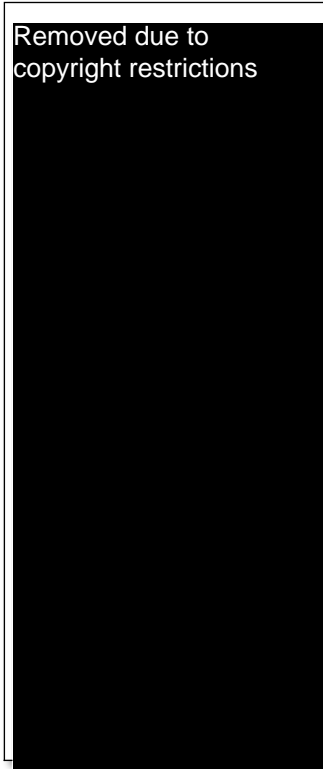


Figure 9. National Register of Services (ACECQA) 2019

Early Childhood services currently operating in Australia, with New South Wales highlighted. As noted in Figure 9 there is also a growing demand for children to be cared for outside the family unit (Australian Bureau of Statistics, 2018), which will continue to grow as families rely on two incomes to support themselves.



Figure 8. Children aged 0-12 years attending care in Australia from 2011-2017, Australian Bureau of Statistics 2018

Historical and Political context of the Early Childhood profession

With the death of the Former Prime Minister of Australia Gough Whitlam in 2014, discussion and debate has been reignited regarding the ground breaking changes and concepts of education he instigated during his term (1 November 1975 – 22 December 1977) and the fact that this support is no longer available. As established in Chapter 1, the integral nature of the Whitlam Government necessitated their involvement in every aspect of education. For this process to come to fruition, “the government established a Schools Commission and a national employment and training scheme, and abolished university tuition fees” (National

Archives of Australia, 2014). In 2014, the sector experienced the same intensity of involvement rather than moving towards *state mediation* which is required in the 21st century Early Childhood education.

The comments of Lisa Cox (2014) and Figure 10 provide insight into the historical structure of education. In particular the comments around the ordering and positioning of leaders in this photograph, “which focused on what appeared to be the careful division of political rivals: Julia Gillard and Kevin Rudd, Paul Keating and Bob Hawke, John Howard and Malcolm Fraser, all of them separated by a prime ministerial gap of three in the line-up” (Cox, 2014). Similarly, the photograph is also evidence of the gender-based political inequality. Whilst the above photo was taken in 2013, the Australian Government has

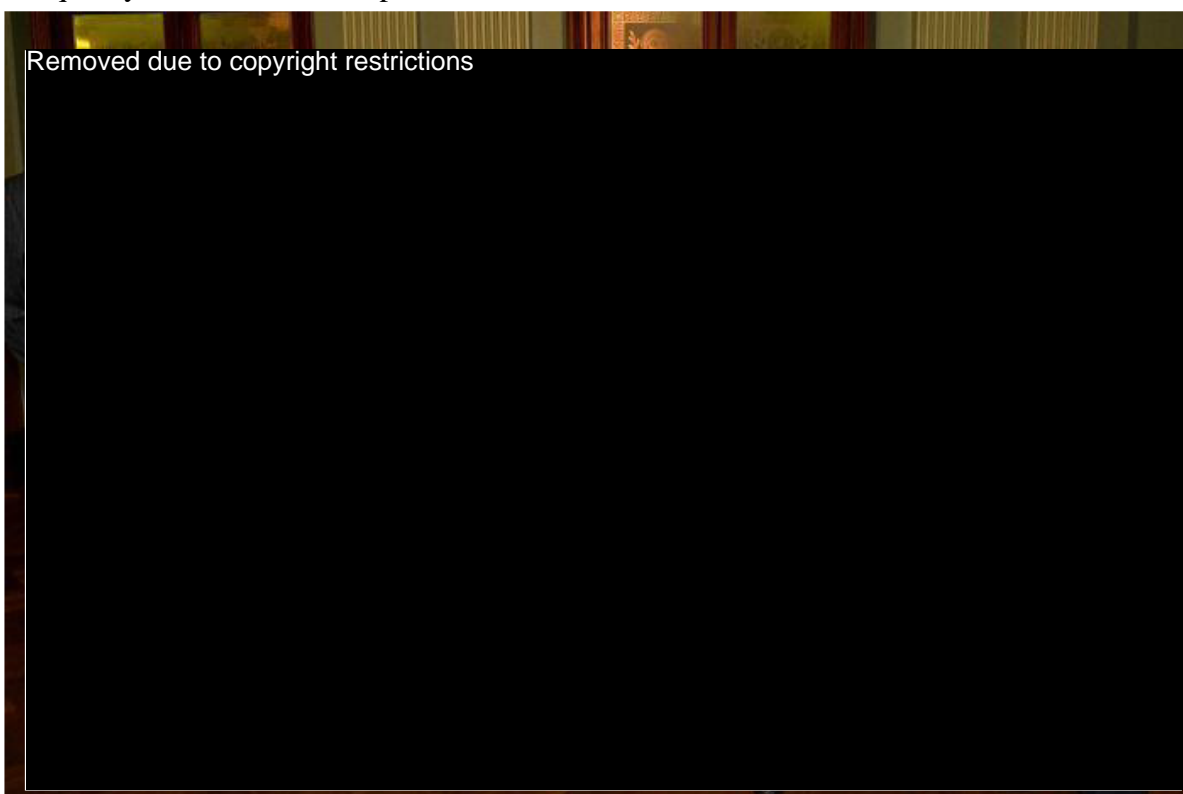


Figure 10. The 'special moment' seven surviving Prime Ministers photographed together. (Himbrechts, 2014)

continued to see change and friction with Keven Rudd resuming leadership of the Labour party from Julia Gillard, and then losing an election in 2013 to the Liberal Coalition. There have continued to be changes in leadership both via election and votes of no confidence as noted in Figure 11. This has led to three different liberal Prime Ministers: Tony Abbott,

Malcom Turnbull, and the Incumbent Scott Morrison, at the time of writing. Each of these changes has taken its toll on education policy and support. leadership—reveals challenges in the configurations of policy.

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Figure 11. Prime Ministers and Education Ministers of Australia (Parliament for the Commonwealth of Australia)

The one constant throughout this political discovery is the apparent and continuing lack of financial support for those employed to work in the Early Childhood sector. The gendering of Australian politics—alongside the volatility of Returning to the late Whitlam’s government, Johnson’s (1972b) third trope of *mediative control* (1995, p. 73) is well aligned.

The incumbent Morrison (2018) government’s view on Australian education is more recognised as *state mediation* (1995, p. 77). According to Johnson, “mediation arises where the state attempts to remove from the producer or the consumer the authority to determine the content and subject of practice” (Johnson, 1972b, p. 78). The relationship that education has with producers and consumers is significant, including the development of capitalism orders and economic relationships. Education plays an intricate role in the negotiation and organisation of social situations (Kornhaber et al., 2016) as it is used to intervene in the relationship between the producer and consumer. From 2010–2018, the Australian Government was regulating the profession of education with respect to exit examinations and expected entry prerequisites, as well as removing free university education.

In keeping with the political context, and given the past and even the current political climate, a basic but powerful strategy to enter and probe an ideology is through the presentation of *binary oppositions* (Lévi-Strauss, 1973). Binaries are an organising difference and punctuate texts and social structures. Strauss provided the initial expansion of this term. He stated a “dualism does not exist *per se*, it entails and implies a triadic way of thinking, of which each individual case of dualism (taken in a wide sense, but including, among other forms, dual organisations) should be considered as a simplification and as a limit”(Levi-Strauss, 1960, p. 47). The following analysis demonstrates the deployment of Levi-Strauss with relevance to the research on juncture and professionalism between Early Childhood and School settings.

In order to understand the impact of binary oppositions and the ideologies forged through them, the examples of “a profession” and “a vocation” are important to consider through a historical context. Cogan (1955) provided an insight of the definition of profession which clearly eluded the fact that the word is fraught with controversy, given the polarised opinions of what was and is considered to be a profession. This concern was further evident in Johnson’s (1972b) work and the connection to altruism and the democratic process. In conjunction with was the link to skills and necessary economic changes to ensure that the professions were amongst the most “stable elements in society’ (Johnson, 1972b, p. 14).

During the late 1980s, there was a need to develop the understanding of a vocation in terms of education as well as a profession (Blau, 1988; Burns, 2019). This discussion explores the link between commitment and career. Carr (2013) states that teaching is a profession and as such should be bound to professional standards. Key reflections emerge from Johnson (1972b)“The problems posed by the crystallisation and emergence of new occupations and the institutionalised orders which arise to control them are numerous ” (Johnson, 1972b, p. 89). Part of the imperative of this doctorate is to reveal these “institutionalised orders (p. 89)”

Within the skilled labour verses unskilled labour binary opposition, there was a development of the skilled worker through the 1960s (also labelled the “white collar” workforce). This increased application of science and automation within production, led to a higher level of “skill” being required. Bravermann in *Unpopular Education* (Baron, Finn, & Grant, 2006) revealed that “skill” did not describe or annotate manual labour, but the amount of required mental reconnaissance. The term “skill” does not necessarily capture the amount of certification that people have that makes them the more suitable for the position, as it needs to be complemented by need and social context.

When discussing employability, as Baron et. al. (2006) stated, “Employment is not dependent indeed on the processes of certification, it rests on specifically capitalist dynamics of crisis competition and the repulsion and attraction of labour” (2006, p. 150). With these types of principles and structures in place, the payment for Early Childhood Educators should be high because it is a job with high demand and few qualified workers.

The two components of Teacher education, Early Childhood and School Teachers, are positioned within industrial binary opposition. Given the differentiation of this binary opposition, this clean separation may seem harsh, but the more I investigate the inequity and distinctions between these professional cohorts the greater prevalence of inequity is evident (Csordas, 1990; Glasser, 1990). This concept of “Us and Them” was seen in Kostogriz and Peeler’s (2007) research which, although it was based around the professional identity and pedagogical space of overseas-born Educators, their use of the binary of “us and them” is also seen between Early Childhood and School Teachers.

McGregor (2003) analyses this further by rethinking the workplace as relational, or spaces that are connected to other “sociocultural places” (McGregor et al., 2003, p. 83). This involves a critical understanding of their possible position, which can be conceptualised as a struggle for voice within “a cacophony of past and present voices, lived experiences and available practices” (Britzman, 2003, p. 8). It is because of these voices and multiplicity of experiences that the process of professional identity formation for ‘alien’ Educators should be seen as becoming in continual negotiation of power/knowledge relations within workplaces. Recognising this dynamic is important for re-constructing our pedagogical spaces and, in turn, for configuring more equitable workplace practices (Kostogriz & Peeler, 2007).

Throughout history, there has been a tracked movement from vocational jobs to professional careers. In the context of this research, this is seen within teaching and especially within the Early Childhood sector. School Teachers were originally part of a

vocation where the length of study or type of study was actually a work experience or “on the job training”. In the 1970s when the Teacher’s Guild was formed, Teachers completed a two-year college course and then they were seconded to a particular School within the state for 3-5 years. This type of apprenticeship and on-the-job training was the manner by which teaching training and employment were developed in New South Wales. The inclusion of a superannuation scheme to encourage Teachers to remain with the Department of Education for an extended period of time became the most generous nationally, if not internationally. It included the payment of a continual allowance to Teachers, even after they had retired, (Deloitte Actuaries & Consultants, 2013; Stafford, 2013). Similarly, during this time Teachers were well respected and their standing within the community appeared to be one of admiration. Since then, not only has the funding for Teachers changed, the generous superannuation scheme has been discontinued and Teachers are required to do a four-year degree and are not guaranteed a position at the end of that time, bringing the number of full-time temporary Teachers to an all-time high in 2021 (Stacey, Fitzgerald, Wilson, McGrath-Champ, & Gavin, 2021).

Prior to October 1992, all New South Wales Teachers were under a State Superannuation Scheme or the State Authorities Superannuation Scheme (NSW Government Education and Communities, 2015). Teachers who commenced employment from July 1, 1919, were eligible for the scheme that would see them continue to be looked after by the State Super Scheme after their teaching careers had ended. Not only would the scheme care for retired staff, but it would also extend to supporting widows and widowers. Providing this consistency of care and support for School Teachers even after they had concluded their teaching career showed commitment to the School teaching profession. In 2020 figures were released that demonstrate the pay gap between Teachers who have the same degrees and responsibilities and Early Childhood Teachers, who after 10 years of work can expect to earn

\$30,000 less than colleagues who teach in Schools. This stunning difference increases when superannuation is calculated (Community Early Learning Australia, 2018b). A School Teacher would already have a higher balance due to their income, which additionally place them in a better position to make personal contributions to their superannuation, and engage in the advantages of the various benefits and schemes that employers can provide, such as leasing cars, and electronic equipment such as computers and laptops (Community Early Learning Australia, 2018a).

Historically, there has been a perception that Early Childhood “Educators” are less of a “Teacher” than School-based Teachers (Direinfeld, 2004; Eastley, 2013). With the introduction of a National Curriculum (The Australian Curriculum Assessment and Reporting Authority, 2013), the EYLF (Department of Employment Education Workplace & Relations, 2012) and National Accreditation (Australian Children’s Education and Care Quality Authority, 2011), this series of assumptions about Early Childhood Educators require re-assessment and re-evaluation, probing the functionality of the term “professional” in relation to a group that contributes significantly to children’s education.

Those wishing to work in the field of Early Childhood education now require at least a four-year degree specialising in Early Childhood. By January 2014, “Long day care and Preschool services providing care to fewer than 25 children (based on approved places) must have access to an Early Childhood Teacher for at least 20 % of the time that the service provides education and care” (Australian Children’s Education and Care Quality Authority, 2011). It is important to note in this context, when discussing qualifications that the language moves from “Educator” to “Teacher”. This means that Teachers working in Early Childhood education must have a recognised Australian Qualification level of 7 and above (Australian Children’s Education and Care Quality Authority, 2014). These changes are further discussed and expanded in the Accreditation and Registration area within this chapter.

Therefore, graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies; analyse and evaluate information to complete a range of activities ; analyse, generate and transmit solutions to unpredictable and sometimes complex problems; and transmit knowledge skills and ideas to others. (Australian Qualifications Framework Council, 2013)

There have been changes in the Australian National legal requirements and a growth of expectation in the industry of Early Childhood, but there is still a general perception that those working in sector are doing nothing more than “glorified babysitting” (Hogan, 2012).

As a direct consequence of these changes in government policy, the Educators themselves are required to act as professionals. The mitigating verb “act as” is intentional in the previous sentence and is pivotal for much of the research direction of this study.

Given the concerns regarding Early Childhood Education as a profession and as actively contributing to the social welfare of education of Australians, the Independent Education Union stepped in and sort a fairer wage for those involved in Early Childhood Education. The deficit equality and equity is another reason for the lack of growth in the profession (Chong & Lu, 2019). Furthermore with the increase focus on pay there has been an observed reduction of full-time employment opportunities for qualified Early Childhood Teachers due to the cost of their engagement (Eastley, 2013). As part of the NQF that came into effect January 2014, a minimum of one (1) fulltime university-trained Early Childhood Teacher is required as part of the full-time staff at every service. In conjunction with this, a statement of further qualifications based on student enrolment were announced for all centre-based services. Under the NQF, 50 % of Educators employed as part of the ratios in the centre-based services who work with those children who are Preschool aged, and young are to be actively engaged in further training (Australian Children's Education Care Quality Authority, 2011). Additionally, all other Educators working with these children must be

actively enrolled in and working towards achieving an approved diploma level of education and care qualification in order for the Service operators to be deemed compliant. Similarly, all other Educators within the service must already have or, once again be actively working towards, an approved certificate III level education and care qualification at a minimum (Australian Children's Education and Care Quality Authority, 2011).

The Early Childhood Teacher as a Professional

In order to understand the staffing ratios and the qualifications that have been mandated by ACECQA the following table is a representation of the number of children who

Number of children in	Early childhood teacher requirement
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Figure 12. A summary of the Early Childhood Teacher requirement for centre-based services, (ACECQA, 2019)

attend a service and the number of staff and their qualifications who are expected to provide the education and care to the children. Figure 12 is found on the NQF website page, as a publicly accessible document. Thus, parents' employers and employees are provided clearly documented evidence as to the necessary compliance for all parties. It is particularly interesting to note the Early Childhood Teacher requirements in a service that has more than 80 children enrolled. In accordance with the Australian Government Fair Work Ombudsman an employee can work a maximum of 38 hours in a week unless an employer asks them to work reasonable additional hours, whereby overtime will be paid (Australia Fair Work, 2009, p. 62). As noted, 38-hours-a week is the usual working week, which per day equates to approximately 7.6 hours daily. Given the majority of these services are in operation from 7 am–7 pm, up to 5 days per week, an accumulation of 60 hours of operational time is accrued. With an Early Childhood Teacher required for only 6 hours of the day, only 1 qualified Teacher is present for 50% of the time that children are in attendance (Hunkin, 2021).

The notion of having a School Teacher with the class for only half of the School week would not be considered. Therefore, the concept of having a Teacher for only 50% of the time with the most vulnerable appears to be without reason. Even though a change was implemented in 2020 that will see two Early Childhood Teachers working with a group of over 60 children for 50% of the time. The results remain the same: children who are at the most formative and impressionable age are provided with less teaching and guidance than those who are at School. The additional Teacher is considered as only one Teacher teaching a class of 60 children for 50% of the day, which is also unrealistic and pedagogically unsound, while also being professionally unfulfilling.

Obviously, the most important considerations are the care and education of the children within this age group, but it is hard to ignore the financial impact on those who are teaching and caring for them. As previously noted, the usual hourly work week for

Australians is 38 hours per week. Therefore, if we are to consider the amount of time that an Early Childhood Teacher has to be working, then it is composed of 30 hours per week. A review of these figures may seem to confirm that the Early Childhood Teacher will be employed full time, engaged in other activities on site including planning and preparation for the remainder of their working week.

This could not be further from reality. In fact, the 6 hours per day is actually including the preparation and planning time. Early Childhood Teachers only need to be in attendance at the service for this specific time, which, means they do not have to be actually teaching. This means that an Early Childhood Teacher would find it incredibly difficult to find substantial full-time work as they already work 30 hours in a service which would more than be a morning or afternoon shift. Therefore, adversely affecting their chances to find additional to make up the short fall in their income.

It is thought-provoking to note that the specific age group that the above requirements are mandated for children aged between 0–3 years of age. It is disconcerting that once children are ready for Preschool, that is, aged between 4 and 5 years, the NQF qualifications of staff and ratios between children and Teachers and Educators are void. Children who attend before or after School care or who attend a Preschool that may be run by the council or as a private enterprise have no nationally set boundaries and approvals that they are required to adhere to when it comes to their valuable staff (Fenech & Lotz, 2018; Fenech, Salamon, & Stratigos, 2019). Instead, the Australian Capital Territory, Queensland, South Australia, Victoria, Western Australia, and the Northern Territory have their own specific requirements which are to be adhered to by all providers of care for children who are either school aged and attending outside of care support or are of Preschool age. However, residing in New South Wales I am perplexed that, with all the other mandatory requirements and directives

that appear around the care and education of children, there is no consistency or mandatory requirement.

One of the implications of this is that Early Childhood Teachers are only being employed part time in a service. This allows the management team to keep costs down as the hourly rate of pay for a Diploma trained Educator is less, therefore, they are being employed for longer hours. Early Childhood Teachers have completed a 4-5-year degree and find themselves working for similar wages but for 30 hours a week instead of a 40-hour, full-time week. In essence we are seeing an internal fragmentation within the Early Childhood sector.

Additionally, as noted in research completed by Cumming, Sumsion and Wong (2015), the 2014 childcare and Early Childhood learning productivity commission report has not assisted in any way to gel the apparently fragmented Early Childhood sector. As part of this report the commission said there was "little compelling evidence" for employing highly educated staff for children from birth to three years old in long-term day care (Cumming et al., 2015). This has obviously caused a great deal of distress to experts who believe that to distil the requirements for qualifications for carers in the 0-3-year-old rooms would not only be a detriment to the profession but also to the children in care (Kleinman, 2014). Under the NQF, established in 2012, centres are required to have 0-3-year-olds looked after by staff with an equal mix of Certificate Three and Diploma qualifications in Early Childhood Education. An Early Childhood Teacher should also be available once the number of children in each room reaches 50% of the total number of children within the service. In conjunction with the reports that have been provided the Productivity Commission, voiced a greater concern stating that the aforementioned quotas should be scrapped as they believe that a "certificate three qualification was sufficient" (Kleinman, 2014). It is this type of discussion and thinking that has caused the *junction* of professionalism in the first place between School and Early Childhood Teachers. As a result, there is a perpetuation of conflict

and discourse rather than developing ways forward for both children and professionals alike (Chong & Lu, 2019; White & Flear, 2019).

Accreditation and Registration

Earlier in this chapter there was a brief mention of Johnson's concept of "institutionalised orders" (1972b, p. 89). The focus of this is the manner and timing of change in industry. Since 2014, the Australian teaching profession has incurred a formidable number of institutionalised changes and in record timing (Cumming et al., 2015). By implementing numerous changes, the government believed it would lessen the interior divide. Within Schools this has had the desired effect as Teachers are banding together and working towards a corporate solution with the Unions (Amburgey & Dacin, 1994). However, within the Early Childhood education sector, this is secondary to the concern regarding wages, and the cost to parents for the education and care of their children. There is a need for consistency across all areas of the profession rather than the divide. It is hoped that there is one amendment that will significantly impact on developing an equilibrium in the teaching profession between Early Childhood and School Teachers, and that is the Accreditation and Registration of Early Childhood Teachers.

The introduction of Accreditation Amendment Bill for individual Teachers within the Early Childhood sector is captured through the headline, 'a mixed bag' (Quessy, 2014) by the Independent Education Union of New South Wales and Australian Capital Territory. The bill would provide the opportunity for Early Childhood Teachers to be accredited, "a move welcomed by the Union as a recognition of their status and professionalism" (Quessy, 2014, p. 1). However, whilst the accrediting and rise of professionalism may be considered it is important to ensure that all Teachers of children from birth to Year 12 are provided with equality in pay. Questions should be asked in relation to educators who have been working in the sector for 20-25 years and are still Diploma trained and neither prepared nor financially

able to complete a university degree. There is a need to find a suitable compromise that does not alter the care of the children (Jackson, 2020). Furthermore, the morale of services and the amount of full-time work that may, or as seen previously may not be available to these trained and accredited personnel, is a concern. As this particular accreditation speaks to the juncture of professionalism discussed in this study, it is important to note what John Quessy, the Independent Education Union (IEU) General Secretary states as one of the most beneficial outcomes of the accreditation. As Quessy confirmed, “For the first time Early Childhood Teachers will be accredited ... a move welcome by the Union as a recognition of their status and professionalism” (Quessy, 2014, p. 2).

This juxtaposition is suggesting that perhaps the accreditation will not necessarily bring a sense of positivity to the industry instead, it may cause greater concern among Educators and Teachers. There appears to be a beginning recognition that Early Childhood Educators and Teachers are considered, or will soon be considered, as professionals rather than being part of a vocation. The ongoing cause of concern is the relationship within the Early Childhood education sector, between those who hold a certificate/diploma Educator and the degree qualified Teachers. Additionally, part of the accreditation could cause significant existing barriers to entry into the teaching profession and the length of time Educators are on probation (Sisson, Giovacco-Johnson, Harris, Stribling, & Webb-Williams, 2018). This is typically one moment in a career where appraisal and meaningful performance reviews are taking place. Although the normal pattern is one year in Australia, in Germany, where the status of Teachers is very high, probation periods can be extended for up to three years. This extended period is an attempt to ensure that the most appropriate candidates become Early Childhood Teachers (Schleicher, 2012, p. 11)

One solution to the challenging early period in a Teacher’s life could involve Australian Schools and Services re-evaluating how closely they are working with tertiary

institutions (Garrick et al., 2017; Paquette & Rieg, 2016). “Advanced Skills Teachers (AST) in the UK might expect that up to 20% of their time would be spent mentoring student and beginning Teachers. Aside from mentoring new entrants, some experienced Teachers in Quebec, Canada, take the opportunity to conduct educational research in partnership with local universities” (Schleicher, 2012, p. 31). In 2011, Flinders University in South Australia announced their intention to accredit Teachers as student-Teacher mentors. This is no doubt intended to enhance the experience of pre-service Teachers but also proved very valuable and rewarding for experienced Teachers who choose to gain this endorsement (Gutierrez, Fox, & Alexander, 2019; Kostogriz & Peeler, 2007).

Educational researcher Michael Fullan’s core guideline for School principals (2008b, pp. 52-53) aimed to ‘de-privatise teaching’. This meant a literal breaking down of the barriers that exist and prevent practitioners from sharing expertise and learning from one another. In doing this a fluctuation occurs in the theoretical knowledge within the given profession. Furthermore, we are called to a position of questioning the impetus around the changes and knowledge base that is required in the teaching profession. This requires significant cultural change in most establishments, and in particular, the fostering of an environment of trust and mutual support (Gleeson, Klenowski, & Looney, 2020). A cross-sectorial approach is also necessary in order to raise the status of the teaching profession, therefore understanding the policy, curriculum and Teacher as a professional is paramount. It must be established within the context of improving the quality of teaching and therefore student learning rather than a targeted engagement and focus on poorly performing Teachers and services (Elliott, 2006; Lin & Magnuson, 2018; Starting Strong IV OECD, 2015; Veisson & Kabaday, 2018). The aim must be transparency mixed with judgement reserved until sufficient evidence is supplied (Durkheim, 1957; Hall, 1996). In order to complete such a process, it is necessary to develop an enabling framework between Early Childhood and

School Teachers. The significance of professionalism can be identified throughout the 20th century, although during the 1970s it was the integral and dynamic connection between economic, social, and educational reform (Sahlberg, 2006).

The impact of the Global Financial Crisis (GFC)

In December 2009, all Australian Governments through the Council of Australian Governments (COAG) agreed to a partnership to establish a NQF for Early Childhood Education for most long day care: Preschool/ kindergarten, family day care and outside School hours care services in Australia. This reform was established under an 'applied law system' which comprised of Education and Care services, National Law and the Education, and Care Services National Regulations (Australian Children's Education and Care Quality Authority, 2011). The Victorian State Government passed this law in October 2010 ("Education and Care Services National Law Bill," 2010). It took until June 2012, for all states and territories in Australia to develop and pass their own legislation. The purpose of the law was to regulate education and care services for children. The Law established national guidelines so that all the services for young children would share certain basic features, including specific qualifications for Teachers, child/adult ratios, rating systems and continuous improvement, new regulations, approved curricula, and the National Quality Standards. Through this law ACECQA was established and made accountable for the implementation of the NQF across all states and territories ("Australian Education Bill," 2012).

This bureaucracy establishes a National Guideline that "raises quality and drives continuous improvement and consistency in Australian education and care services" (Australian Children's Education and Care Quality Authority, 2011). Such guidelines facilitate and support the right of every child to have access to quality care. It is also important to note that the professional expectations of the Teachers within Early Childhood

have also been encapsulated in this law. Furthermore, within Early Childhood circles, there has always been an acceptance/viewpoint of the importance and the role that Early Childhood Educators also have (Chong & Lu, 2019; Kagan, Kauerz, & Tarrant, 2007; Monk & Phillipson, 2017). This law has also signified a need for change in community perception of these Educators (Chong & Lu, 2019). The consequences of a disparity of pay, as a proxy for educational ability, is discussed further within this research. It is important to establish the key aspects affecting the understanding within professionalism in terms of Terry Johnson(1972b). Understanding the mediative trope and the impact that capitalism and society play in controlling the education profession is profound and will continue to be explored as it pertains to this study.

Australia was not directly affected by the GFC of 2008, for three clear reasons: regulation, stimulus and exports (Lang, 2009; Shadar & Orr, 2018). The Australian Prudential Regulatory Authority (APRA) is responsible for the regulation of retail deposit entities as well as all insurance companies. As a consequence, less than 1% of households with mortgages in Australia have negative equity, compared with 23% in the United States (Lang, 2009). In essence whilst other countries were borrowing 100% of their loan, Australia had a maximum of 80%. If moving below this level, the borrower is required to take out insurance. This example confirms the application of regulatory authority (Lang, 2009; North & Wilson, 2020).

Secondly, Prime Minister Kevin Rudd and Treasurer Wayne Swan unveiled a stimulus plan known as the emergency spending plan in October 2008. As part of this plan there were pre-Christmas payments of \$4.8 billion for pensioners, \$3.9 billion in support for families, and \$1.5 billion for first-home buyers - delivering benefits to millions of Australians. Furthermore there was \$187 million to create new training positions, while maintaining a budget surplus (Staff reporters, 2008). There were some concerns, and the

opposition party wanted the plan to be introduced in 2011 or 2012 (which would have been too late), however the stimulus plan went forward and it assisted the consumer index and ensured Australians did not suffer a recession as witnessed by other nations when exposed to the GFC.

Finally, Australia's exports to Asia and particularly to China and India was an advantage. The demand for these resources by Asia grew from 2.6% in 1982-1992 to 4.4% in 1993-2002 (Atkin & Connolly, 2013). Linked with this was the growth in mining throughout Australia. In conjunction with this visible economic growth in mining, there has been a focus on education within the mining industry which has seen an increasing number of traineeships, diplomas and degrees that now focus on this particular area (miningcareers.com, 2008). This impact can be seen in the way in which education has been viewed during the GFC. There is a decline in export of natural resources and mining in Australia from the 2002 high of 4.4% to the 2012 low of 2.1%, the lowest since 1973 (Atkin & Connolly, 2013). Furthermore Australia is been accused of manipulating the Australia dollar in support of the mining moguls, in order to reduce the cost of exporting iron ore (Ker, 2015).

Ideal types and the Early Childhood profession

Even noting the specificity of the Australian context, the GFC did have an impact on Early Childhood Teachers. Labour surplus in the profession resulted in a reduction in wages and re proletarianization, where they were forced to into working for wages rather than a salary (Gray, 1998). During the 2010s, Early Childhood Teachers, while having completed the necessary qualifications and having the ability to work, were unable to be employed due to the downturn in economic stability. Teachers were over-qualified and underemployed, with a huge contract and casualised workforce. Therefore, Early Childhood Teachers fell into a different ideal type (Burger, 1987; Weber, 2009). Guy Standing (2011a) elaborates on Weber's types and moves into developing further types of class structures or insecurities and

with this distinction the '*precariat*' is expounded and relates to the plight of Early Childhood Teachers.

No longer are the precariat considered part of the shrinking working class or the professional class, they are simply and necessarily employable (Standing, 2012b; Standing, 2014b). This liminal state is what Standing described as, "the precariat experiences the four A's anger, anomie, anxiety and alienation" (Standing, 2011a, p. 19). These four descriptions are clearly reflecting in the feelings and opinions currently within the sector, as explained below.

The anger is seen and felt within the sector as seen in the Early Learning Review (Tayler, 2011) in response to the need for Teachers in the sector. The anomie of the actual Early Childhood education profession as a whole is shown through the lack of understanding of the actual job specifications, including the anxiety of job security. Similarly, there is concern as to whether or not there are enough Teachers qualified to teach in the Early Childhood profession. Which leads to the final "a" of the precariat type is that of alienation of Early Childhood education within the greater teaching fraternity as they are considered by some measures as an Educator but by others a "mere babysitter". Within this alienation there is a separation within the Early Childhood Education sector between those professions with tertiary education, a Teacher and those with a vocational education, an Educator (Veelen et al., 2017; Veisson & Kabaday, 2018; Voelkel Jr & Chrispeels, 2017).

In this post- GFC era, the Early Childhood Educator is engulfed in all of the aforementioned experiences. Political interest in Australia has shifted attention towards children and their families and the quality of Early Childhood Education settings (Dowling & O'Malley, 2009a). This new educational reform seeks to address quality, the wide variation within the sector, parents wanting accessibility and high quality from the professionals within the settings.

Furthermore, the sense of ‘alienation’ is confirmed through the binary opposition of ‘Us and Them’. The separation of Early Childhood settings and Schools impact the Early Childhood education field. While the separation is not clear or clean, it is revealed through proxies such as income and contract security when inequities and distinctions become more prevalent (Csordas, 1990; Glasser, 1990).

“Equity in education” has been a topic of discussion within policy documents, media debates and government reports since the early 2000s (Opheim, 2004a). Whilst this discussion has focused on the equity of education for all children, my discussion will be examining the equity between Early Childhood Educators and School Teachers. This has been highlighted in recent media articles in Appendix B where the Australian Federal Government is requesting that Early Childhood Teachers “give back” their pay rise. Further to this is the question of whether or not the initial injection of financial support was ever sustainable. By providing finances to the services to subsidise wages under an Enterprise Bargaining Agreement for a period of no more than two years can be labelled only as a temporary solution to the inequity of wages for Teachers (Boyd & Newman, 2019; Chong & Lu, 2019; Fenech & Lotz, 2018; Logan, 2018; McDonald, Thorpe, & Irvine, 2018). Not only do they have concern for equity in pay but also for the conditions of the employment (Sims, 2017; Sims, Forrest, Semann, & Slattery, 2015). The following outlines the discrepancies between the two teaching roles which are based on financial remuneration and workload expectation. It is useful to compare the professional accreditation bodies, while noting this table is based on the Australian state of New South Wales only.

Previous discussion included the required qualifications of Teachers and Educators. However, fiscal and entitlement matters are yet to be resolved and will be discussed in the chapter on Equity. As noted, there is a glaring concern around the capacity to work outside the home in what is considered “normal hours”. Preschools may provide their Educators and

Teachers with regular hours including the potential of having “School” based holidays. For many it is about providing a service to those parents who work, regardless of days and times. Even Long Day Care Centres that operate a Preschool do not comply with the same timings of Schools or Preschools. Similarly, these Long Day Care centres are more than often owned and operated by a business operation. Given, whilst their motto or business strategy is focused on providing the best form of education and care for the children who attend, they have to remain fiscally responsible and as such the focus on budgeting and meeting the minimum standard requirements at times outweighs the best care alternative.

Whilst the government initially believed they were capable of engaging financial aid to support emerging businesses who were struggling with paying the staff, this was clearly not the case (Bahr & Mellor, 2016). On one hand there was engagement in positive dialogue, recognising the work of Early Childhood Teachers and Educators as part of the bigger team, and in a complete turn-a-round the government has broken their own election promise over the wage increase (Doherty, 2017). The manipulation and mistrust of power that occurred has the sector still reeling.

Providers including local governments, small owner operator businesses and the large corporations were faced with having hard conversations with staff around wages. As the government was no longer willing to fund the increase in wages there were repercussion as the sector was also unable to fund their own pay increase (Linnan et al., 2017). In essence not only had Tony Abbott broken a promise, he used those who had supported him and had backed him to complete the proverbial “dirty work”. In summary, the pay increase was not viable for the government and without the financial backing of the government, the services were unable to sustain the pay increase individually (Thorntwaite, 2017). Wages remained and still remain the same.

Retrospectively, in the 1970s, it was evident that there was a need for a “good supply of Teachers in adequate numbers” (Baron, Finn, Grant, Green M., & Johnson, 1981, p. 222) in order to strengthen the education system. Further to this there was an argument put forward that in order to develop the quality of the education that students were to receive that Teachers should be an “all graduate teaching force”(Baron et al., 1981, p. 222). In the 2010s, these same conditions were being placed on Early Childhood and School Teachers, as these qualifications continued to enhance the Teacher status. There is a strong component of the professional ideology which is highlighted in both the NQF for Early Childhood Educators and the National Teaching Standards for School Teachers (McDonald et al., 2018).

As previously noted, the government had the audacity to instruct leaders and managers of the services and Preschools to inform staff that the pay rise would not be forthcoming. Simultaneously, a further group of individuals was placed in a situation whereby they had been paid the award rate and were being told to “pay back” the pay they had already received working under the new award (Ellis, 2013). The government realised that the promised structure for funding changes in Early Childhood teaching was not only unsustainable, but the changes were also not viable in the first instance. In order to remedy the situation, they were forced to call upon all childcare workers who had utilised the funding arrangements to repay the monies that had already received.

The anomaly as described by Emile Durkheim in Guttenberg (1968) as a condition of instability resulting from a breakdown of standards values, lack of purpose or ideals is synonymous to the situation that Early Childhood Teachers and Educators have been left with from 2013-2018. In 2012, Early Childhood Education settings were provided with a sense of hope and purpose, albeit in an unsustainable manner by the means of a monetary payment adding up to \$62.5 million for Educators in childcare services.

The effect on the precariat, and in conjunction with Early Childhood Educators and Teachers, is their dissatisfaction with the government which is also evidenced by the above articles. Furthermore, by moving into this “diminished social mobility” (Standing, 2011a, p. 25), state mediation (Johnson, 1972b) is more present. Additionally as noted in the book *Unpopular Education* (Baron et al., 1981, p. 71), it appears that educational reform such as we see currently has always had a central purpose for those whose political aspirations are seen as revisionists.

Conclusion

From the research, it is apparent that in order to provide quality, Teachers are required to develop their specialties in work, as well as combining the need to be experts in societal expectations as practitioners. It is this inherent duality that leads Early Childhood Teachers to develop the key focus of their profession on a more-advanced, multi-level approach. Teachers are called to work as individuals within a workplace as well as show compassion and integrity towards children and parents alike.

Consequently, there is a greater need for Teacher education and teaching as a profession to become “more professional” (Oolbekkink-Marchand, Hadar, Smith, Helleve, & Ulvik, 2017). Thus, there is a need to professionalise the profession (Horn, 2016). This is not just to be seen in the School realm but also to be considered across the Early Childhood education sector and tertiary sector, both of which currently have challenges around the professional status of their teaching.

Considering the need for change, Early Childhood Teachers and Educators are endeavouring to professionalise their profession, one method is seeking the rightful financial reciprocation and social status that is commensurate with their employment. Thereby, they are trying to change the focus from a vocation to a profession and removing the *collegiate control*. As previously noted, this control was part of the original guild control which arose

EYLF from the late 19th Century. What we are observing within the actual profession of Early Childhood Educators is the move from a rural class of Educators through to an urban class. Through documents such as the EYLF (Department of Employment Education Workplace & Relations, 2012) and the NQF (Australian Children's Education Care Quality Authority, 2011) we are seeing a change in the social definition within the actual profession.

Former Prime Minister Malcom Fraser also championed Early Childhood education reform. He continued to fight for the importance of education, especially for Early Childhood education reform. In receiving his honorary Doctorate of Letters from Macquarie University in 2014 he stated:

If Australia is to have the kind of future that we want, that will enable everyone to find the kind of jobs that will give satisfaction and adequate reward, the best and the most important investment we can make as a nation, is in quality education. Our future rests ... in quality education from day one, to day end, in enabling Australians to unleash their skills, their talents, their imagination, to encourage them to experiment, to be progressive, to do new things, to have the courage to do it differently and to do it better. (Wheatley, 2014)

Up until his death on the 20th March 2015, Fraser continued to empower not only those around him but also the policy makers regarding the need for change in the investments made in education (Wheatley, 2014).

SBS Insight televised a discussion between parents, Educators, and providers regarding child care in Australia, or so it was supposed to be. Evidence from comments

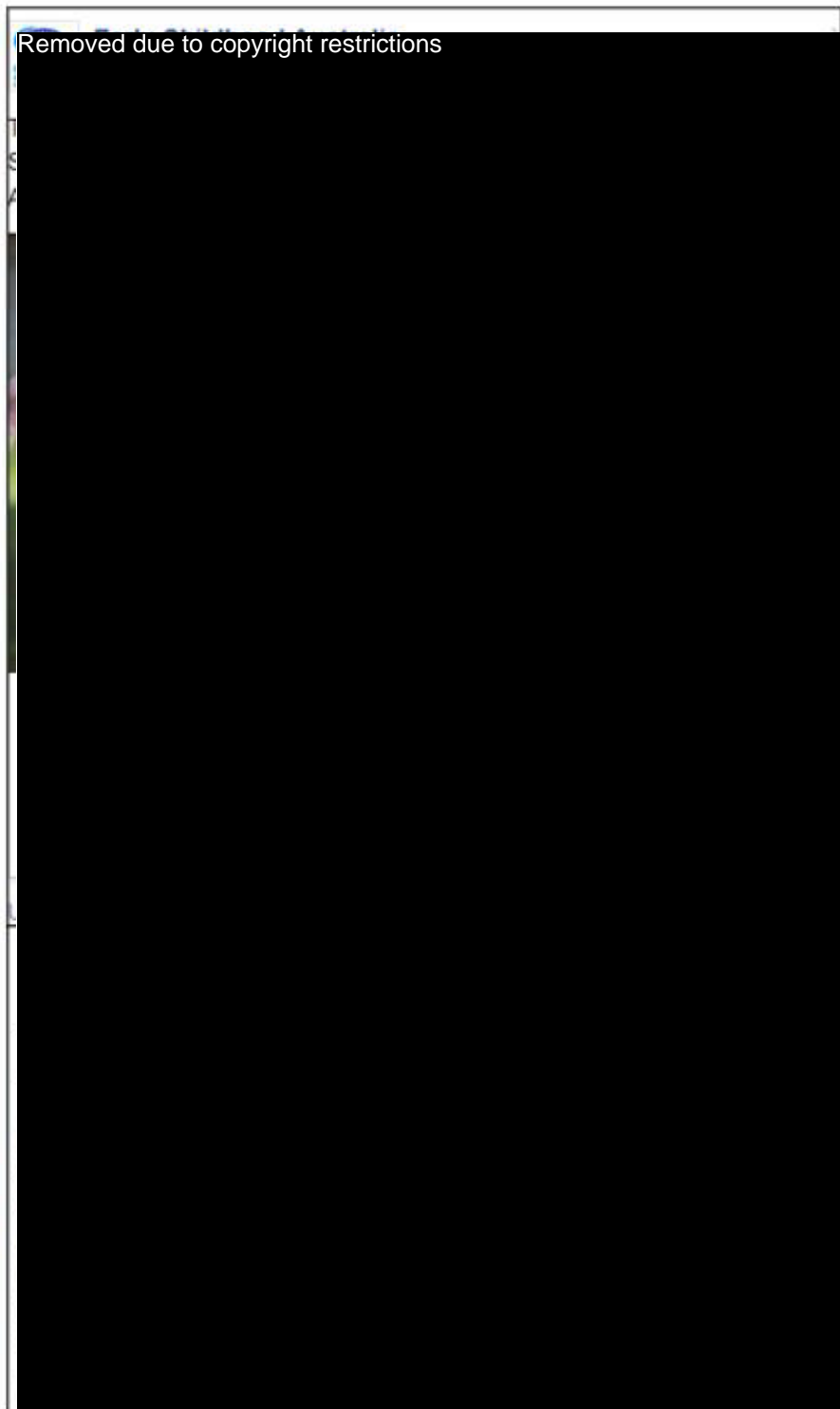


Figure 13. Facebook post, SBS INSIGHT programme around the discussion of Early Childhood education (ECA, March 17, 2015)

attached to this Facebook post in Figure 13 shows that many like the fact that such a discussion was going to take place. However, the sad truth regarding the event was that it was based around the outcome of the Productivity Commission on the Early Childhood education of Australian children in care, and the cost and flexibility of care

There was discussion regarding the impact of the GFC and that, as a direct result. ABC

Learning went bankrupt, which had further repercussions in the reluctance of banks and other lending institutions to support Early Childhood services. It was further noted that at the time of ABC Learning's demise the demand for new services was being outstripped by the need, but this has since reversed with parents requiring quality care. The discussion as to whether or not children aged between 0-2 years require Teachers to provide this care was avoided, with only a passing comment regarding the need for the Australian Nanny Association to consider the needs for their employees to be in line with the NQF, to ensure a consistency of care for all children. The effect of the discussion regarding fee increases saw an immediate rationalisation in that, due to the NQF, all staff were required to have qualifications. It was noted that only 15-20% was due to this. Furthermore, for every \$1 that a parent contributes to childcare (depending on their ability to access the childcare benefit B) the government pays 60%. A key question which is relevant to this chapter and links into the chapter that follows, discussing curriculum and the choice that parents and carers hold in educating their child is: "How much of childcare is educating children or is it getting parents back to work?" (Baxter, 2015, p. 10) It is significant to ponder why the sector was configured in these stark and redefined terms. That is the task of the next chapter.

CHAPTER THREE CURRICULUM

Introduction

As a School Teacher Tanner (1980) defined curriculum as a second “The planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences, under the auspices of the school, for the learners’ continuous and wilful growth in personal social competence” (p. 13). The following are examples of commonly understood definitions discussed in Early Childhood Education in the Australian context, “The curriculum consists of the knowledge and skills to be acquired in the educational program as well as the plans for experiences through which children’s learning will take place” (Stipek & Johnson, 2021, p. 42). Alternatively, “Curriculum – the knowledge and skills teachers are expected to teach and children are expected to learn, and the plans for experiences through which learning will take place” (Epstein, 2007a, p. 5). However, the definition that best suits the work discussed in this chapter is a combination of the above, it is a philosophy, or an approach, that support and nurture young children’s learning and meets the needs of the parents and carers of the child concerned.

The impact of globalisation on the Australian education landscape has resulted in significant changes in curriculum development, including being forced to “link educational outcomes in order to secure national productivity” (Evans, 2016, p. 44). This was further demonstrated through the establishment of the Productivity Commission research into the National Education Evidence Base, which has led to National level data been utilised to monitor and find best practices within all education sectors (Australian Productivity Commission, 2016, p. 28)

By 2017, most School sectors in Australia had aligned themselves to the eight key learning areas from Foundation to Year 10. Despite this, there still remain variances between

State, Catholic and Independent sectors of education and their implementation and interpretation of the new curriculum.

The Australian curriculum has been the epicentre of debate and discussion driving most of the discourse between State, Territories and Federal education ministers over the past 20 years. In a move that seemed counter intuitive to these discussions, on July 2 1993, the Australian Education Council chose not to endorse a national curriculum framework which had been developed during between 1989 and 1993 (Australian Education Council 2008). The significant time and financial commitment spent in the development of the original documents was as outrageous as the decision to not engage in one of the most important educational opportunities for the Nation (Horsell, 2007). Local media stated:

Regarding that decision, the prime minister of Australia at the time, Paul Keating, was reported as saying that the move to abandon work on a national curriculum “was one of the most depressing outcomes ever of Commonwealth State meetings ... If we can't even give our kids a national curriculum after five years of work on this by the Commonwealth and States ... then you do wonder if we can get to anywhere co-operatively” (*The Australian*, July 6, 1993).

The Australian Curriculum

Whilst the starting point for an Australian Curriculum can be traced back to the Adelaide Declaration on National Goals for Schooling in the 21st Century, which was agreed by ministers in 1999, the commitment toward nationally consistent curricula, setting core content and achievement standards, came with the Labour government's Melbourne Declaration on Educational Goals for Young Australians (Barr et al., 2008), which states that:

Australia has developed a high-quality, world-class schooling system, which performs strongly against other countries of the Organisation for Economic Cooperation and Development (OECD). In international benchmarking of educational outcomes for

15-year-olds in the 2006 OECD Programme for International Student Assessment, Australia ranked among the top 10 countries across all three education domains assessed. Over the next decade Australia should aspire to improve outcomes for all young Australians to become second to none amongst the world's best school systems. (MCEETYA, 2008, p. 4)

The Declaration laid out plans for a world-class curriculum and assessment framework, with the first phase of subjects being introduced into Schools in the Australian Capital Territory from 2011. From 2012 onwards, states and territories began their own processes of integration. The Labour Prime Minister at the time, Julia Gillard, subsequently amended the Australian Education Act (2013), highlighting bold intentions “for Australia to be placed, by 2025, in the top 5 highest performing countries based on performance of school students in reading, mathematics and science” (p. 3). There is only one recognised international standardised test in which Australia can achieve this goal: The Programme for International Student Assessment (PISA), governed by the OECD. A diversity of opinions reflecting the perceived efficacy of a nationally-centralised curriculum appears frequently in varied literature (Atweh & Singh, 2011; Brennan, 2011; Ditchburn, 2012; Evans, 2016b; Kennedy, 2009; Sahlberg, 2011; Winter, 2017; Yates & Collins, 2010; Yates, Collins & O' Connor, 2011).

Early Childhood Curriculum

There have been significant changes within the Early Childhood Education between 2010 and 2020 which is shown in Figure 14. This reveals the impact of the governing bodies and the link to Johnson’s (1972b) *state mediation*. Johnson’s view regarding this level of state involvement clearly addresses the concerns and validity of Early Childhood Teachers and Educators. As “mediation arises where the state attempts to remove from the producer or the consumer the authority to determine the content and subjects of practice” (1972b, p. 77). The following is a timeline from 2010-2015 of the significant state required changes that have occurred within the Early Childhood education.

In other words, the changes that have taken place as the means for Early Childhood Educators to become Early Childhood Teachers have occurred over a relatively short time. The negotiations, including extensive research, writing and documentation, have taken decades to reach the point where we now find ourselves. In essence the other way in which

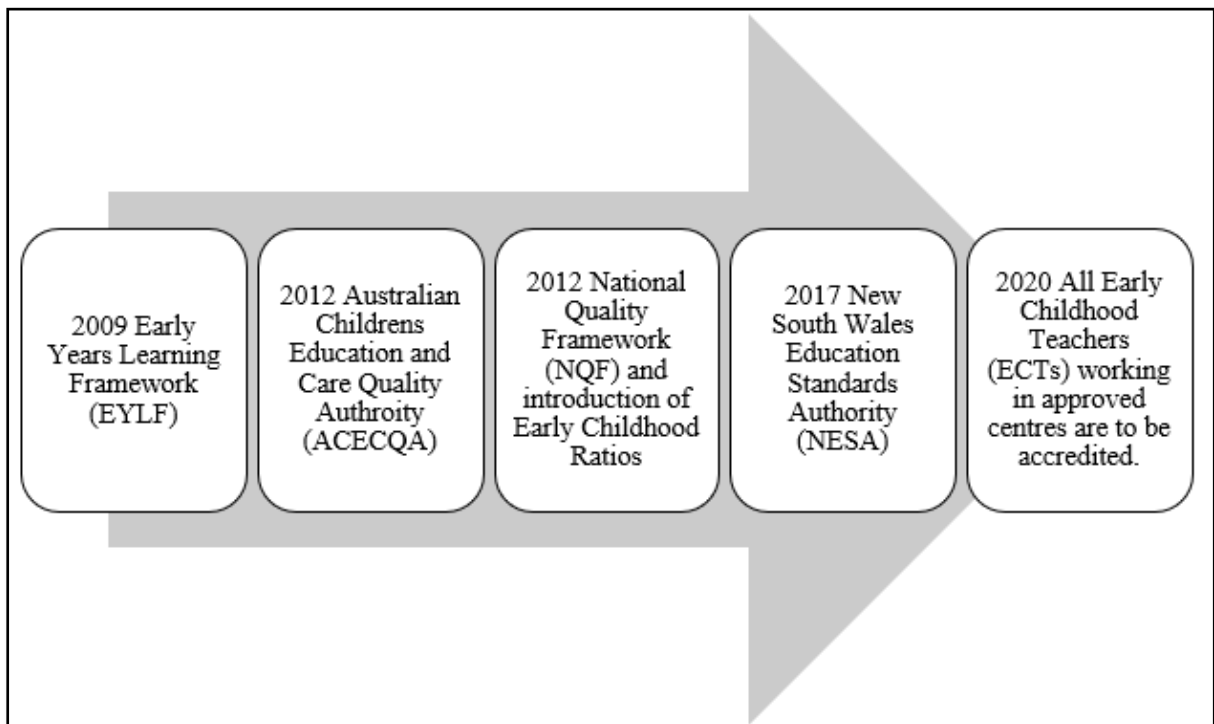


Figure 14. Timeline of Early Childhood Education changes to accreditation of Early Childhood Teachers

(McLeod, 2020)

the timeline can be represented is as noted in Figure 14. In terms of significance, the accreditation of Early Childhood Teachers from NESAs will see the greatest change in the profession since the commencement of outside or extended family child care in the early 1930s. These significant changes that have and will continue to occur are likened to the excesses of economic individualism, by providing an occupational basis for corporate identity while at the same time tempering the impersonalising effects of a bureaucratic organisation, by upholding the values associated with individual responsibility (Johnson, 1972a, p. 46).

As government legislation develops policies that affect the Teacher education profession, what is becoming evident through research is the concept that those working in Early Childhood Teachers and care are beginning to be considered as part of greater teaching profession. Concurrently, it is noted that corporate patronage actually corrodes professionalism (Oakley & Vaughan, 2019). Whilst the aforementioned changes are welcomed by Early Childhood Educators and Teachers, there are underlying concerns as to why this is occurring and whether the professionalism of Early Childhood is enhanced by government legislative organisations.

In reflecting on these changes, there are, in essence, four important ways that the Government has been establishing and raising quality and creating continuous improvement in Early Childhood Education. The NQF took effect on January 1, 2012, with key requirements phased in overtime. Legislative requirements such as qualifications, Educator-to-child ratios and other key staffing arrangements were phased in between 2012 and 2020. The new system replaces the existing systems which differed from state to state. As evidenced the level of compliance that is nationally based is similar to that of the School education system.

The NQF will require all Early Childhood education carer providers to improve services in the areas that impact on a child's development and safety and to provide families

with quality information to help them make informed choices about services. This important reform will deliver a higher standard of care for children in the critical areas of education,

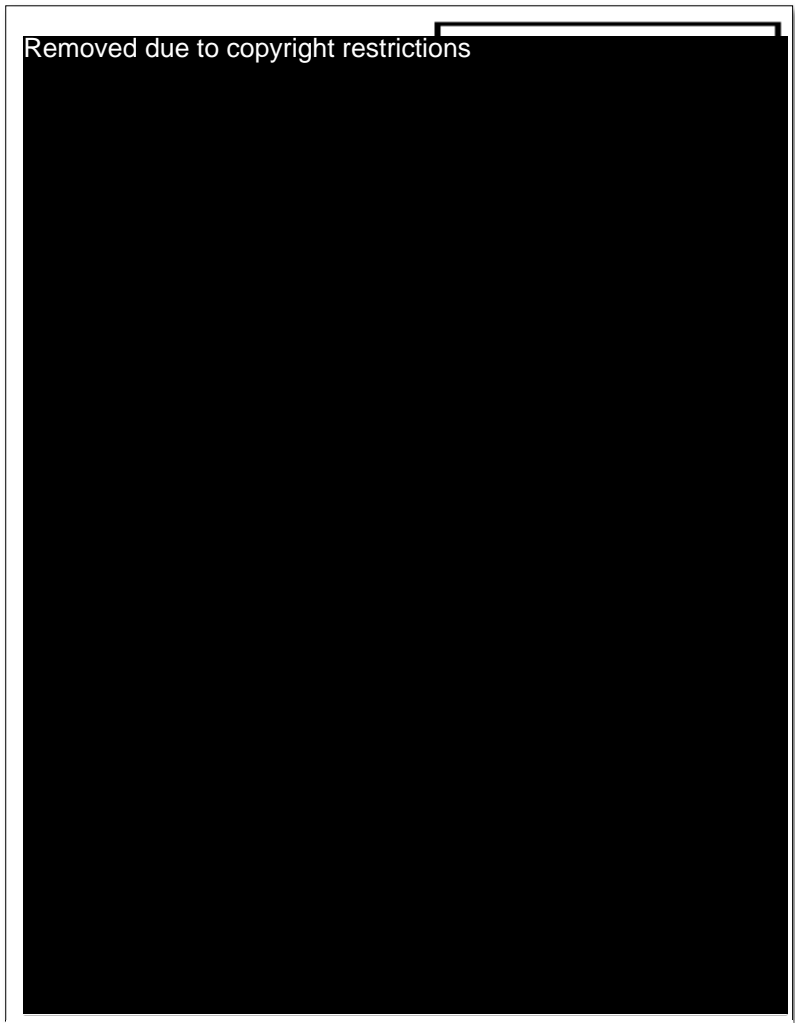


Figure 15. National Quality Framework Standards (ACECQA, July 13, 2019)

health and safety and will provide clearer and comprehensive information for families so they can choose the best services for their child. Research (Helburn, 1995; Kagan et al., 2007) has shown that quality is critical when it comes to Early Childhood Education. As of 2020 quality standards across Australia vary and there is often limited information available to help families choose the best service for

their children. The NQF diagrammed in Figure 15 presents the measures each individual service must meet against the stated seven quality standards and directors/service providers are given a report showing what “quality” level they have achieved. Following on from this is Figure 13 which identifies the range of quality that can be seen in each area. The NQF requires all centres and providers to improve services in the areas that impact on a child’s

development and safety and to provide families with quality information to help them make informed choices about services. This information is readily available on the ACECQA website, under the National Register and is similar to the My Schools website for services as it states how each service has performed. By simply typing in the postcode, the following information is easily accessed, and it explains what types of services are available, what their



Figure 16. National Quality Framework Measurement Guide for Early Childhood centres and services to achieve (ACECQA July 13, 2019)

ranking is as they aim to meet the standards and whether the services are privately or publicly owned. The transparency goes even further to examine the type of business that is registered in conjunction with the service. In looking at this type of professional structure, in particular, the business mechanisms, it is syncretic to Johnson's state mediation (1972c, p. 46). Whilst specific needs of the parents, including quality service for a respectable price are defining the types of services that are opening, the actual manner in which services are organised and controlled are no longer determined by the individual owner, director or even the community, rather it is by the ACECQA.

As of 2020 Early Childhood Teaching in Australia was not considered a "nationalist" occupation (Millei, 2020), it is important that Australia heeds the advice of our European counterparts and ensure that we raise the standards and commitment to Early Childhood

Teachers (Balthazar, 2017). As previously noted, whilst the sector has not yet been defined, there is a clear understanding that the manner in which they are to be operated is closely monitored and assessed by the state. What we are in jeopardy of is, instead of experiencing a growth in the profession and in professionalism with Early Childhood teaching, there is an equal risk that the characteristics of the profession may give rise to new institutional forms of control. These include the ratios of Teachers and Educators and the need for the accrediting of services. Individually, each of these factors are important and can assist not only parents but potential employees to seek out employment that is the “best fit” for themselves. That is where they can they support the ethos of the service and actively and positively contribute to the education and care of the children they are employed to teach and care for.

To demonstrate the level of information that is available for parents and carers of children Figure 16 represents the information that is readily available on line as part of the communication strategy to fully inform and establish standards across the Early Childhood industry. ACECQA update this data after each accreditation and registration process, which is usually every 3-5 years (Australian Children's Education and Care Quality Authority, 2018) . Both Figures 16 and 17 are evidence of and demonstrate the way in which the government and sectors of the state can identify and report on the varying capacities to

produce desired outcomes in all aspect of teaching and learning and care of children. This process is driven by a national seven quality areas of the to the NQF Standards.

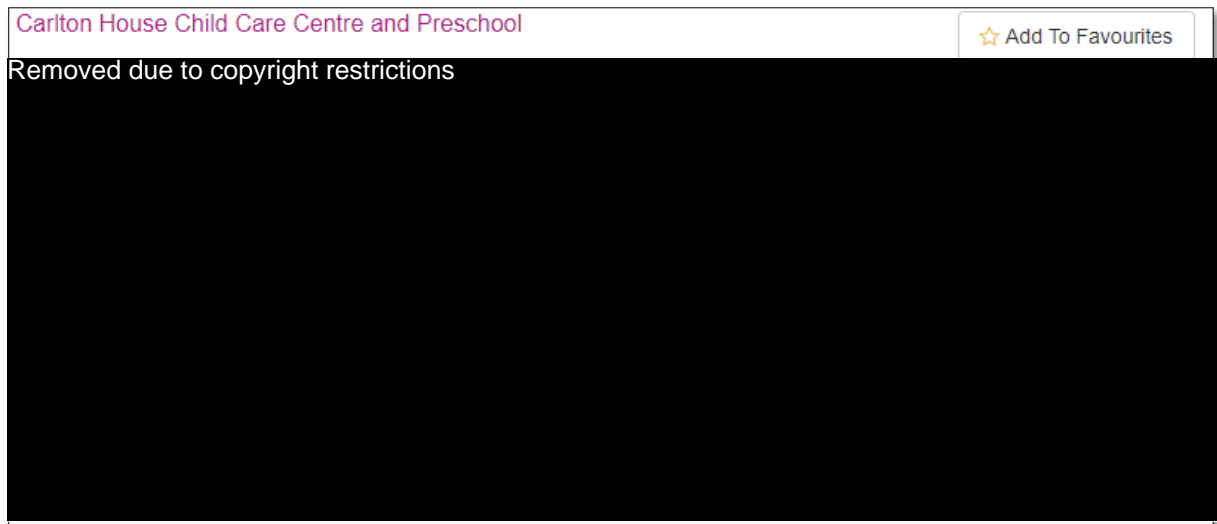


Figure 17. Starting Blocks to find a child care in Australia (ACECQA, July 13, 2019)

School and Early Childhood

The information surrounding Early Childhood services is clear and easily accessed from the front pages of ACECQA website. This is in vast contrast to the pages of the My School website (The Australian Curriculum Assessment and Reporting Authority, 2018) as seen in Figure 15 on the following page where there is only generic information available and unless you investigate further you do not find all the information about the given School. Furthermore, there is no overall ranking about where the School is placed according to Australian Institute for Teaching and School Leadership National Teaching Standards.

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Figure 18. My School Website listing for local K-12 School (ACARA, December 11, 2017)

The data that is attainable for the Early Childhood sector provides parents, care givers and potential employees with significantly more information on how the service compares to the NQF and the ranking of a service has been given by ACECQA. The only comparable data that could be provided in Schools, were those found in Independent Schools because the National Education Standards Authority runs an accreditation check of all syllabi and programming documentation along with policy and practice documents which are examined and then a School is provided with accreditation for 2 or 5 years. In addition, the ACECQA guides the implementation of the NQF following these legal processes and services

- “Education and Care Services National Law and National Regulations
- National Quality Standard for Early Childhood and Education and School Age Care
National Quality Standard (NQS)

- A national quality rating and assessment process –Accreditation & Quality Improvement Process (AQIP)” (Australian Children’s Education and Care Quality Authority, 2011, pp. 1-5)

Ascertaining the correct use of terminology has become a key issue within the Early Childhood sector. The title of Teacher within the Early Childhood profession is only to be used by those who are qualified at a University level. The need for this delineation is due to the changes within the industry. Currently, those who are trained through TAFE, attain a Certificate or Diploma through Vocation Education, in contrast to those who have earned a Bachelor or Higher degree from a university. As stated in chapter 1, the binary of “Vocation” and “Profession” are again being challenged in terms of the training and development of an individual.

Johnson (1984) warns of this and the disconnection between the professional standing of those within the professions. Given the focus on Early Childhood education and teaching children from an early age it is important to elaborate on the role and duties of Early Childhood professionals. Moreover, it is important within all aspects of the educational fraternity that everyone be involved in “caring for children”, whilst they are teaching. In conjunction with this, all sectors of education have a duty of care towards those who attend their service and/or School. It is also important to note that children in Early Childhood are also being educated.

Leggett & Ford (2013) note that children are “competent beings, thus shifting a deficit discourse to empowerment”. Drawing on the Reggio Emilia approach (Malaguzzi, 1998), Nature Schools in Scotland (Warden, 2012) Te Wha-riki in New Zealand (Duhn, 2006) and the many contemporary contexts within Nordic educational systems such as the Swedish National Curriculum (Sandberg & Arlemalm-Hagser, 2011), each of these guides links to the intentionality of Early Childhood and care. In the EYLF (Department of Employment

Education Workplace & Relations, 2012) the role of Educator is more predominant and in turn,

strengthens the professional identity of Educators, empowering their role and capacity to teach young children, reinscribing the previously absent emphasis on Educator as the Teacher. Early Childhood Teachers, can employ strategies such as guiding, facilitating, scaffolding, supporting and co-constructing in order to direct children toward outcomes for learning (Leggett & Ford, 2013).

Whilst this concept of intentional curriculum is not specific, it is necessary for the curriculum to be expounded as co-constructed, supporting, and encouraging Educator-child interactions. Curriculum in the Early Childhood setting refers to all the “interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ (Department of Employment Education Workplace & Relations. DEEWR., 2009, p. 9). The EYLF claims to provide a good foundation for building an environment that is supportive of children’s intentional learning, while allowing opportunities for Educator engagement through intentional teaching (Elliott, 2006).

The links between the curriculum and the staffing contribute to the identified case of professionalism within Early Childhood education. Elliot & Irvine (2006; 1984) propose that the reason for variability regarding staffing may appear due to the “traditional care and education divide that has shaped the development of Early Childhood services” (Elliott, 2006, p. 32). Furthermore, there are questions surrounding what children need at this age in terms of care and education. Is it the nurturing and care of qualified Educator or is it the warmth and care of a maternal like carer without specialised professional qualifications? Both are required: this false “dichotomy” has been evident since the 1970s (Ryan & Louie, 2007). This increase in the need for care for young children is based around change. Not only in the

family constructs but also in the changes in society as a whole. There is a need for quality care in order for greater labour market participation (Australian Bureau of Statistics, 2020).

Johnson (1972b) further expounds this, noting that changes that occurred in the 1970s were “fundamental” (Johnson, p. 7) to the professions. The preconceived notions of what a profession is has changed both at a societal and community-based level including the Early Childhood Education. Original thinking around a plausible definition of a profession was a “sole, male practitioner, personally and individually servicing individual clients” (Johnson, 1995, p. 7). Additionally, as we move into the 2020s, the preconception that only the males work and the females remain at home with the children is deeply challenged (Pakaluk & Price, 2020).

There have been two great changes with regard to the economic understanding of professions. Firstly, there has become a fundamental need for all members of a family to work (Kossek & Lee, 2017; Yeoman, 2014). No longer is there the luxury for individual parents to remain at home and care for children. Secondly, individuals appear to lose their identities as individuals and workers (Chung & Van der Lippe, 2018). There has become a need for the “modern professional” (Malova, 2019, p. 150), with respect to Early Childhood Education this refers to having the expertise and qualification to be recognised as a professional. (Johnson, 1995, p. 12). Although Early Childhood Teacher education courses were embraced by the newly amalgamated Colleges of Advanced Education in the late 1980s and later by universities (Elliott & Irvine, 1984), and there was an understanding that young children’s outcomes would be optimised if staff held specialist Early Childhood degree level qualifications, ambivalence and tensions surrounding the provision and funding of child care and early education was apparent in the 1990s.

It was not until the 2010s that the efforts to expand degree programmes and professionalise the workforce came into effect, even whilst governments funding and support

of these programmes decreased. Once again state mediation (Johnson, 1972b) was evident as the state intervened in the relationship between the producer and consumer. In this situation it was the care sector and the parents or primary care givers.

The differences between the School and education and care sectors arose from their historical origins. Schools were established to support Teachers to educate students. In most cases, the model for schooling established during the industrial revolution, with a single Teacher working in a classroom with a class or group of students remains the basic structural unit of Schools (Pegg, 2014). While class sizes, the roles and expectations of Teachers and the organisational strategies for Schools may have changed over time, the basic premise remains, the predominant paradigm for teaching is in Schools (Turner & Lynch, 2006). It is only recently that paraprofessional roles have been conceptualised to assist Teachers in the educative and support process (Reddy, Lekwa, & Glover, 2020). This differs to the way Early Childhood Education has evolved. They have generally responded to a need and, regardless of their construct, they have been conceptualised around a paraprofessional workforce with the employment of degree-qualified Teachers being a recent addition (Manning, Wong, Fleming, & Garvis, 2019).

The numbers of university qualified Teachers employed in the Early Childhood has increased as a result of the changing paradigm in the sector. There is a significant shift/manipulation from a focus on “care” to a focus on “education”. The National Quality Agenda comprising the NQF (Australian Children's Education Care Quality Authority, 2011) provided significant momentum to these changes. Similarly, there is need for Early Childhood Educators to be accredited alongside their School teaching counterparts. For those staff in Early Childhood working as an Educator with a Certificate III, they should look to advancing to a Certificate IV, similarly those with a Certificate IV should look to complete further study and complete their Diploma. If Diploma-trained personnel wish to move from

being Educators to Teachers, they should be encouraged to complete the Degree in Early Childhood Education. By completing this, the graduate becomes more valuable to the service/centre and thus increases employment security (Chong & Lu, 2019; Lin & Magnuson, 2018). It is now a requirement that all New South Wales Early Childhood Teachers work towards a degree in education and continued accreditation and registration (Australian Children's Education and Care Quality Authority, 2018).

According to Johnson (1972b, p. 41), professionalism can be determined by the nature of the occupational activities and, moreover, the “division of labour”. By understanding the relationships between the Early Childhood Teacher and Early Childhood Educator we are also able to understand the social ramifications of the profession. Both have a social and economic ramification links to the funding and autonomy of a specific profession and the “resources available to one occupation as against another imposing their own definitions of the producer/consumer relationships”(Johnson, 1972b, p. 42).

In order for the binaries and enabling ideologies to function with regard to School and home, and to apply Johnson (1972b), there needs to be an understanding of professionalization. Given that Johnson believes that there is a need for an "understanding and acceptance" (1972b, p. 38) between professions, this is related to the ability for both parties to believe that they have an equal right and privilege to feel valued. This demonstrates the fact that both home and School play an integral part in a child's education. Both home and School provide a framework and context for learning.

Within Early Childhood and Education the identifying relationship is between the consumer/producer (Johnson, 1972b, p. 65). Researchers and professionals are currently witnessing social conditions changing after the GFC which influenced the development of occupations (Kemper & Martin, 2010). Various institutional forms of dominance are being developed in accordance with the professions' potential for autonomy.(Johnson, 1972b, p.

47). As a National Framework, was developed for Early Childhood and Education and, the National Curriculum for School Education we are witnessing a movement to a “nationalised occupation” whereby the state is detailing the needs of children, the manner of the education those children should have, and the qualifications of their Teachers. Furthermore, those involved in Early Childhood Education are meeting the varied needs of the consumer, the primary care giver. In doing so, it is likened to Johnson’s (1972b) collegiate typology as the need for more Early Childhood Teachers grows, so too does the legitimacy of the profession. Given the increase in the female workforce participation by about “15 percentage points over the past 35 years, rising from 44 % in the late 1970s to 59 % in 2013” (Baird & Heron, 2014, p. 4). Additionally, much of the increase in female workforce participation has been in part-time and casual employment. In terms of the share of total hours worked, women now account for around 39 % of hours, up from just 30 % in 1978 (Baird & Heron, 2014, p. 6). Changing societal attitudes towards working mothers and increased educational standards have been major contributors to the rising number of women in the workforce. The availability and affordability of child care have also had a significant impact on female workforce participation, helping them more easily transition back to work after having a child. (Baird & Heron, 2014, p. 7)

Early Childhood Curriculums

Prior to discussing any further types and styles of curriculum as it pertains to Early Childhood, it is the belief of the researcher that a contextual appreciation for the historical implications of Early Childhood should be provided. Given that, the concept and need for Early Childhood education, as previously mentioned, stems from the early 1500s, where the concept of educating children was attributed to Martin Luther (1483-1546). It is further noted that because of the illiteracy rate during this time, Luther sought to develop a society of literate people as he believed that there was power in education which would therefore not

only develop a family but also communities and towns (Karant-Nunn, 2019). Given this focus, Luther sought to ensure that children would be educated to read independently (Androne, 2014) Initially this was to develop their knowledge and ability to make decisions around biblical and spiritual matters, but it was believed that teaching children how to read at an early age, would ensure their value could be added to society.

The conditions of professionalism developed in the second half of the 19th century, in part due to the growth of the urban middle class. Similarly, the industrial revolution impacted professionalisation which allowed the growth in not only the well-formed professionals but also the emergent occupations that included teaching (Evetts, 2013). The potential for colleague-controlled institutions of practice became more emergent.

Table 3 provides an outline of the key developments of Early Childhood Education from 1952-1994 and provides a tabulated response to the development of Early Childhood curriculum within a historical context (Giardiello, 2013; Morrison, 2007; Nutbrown & Clough, 2014; Pound, 2017). The information has been collated to provide a summary of the details, structure, and impact of the curriculum for Early Childhood settings. Throughout the latter years noted on Table 3 there is a clear connection and alignment with the Early Year Learning Framework (Department of Employment Education Workplace & Relations, 2012). In summary theorists fall into two categories, firstly theorists who focus on the achievement of a common goal, that is to see the successful development of children into their primary years or into their adolescence as noted by Steiner (Steiner Education Australia, 2014) and secondly, those focused on the now of the child as a current learner and full citizen (Olusoga, 2021). How that goal is achieved differs as it is dependent on the specific and individual structure of each of the various curriculum methods (Follari, 2015).

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Table 3 Key Developments in Early Childhood Education Follari, L. (2015). Foundations and best practices in Early Childhood education: History, theories, and approaches to learning. Pearson Higher Education AU.

The following are four of the major types of delivery structures for Early Childhood Education curriculum methods currently being delivered across Australia and the world.

Montessori

In 1896 Dr. Maria Montessori, was Italy's first female physician and discovered the fact through research on children with disabilities that "children build themselves from what they find in their environment" (Living Montessori Education Community, 2021) . Inspired by this she continued with further students and in 1906, founded her first Casa dei Bambini, (Children's House) to teach sixty under-privileged children (Montessori, 1994). In speaking to parents Maria stated, "Adult and child work in entirely different ways. The adult works on the environment and transforms it to suit himself with definite ends in view. The child works to become a man; by an inner force which urges him to continual activity he acquires little by little his mature characteristics" (Montessori, 1931, p. 16).

Maria Montessori saw a need for children to be cared for and educated, as a result Montessori-based childcare services are available globally. Since the Montessori Method is a very specific style, there is also a governing body for Montessori Schools and Educators through which they should have their certification (Lillard, 2020). This is important to note since services may declare themselves as "Montessori" while not really adhering to the true delivery of the Montessori Method. When considering putting children in a Montessori classroom, it is important to be aware that the classroom is structured towards the individual child and their interests (Mavric, 2020). This means that the children in the classroom are given the autonomy to learn and use the material in the classroom independently. This may not be effective for all children, who may require more of a structured learning environment, and therefore could have transitional challenges later on when moving onto traditional or mainstream Schools (Lillard, 2020).

High Scope

In 1962, psychologist David Weikart and Perry Elementary School Principal Charles Eugene Beatty commence the Perry Preschool Project where they studied “the impact of high-quality early education on 123 black children with risk factors of failing in school”(HighScope Educational Research Foundation, 2021). By 1967, Weikart and his team began the development of the HighScope Preschool Curriculum Comparison Study in order to test different theories of child development (Weikart, 1967). By 1970, Weikart established the HighScope Educational Research. This method is also unique where learning opportunities are broken down into three major components—the “plan-do-review” process to learning (Michael-Luna, Heimer, & Grey, 2019). Children will take a certain amount of time to plan out what they will do before acting upon it. This involves describing the materials they will use to other children with whom they are interacting. When the children “do”, they execute their plan in a very purposeful way. Following the activity, they “review” or discuss with an adult and/or other children what they did and what they learned (Schweinhart & Weikart, 1988).

High Scope looks to assess the child based on anecdotal notes broken down by the following categories: approaches to learning, social and emotional development, physical development and health, language/literacy/communication, mathematics, creative arts, science and technology, and social studies. At parent conferences, these anecdotes are shared to demonstrate the learning that is happening within these different categories (Chujan & Kilenthong, 2019).

Reggio Emilia / Emergent

Reggio Emilia is a small city in northern Italy and has its origins in 1945 just at the time of the conclusion of World War II (NAREA., 2021). The city approaches Early Childhood Education using a complex network of “early education, social services, and

continuous research and evaluation of teaching and learning embedded in the wider social system.: This approach focuses heavily on documenting the children’s learning as well as allowing the children to really take on their interests”(McNally & Slutsky, 2017, p. 1925). By 1963 the Schools established in the city were transferred to the city government due largely in part of the work of the Union of Italian Women (Gandini, 1993; Hewett, 2001). As a community focused Early Childhood program both parents and Educators work as a community in order to support the learning process of the child over the time that they are there at a Reggio or a Reggio-inspired centre (Fernández-Santín & Feliu-Torruella, 2020). The learning is broken up into projects that are open-ended. Children are given certain concepts that they need to solve through research, questioning and experimentation. There is a strong focus on the arts, which is a vehicle to allow the child to express their thoughts and emotions through multiple mediums (Hewett, 2001). Reggio also looks to expose the children to nature, which means there is a lot of outdoor play in environments that promote the use using natural items from the environment to be incorporated into their play (Sunday & Conley, 2020). There are no standardised tests and learning is demonstrated through the projects that they explored, which was documented by the Educators.

Waldorf

The Waldorf Education Model is an independent School movement that was developed in the 1920s by the Austrian philosopher and social reformer Rudolf Steiner (Howard, 2006). In this education framework children, are engaged in learning processes based around “engaging their head, hearts, and hands, that is thinking, feeling and doing”(Sunbridge Institute, 2021). Children are exposed to a humanitarian, socially responsible and compassionate mode of approaching the world and typically the Educator that works with one group of children remains with that same group as they get older (Nicol & Taplin, 2017). The arts and academics are fused together within the lessons (Rawson,

2019). These Schools are also zero technology in the classroom and exposure for the children. This methodology only focuses on reading when the child reaches the age of seven, with emphasis on storytelling and learning through play (Suggate & Suggate, 2019). Part of the Waldorf Teacher training is learning about anthroposophy, developed by Rudolf Steiner. Although not directly taught to the children, this spiritual philosophy does diffuse to some extent into the daily interactions (Steiner, 2020; Yasgur, 2019).

Given the variety of approaches to Early Childhood education, the question surrounding the most appropriate and beneficial method for the child, parent/carer and family is ever present. In short and perhaps an answer for further research is ensuring that there is an availability of quality, affordable childcare that ensures best practice that will engage children in the learning process (Dahlberg & Moss, 2004). Some programmes prefer a traditional approach, adhering to a pure curriculum. Montessori and Waldorf are both approaches that can be sustained well beyond the Early Childhood level and into high School. It is important to understand that these methods and pedagogies are frameworks that can inspire practice rather dictate the child's learning (Dragana, Stanisavljevic, & Milan, 2017). In response to this, currently programmes adopt a blended approach incorporating two or more methods in their program. This is due to the fact that there are distinct advantages to "curating aspects from each available method, and adapting it to engage children" (Bonney, 2017).

Steiner education provides enjoyable and relevant learning through deep engagement and creative endeavour, to develop ethical, capable individuals who can contribute to society with initiative and purpose" (Steiner Education Australia, 2014). Within the Steiner education program, the Early Childhood years (0-7) are characterised by children actively learning through imitation and their own creative experience. The child's imagination and

sense of wonder is fostered, through stories, songs, creative play, interaction with nature and involvement in everyday human activity.

The Steiner School programme has clearly mapped their learning curriculum alongside that of the Early Year Learning Framework (Department of Employment Education Workplace & Relations, 2009) . By doing this they are showing that, whilst a curriculum can be provided the means of delivery depends not only on the individual child but also the theoretical and methodological background of the professional delivering the curriculum.

As noted within the Steiner programme they have been able to demonstrate both a clarity and connection between the structure and guided nature of the teaching and learning program. It is these types of connections that see the Early Childhood sector moving into a type of corporate patronage (Johnson, 1972b, p. 46).

Imagine a curriculum built from a combination of the different methods that allows Teachers to strike a balance between instructional teaching and constructive learning (Mellor, 1990). Taking the thought experiment further, one could technically draw on Reggio for its community and documentation, Montessori for its independent self-directed studies, Waldorf for its integration of the arts and social consciousness and lastly, HighScope for its invaluable three-step process to ensure purposeful, planned and reflected learning processes (Aljabreen, 2020; Rouse & Joseph, 2019).

Ultimately, the choice of what styles and type of curriculum is invested in depends on the type of goals and aims that the owner or community organisation believe is needed. However, what is important is, if it is to meet the government rebate scheme it must be accredited and registered by the government authority (New South Wales Education and Communities, 2012). This is the link that Johnson's typologies (1972b) bring to the curriculum for the Early Childhood sector. The capacity for capitalism providing for entrepreneurial endeavours also brings state mediation, in which:

a powerful centralised state intervenes in the relationship between producer and consumer, initially to define what the needs are, as with growth in the Britain of state welfare policies. A further historical example was the role of the medieval church in Europe in regulating the practice of a large range of occupations. (Johnson, 1972b, p. 46)

The impact on the Early Childhood Education is the discussion of whether parents are in favour of a blended or pure approach to Early Childhood teaching (Mellor, 1990). Do they prefer the service to be goal-orientated around the community, or to bring structure and processes? (Barkley, Lee, & Eadens, 2014) Similarly, do they want children to be brought back to nature or is it something that is entirely new which could include looking towards earlier school starting ages, longer daily hours, and the forensic use of data to chart progress towards expected goals which is yet to be documented about the children of the future (Olusoga, 2019) Within the Early Childhood curriculum there is a diverse range of ideas and methodologies, some of which have been around for over 100 years. There is also a difference in how each of these types of curriculum is implemented (Baird & Heron, 2014).

Johnson offers a further warning regarding the social conditions that are affecting the function of these facilities and that is, “Where a given set of social conditions is uninfluential in affecting the development of occupations, there will emerge dominant institutional forms of control which will in turn vary in accordance with potentialities for autonomy which a developing occupation exhibits” (Johnson, 1972b, p. 47). Given this, the relationship between the consumer and producer is considered more influential. There is a demand for specific occupational skills and although the consumers may have diverse needs for Early Childhood Education the fact remains that there are still 7 quality areas that are set as national benchmark for Early Childhood Education, that all Services are assessed on (Australian Children's Education Care Quality Authority, 2011).

It is the power that the individual parent/care-giver has to choose where they are sending their child to begin their “formal” education (Rouse & Joseph, 2019). Thus the connection between the growth in the accountability and the teaching profession from Early Childhood education to School-based education (Paquette & Rieg, 2016). This demonstrates that learning does not begin or end in Early Childhood at the age where children “usually” attend Schools, rather it is a continuum of learning which is provided by qualified teaching professionals (Fenech et al., 2019).

Early Childhood Settings

Alongside the types of Curriculum that are offered to children in Early Childhood Education are the types of care that can be offered to support the needs of parents. These range from every day all week care, through to occasional care; and can be located in a variety of settings as the following shows.

Long Day Care (LDC)

LDCs were founded in the 1970s to allow parents—specifically mothers—to re-enter the workforce (Wood, Griffiths, & Emslie, 2020). They were focused on the “care” of young children and although Educators were aware that care and education were reciprocal relationships it was not the original focus. Between 2018-2020, a federally-funded government initiative that typically catered for children between the ages of 6 weeks and 6 years. The LDC can be privately owned, a not-for-profit syndicate or council sponsored and operated. The operating hours are specific to encourage flexibility of working arrangements for the carers. As such they usually operate 10-12 hours a day from 6am–6pm or 8am–6pm. It is becoming more prevalent that LDCs in the cities operate outside these times to suit shift and executive staff, some operating as long as 14–16 hours (McKinlay, Irvine, & Farrell, 2018). The attendance varies and caters for both casual and permanent attendance for children. The qualifications of the staff are dependent on the number of children that are

attending. Currently LDCs are accountable to ACECQA as their regulatory body (Phillips, 2020).

Preschools

Preschools are often a not for profit organisations and are community-based or run by councils. They are typically for children 3-5 years who attend for set days each week or daily sessions. There is a common perception that the Preschool's role is to get children ready for School, and so the emphasis is on education (Dowling & O'Malley, 2009a). Generally, the operating hours are 9.00pm–3.00pm during School terms only and as such are often managed by a parent management committee. The qualifications of the teaching and caring staff are dependent on numbers of children, but usually there is a university qualified Early Childhood Teacher in the room of 20 children with an assistant with Diploma Qualifications (Mellor, 1990). Preschools are funded by the New South Wales State Government, whilst parents do not have access to fee relief as applicable in LDC settings, parents are able to access a rebate from Medicare at 50 cents per day of attendance (Fenech & Wilkins, 2019). Currently Preschools are accountable to ACECQA as their regulatory body. This includes those Preschool attached to Department of Education Schools, Indigenous Preschools and Non-secular Preschools (Gleeson et al., 2020).

Mobile Children's Services

Mobile Children's Services provide services to children and families experiencing social, geographic, cultural, or economic isolation (Nommensen, 1994). These services go where it is otherwise financially unviable for communities to have a permanent children's service. The MCSA can be funded both by the state and federal governments and in many cases a combination of both is provided to maintain the service (MCSA., 2021). The programmes that are included with the MCS include Preschool, long day care, supported

playgroup and toy libraries. The service usually visits communities on a regular basis ranging from monthly, fortnightly, weekly, or twice weekly, depending on the demand/need in their area. There are approximately 100 services currently in NSW alone (Nommensen, 1994). It is important to note that the MCS are not just for geographically isolated communities. Many urban areas have mobiles as well to support toy libraries and playgroups (O'Brien & Woodruff, 2005). The qualifications of the staff are dependent on the number of children that are attending, and similar to LDCs Mobile Children's Services are accountable to ACECQA as their regulatory body (Australian Children's Education and Care Quality Authority, 2014).

Occasional Care Centres (OCC)

OCCs are a unique child care service that support families by providing flexible care for children from birth through to School age (CELA., 2017). These services are usually a small, centre-based children's service. Unlike Long Day and Pre School, parents only pay for the hours they use which can be as little as two hours (Krafft, Davis, & Tout, 2017). Families can access the centres at various times, including on a regular, sessional, or irregular basis. This type of service provides families with the flexibility to leave children in an Early Childhood learning environment on days and at hours that best meet their needs (Sheet, 2015). OCC can also provide care at short notice and immediate emergency care, and encourages family grouping, meaning siblings are not separated. Whilst the benefits are clearly seen in the flexibility of the arrangements, it is also important to note that the guarantee of places are not the same as the other services. The qualifications of the staff are dependent on the number of children that are attending. Currently LDCs are accountable to ACECQA as their regulatory body (Australian Children's Education and Care Quality Authority, 2014).

Family Day Care (FDC)

FDC is an Early Childhood and Education Care program, in small groups in a home-based setting. Approved FDC carers are resourced, supported, and monitored from a central coordination unit (scheme) (Bohanna, Davis, Corr, Priest, & Tan, 2012). The Unit constitutes a Coordinator, Administration Staff, as well as Child Development Officers (CDO). The qualifications of carers and staff vary but increasingly Carers are qualified in at least Certificate III and Staff in at least Diploma level. FDCs are federally funded and eligible for Child Care Benefit. Currently they are accountable to ACECQA as their regulatory body (Family Day Care Australia, 2021). Children are able to attend from the age of 6 weeks to 12 years, to encourage a sense of family environment. Depending on State or Territory regulations, the number of children in care at any one time is four or five children under school-age, plus two school-aged children, that is a maximum of seven. The focus is they endeavour to mimic a family because there is a range of children and ages who attend (Bauters & Vandebroek, 2017).

Programme, curriculum, and framework where is the professionalism?

According to researchers from the Casey Foundation and the Heising-Simons Foundation (Williams, 2018), from their very beginnings, Preschool programmes were developed specifically as interventions to help lower-income children. One of the first known Preschools was established in London in 1910 to address the social, emotional, and intellectual needs of poor, urban children and, advocates hoped, inculcate them with a sense of morality and values. Around the same time, Maria Montessori was working with poor children in Rome to hone her theories on child-driven, self-motivated learning.

According to researchers (Bassok, Finch, Lee, Reardon, & Waldfogel, 2016) in the United States, as part of a longitudinal study, a clear correlation between the impact of access to Early Childhood education was detected in the 1950s and was similarly replicated from

1998 to 2010 (Bassok et al., 2016, p. 14). Furthermore, educational psychologists Benjamin Bloom (1964) and Joseph McVicker Hunt (1961) published ground-breaking work based on longitudinal studies that confirmed the impact of Early Childhood experiences and the impact of the environment in which the children were immersed throughout their earliest years. Child experts also gained valuable insights into the importance of quality early parenting when the World Health Organisation commissioned British psychiatrist John Bowlby to study the mental health of orphaned children in Europe after World War II (Coates, 2004).

It was thought that if reasoning and understanding was not set then children born into families and communities with few resources could potentially gain skills early on that would improve their lives as adults (Zigler & Valentine, 1979). This new research provided much of the justification for the Head Start programme—which began as a summer pilot project in 1965 and expanded to year-round shortly thereafter. As well as the United States government's decision to provide half of the original \$8 million needed to launch the public television show *Sesame Street* when it premiered in 1969 (Butler, Gish, & Division, 2003). Both interventions were targeted at low-income pre-schoolers, with the goal of reducing the learning gap by the time they started kindergarten.

Sharp debates emerge over the goals of Early Childhood programs, and who the providers and recipients of funded education should be as they still do 50 years later. Head Start supporters also worried that *Sesame Street* might lead parents and policymakers to decide that television could be a replacement for early classroom learning (Tandon, Zhou, Lozano, & Christakis, 2011). It was not long before researchers turned their attention to studying whether these interventions were producing the desired results. The Educational Testing Service conducted two evaluations in the early 1970s that indicated *Sesame Street* had a significant educational impact on kids who watched regularly, particular children from non-English-speaking homes. In fact, children from low-income homes who watched the

programmes scored higher on letter-recognition and other language skills than children from high-income homes who were not regular viewers (Ross & Sullivan, 2014). Given this digression into one of the most successful Early Childhood Education programs within the United States; it is important to provide a connection with Australia. *Play School* first aired in 1966 and still continues in 2021 and has a multi-generational audience. One of the biggest differences between the programs is that the difference between the shows, is that *Play School* is an entertainment program that educates and *Sesame Street* is an educational show that entertains (Chapman, 2019b). For programs the initial reasoning for beginning was around the need for children to engage with educational material they were not receiving from those caring for them. It was a focus and hope of *Play School* that carers would watch with children and for that reason parenting techniques were also discussed during the program. Whilst *Sesame Street* is seen globally, *Play School* remains Australian based. As the move to digitisation has occurred many children watch *Play School* on their devices and the engagement with parents is not necessarily as intended.

Given the various types of Early Childhood Education Curriculum, Settings and Formats the following data set, configured into a table by the Australian Bureau of Statistics, is based on a data documentation of children from 2011-2017 (Australian Bureau of Statistics, 2018). Figure 19 demonstrates the changes in types of care that have been accessed over this same time. It is noted that whilst there are “other types” of care nominated, Montessori and Steiner are noted as significant care alternatives for children in this age. Furthermore, the connection and use of family as carers is becoming more noticeable. Hayes, Weston, Qu and Gray (2010) provide further insight into this trend, stating “Grandparents are in a position to provide a unique combination of resources that derives from their status. For example, they can be companions, historians, emotional confidants, advisors, Teachers, mentors, arbitrators, and role models. As part of the

Australian Census that is completed every 10 years appears that 12-13% of infants and 4-5 year old children see their grandparents every day, with 45-49% seeing them at least every week.(Australian Bureau of Statistics, 2018; Hayes et al., 2010). Additionally, the most common types of care in Australia in 2017 that was provided for children aged 0 to 12 years

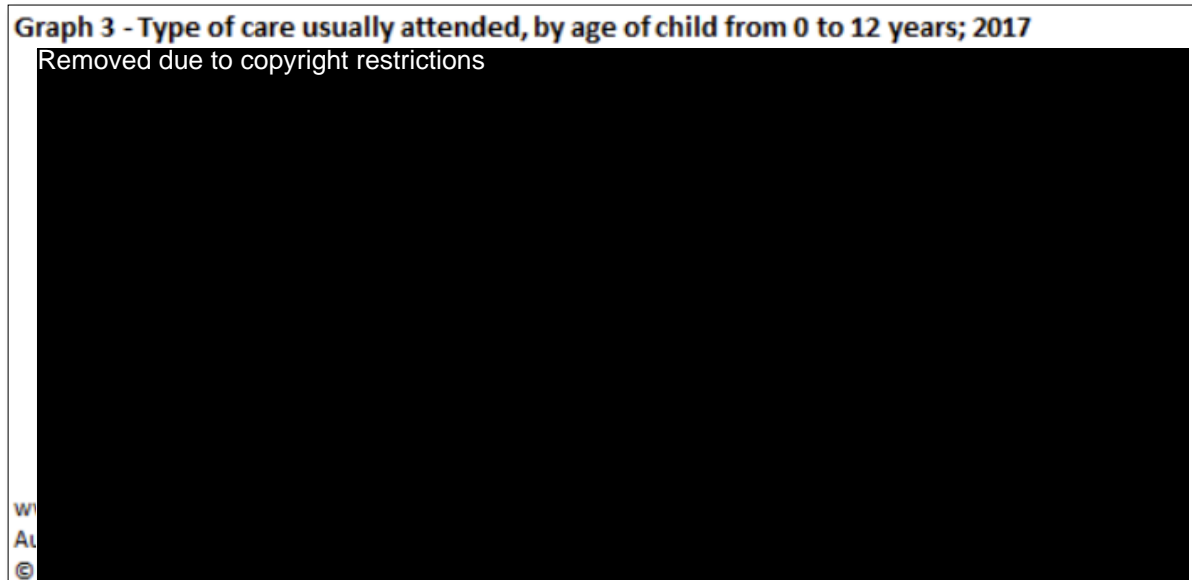


Figure 19 Graph depicting the type of care children from 0-12 years had in 2017 (Australian Bureau of Statistics, 2017)



Figure 20. Graph depicting the specific types of care children from 0-12 years had in 2017 (Australian Bureau of Statistics, 2017)

who attend School were *Grandparents* (18.6%) and *before and/or after school care* (14.8%).

Figure 20 clearly identifies the most common types of care for children who didn't attend

School are Long Day Care (36.9%) and Grandparents (25.8%), (Australian Bureau of Statistics, 2017).

According to the NESA (formerly known as BOSTES), and research commissioned by the Australian government (Killen, 2005), programming is an important process in the teaching, learning and assessment cycle . It assists Teachers to plan for the delivery of curriculum content and improves student learning outcomes. It is through programming that educational professionals select and sequence learning experiences that cater for the diversity of student learning needs for a particular age group. Furthermore, the process of programming is typically shared in Schools and offers an opportunity for collaboration, professional reflection, and evaluation. The Teaching and Learning programme is a legal document and used as evidence of the learning experience that children have whilst they are at School. The National Education Standards Authority states,

The programmes:

- reflect the needs, interests, and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies, and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, Teacher evaluation and feedback
- may include adjustments for students with special education needs
- can reflect school and sector priorities, values, and initiatives
- are a record of how syllabus requirements are met (New South Wales Government Education and Communities, 2019).

In order to full comprehend the connection between the programme builder provided to School Teachers and the documentation support for Early Childhood Teachers, it is

significant to note is that the term framework appears to be used within the Early Childhood sector whilst the term curriculum appears to be used only for School education. This use of terminology is important as the EYLF, whilst explicit and mandatory for all accredited Early Childhood Education settings provides a more flexible approach to the School-based education part of curriculum. The expectations of Early Childhood Education settings are to actively engage and comply rigorously with the documentation of the framework and National Quality Standards including the expectations of Teachers, Educators, and community members (see Appendix C).

According to this EYLF document, the Framework of the EYLF is to be used as the basis of programming within the Early Years of Education. Furthermore, it is also linked to the broader goals of education as noted in the Melbourne Declaration on Education (Barr et al., 2008).

A curriculum is something that outlines the specific content that needs to be covered within a programme (Organisation of Economic Cultural Development, 2004). In order to understand the connections between the terms of curriculum and framework it is important to see the link rather than the difference between the two. The EYLF is the framework for the curriculum that is developed and taught within the Australian Early Childhood Education sector. The curriculum reflects the overarching EYLF principles. They are not synonymous, but they are necessarily connected. In a 2013 interview, Dr Nancy Carlsson-Paige, a Professor of Education at Lesley University stated “The education ‘reform’ movement is destructive in so many ways—to education, Teachers, children, to society and democracy” (Carlsson-Paige, April 17, 2013). She continued to imply that the idea and concept around the differences between teaching professionals are to be changed through testing, as this will measure progress for not only children, but also Teachers and Schools. The defining moment

that is contextual to this thesis is the connection between curriculum and the disconnection between Schools and Early Childhood services.

Once again, the juncture between the Early Childhood Teacher and School Teacher is evident in the constructs of the curriculum and in the foundation of the various philosophical and methodological practices which guide the development of curriculum and professionalism across both sectors (Australian Institute for Teaching and Leadership, 2011; Teaching & Leadership, 2018). Traditionally, Early Childhood teaching was carried out by the mother at home whose prime concern was looking after the children and the house.

Kimball (1988) utilises Johnson's (1972b) key terms and understandings as he discusses the impact of the definitions and developments of teaching as a profession. Examining the historical path by which teaching became a profession, Kimball discusses the movement of teaching as a profession through examining the key concepts of a guild being the initial connection between professions. He states that, initially, a profession is "a Guild, meaning that a profession constitutes a voluntary association whose membership is defined by occupation and is self-regulating and self-disciplined"(Kimball, 1988, p. 3). As the profession develops it is seen to be founded upon on a "science", or more explicitly a science of structure. Furthermore, in order for the occupation to develop into a profession it requires "a command of a theoretical body of knowledge whose acquisition involves several years of advanced study apart from an apprenticeship, usually at a university" (Kimball, 1988, p. 3). As previously stated, Johnson's work professionalism, aligns to this understanding and provides a link as the social connection of an occupations authority thereby linking to the collegiate trope. .

School-based Curriculum

Over the past 10 years, the Australian education landscape has undergone some profound and rapid changes. After the *Melbourne Declaration of Educational Goals* (MCEETYA, 2008), a timeline was established for a new national curriculum, with phase one subjects developed between the years 2008 and 2010 and introduced in 2012. Despite states maintaining ultimate autonomy, by 2017, most School sectors in Australia had aligned themselves to most of the eight key learning areas across Foundation to Year 10 (The Australian Curriculum Assessment and Reporting Authority, 2013, 2018). In what many believe to be one of the biggest changes in education since Federation in 1901, and despite state agreements toward full support, there remain differences between state, religious and independent sectors of education and their implementation and interpretation of the new curriculum.

Ditchburn (2012) identified that the demands placed on Teachers and Schools by bureaucracies throughout the introduction of the Australian Curriculum not only added considerable weight to Teacher workloads but also suggested, more importantly, a significant transformation of their professional role. Hardy (2013) identified that the effects of having a national curriculum “impacts on a Teacher’s complexity and capacity to produce truly productive pedagogical practices” (p. 206). This is supported by Allison (2010) who highlights that curricula exert great influence on Teacher autonomy and subsequently on pedagogy. The imperatives of the Australian Curriculum are to incorporate new materials, content, and expectations into Teachers’ practice (O’Toole and Beckett, 2014). It would appear logical to question what effect this has had on pedagogy and performance.

Conclusions by Thompson and Harbaugh (2013), on the effects of the National Assessment Programme – Literacy and Numeracy (NAPLAN) on pedagogy, found that it had a negative outcome. NAPLAN and the Australian Curriculum comprise of a common nexus:

a top-down, federally driven standardisation of education. Hardy's (2013) research stated a need for "further interrogation into Teachers' pedagogical practices in light of how more centralised and standardised curricula play out in practice" (p. 217). An exploration of Teacher perceptions might provide an opportunity to compare and contrast the findings of similar research.

Findings by Paynter and Bruce (2014) concluded that many Teachers were very receptive to developing a futures orientation into their classrooms, in keeping with the rationale of the Australian Curriculum (The Australian Curriculum and Reporting Authority, 2021). Although a high incidence of self-efficacy suggested Teachers felt they could make a difference and deliver on the goals outlined. Emerging research into the nature of Teachers' pedagogies revealed a strong focus upon basic skill acquisition, to the detriment of higher order processing during the time of curriculum change (Luke, as cited in Hardy, 2013). Petriwskyj, O'Gorman and Turunen (2013) revealed that tensions emerged over the new Australian Curriculum and findings by Dilkes, Cunningham and Gray (2014, p. 58) also exposed "feelings of frustration, exploitation, excitement, hope and futility (p. 58)" as dominant themes in a study of Teachers' opinions of curriculum change.

The Australian Assessment Curriculum Reporting Authority (ACARA) is an independent authority charged with providing a "national approach to education through the national curriculum, national assessment programme and national data collection and reporting program" (The Australian Curriculum Assessment and Reporting Authority, 2013). ACARA's mission is to improve the learning of all young Australians through world-class School curriculum, assessment, and reporting. There is an expectation that all Teachers will be able to interpret all documents that have been published. By the commencement of 2014, all curriculum documents will have been written and implemented by all Schools (The Australian Curriculum Assessment and Reporting Authority, 2013).

From this point, curriculum documents are circulated to individual states and territories to formulate the best process forward to create Syllabus documents that can have work samples and provide detailed support and resources for students. The development of this curriculum and the links that are required for each School, whether or not the Teachers are professionals working in Independent Education, Catholic Education or the Department of Education are the same (Gleeson et al., 2020). What differs is the manner in which the programmes are delivered. In contrast to Early Childhood learning curriculum and services previously discussed. In recognition of Montessori and Rudolf Steiner Schools, they actually are well placed for a continuum of education working with children and families from 3 years of age until the end of “formal” Schooling (Rouse & Joseph, 2019) . However this may not be said of the other frameworks and delivery methods for Early Childhood Education (Mellor, 1990).

Beyond the actual documentation there are also seven general capabilities, which are located in each Curriculum area, which include Literacy, Numeracy, Information and communication technology capability; Critical and creative thinking; Personal and social capability; Ethical understanding; Intercultural understanding (The Australian Curriculum Assessment and Reporting Authority, 2013). Finally, the link between cross-curriculum priorities, general capabilities and learning areas is represented as a three-dimensional approach to the Australian Curriculum. Through ensuring that there are links to provide for the children in the care there are still questions of validity and vulnerability of the Teachers who have to educate the children in these areas (Salter & Maxwell, 2016). Furthermore, whilst these priorities and capabilities have been embedded into the learning areas, there is a cause of concern and question as to the effect this direct instructional approach will have on the Teachers who are delivering the content (Harris & Ammermann, 2016; McGaw, 2014).

Given this is a National Document, a further conflict emerges when the New South Wales Education Standards Authority unpacks and adjusts the documentation to comply with the standards they consider will best fit the New South Wales School structure (Donnelly & Wiltshire, 2014; New South Wales Government Education and Communities, 2019; Paynter & Bruce, 2014; The Australian Curriculum Assessment and Reporting Authority, 2013). Additionally the need to continue to develop the Teacher's knowledge of this curriculum is dependent on the funding necessary in each sector of New South Wales education, that is, Government, Independent and Catholic (Gerrard & Farrell, 2014; Hetherington, 1998).

Conclusion

The state national dissonance regarding the types of curriculum, and those that are imparting this knowledge, is identified clearly with the latest phase of *The Longitudinal Study of Australian Children* (LSAC) data (Harrison, Ungerer, Smith, Zubrick, & Wise, 2010, p. xi). The executive summary provides a clear understanding of the state of early education care and the types of services that are been utilised by caregivers. This data provides not only the types of services attended by children but also the hours attended and the reasons why they attended. Moreover, the work of Johnson (1972b) and the general characteristics of corporate patronage are enacted once the parent/carer is provided with an option to ensure the prospective Early Childhood service that the child attends is personally "acceptable" (Johnson, 1972b, p. 66). Whilst this type of prestige or capacity of choice is not identified nor available for all children, it is noted that there is an element of choice for parents based on the type of care and moreover the curriculum framework that is used within the care (White & Flear, 2019).

Indeed, the different types of care alternatives that are available for parents and carers to access has been born out of a need, giving the return to work of many mothers within 6 months of the birth of the child. The need to ensure that quality does not outweigh the

quantity is equally important and, as previously stated, that is where the NQF and the ACECQA are ensuring that services adhere to regulations. Similarly, this is seen in the School structure in the National Education Standards Authority, Accreditation and Registration of Schools. The overall ratings and quality that are been provided by these services allow parents to make an informed decision on what they hold as the most important factor in their child's care and education.

Education and care providers are classified into eight different provider management types by the Australian Bureau of Statistics. Figure 22 shows the variation in the spread of quality ratings on Standard 1 with reference to the management type. It is noted that 84% of those education and care providers that are private, not-for-profit, and community-managed appear to be provided a quality rating, whereas those that are state/territory or local government owned are only achieving 72% of quality ratings. The reason for these differences could be a range of contextual factors, including the funding that is provided by the government and the manner in which this investment has differed over the years. The role which the government plays, be it financial or structural in supporting services



Figure 21. Percentage of services with a quality rating by provider management type (ACECQA, 2016)

significantly impacts on the quality provided and can impact on the level of quality rendered by the NQF.

State mediation varies within occupations, and is increasingly incorporated into the organisational framework, as seen in the diversity of a curriculum mentioned in both Early Childhood Education and School Education. With the increased number of services being owned by corporate businesses rather than community-based not-for-profit organisations, there is a relationship change occurring in the midst of Early Childhood teaching (McRobert, 2009; Sumsion, 2012). Income and profit are becoming more important, furthermore the salaries and the costs of the practitioners are becoming a greater focus. Notwithstanding, the greatest focus between 2010 and 2020 in Australia are the wages and the cost of Early Childhood Education and Care. Furthermore, “The elements of the bureaucratic role become interweaved with the occupational role in its service organisation, the result being a general dilemma stemming from the problem of balancing administrative and consumer needs” (Johnson, 1972b, p. 79).

This is further reflected in where Early Childhood Teachers are becoming part of the corporate patronage, thereby resulting in a discrepancy between the wages of Teachers and Educators which is negatively impacting collegial relationships (Johnson, 1972b). The complexities of the nature of professionalism within the Australian Early Childhood Education context are noted in Elliot (2006). Whilst discussing the traditions and history of the sector, it is noted that is marked by an education/care divide. Preschools are widely regarded as sites that prepare children aged three to five for School, and Long Day care as sites that care for children from birth to school-age, so as to enable parental workforce participation. Both make a valuable contribution to the development of the child and support of the carer, but both have “different functions goals and approaches” (Elliott, 2006, p. 6).

With the variety of curricula and the capacity for choice, Johnson’s (1972c) particular trope of state mediation is significant. By having national curricula that are mandated, the state has intervened between the producer- Early Childhood providers and consumers—

parents and caregivers. Whilst this may initially assist in regulating the care that is being provided for children, it has an inherent effect on the perception around the professionalism of the Early Childhood Teacher. Johnson's comments around the impact this control will have resonates: "The impact of a prevailing system of control upon individual occupations will vary as a result of the prior historical development to the occupation" (Johnson, 1972b, p. 47)

With this divide growing, there is a greater concern that all those involved with Early Childhood And Education will lose the use of the term professional. With the introduction of the Accreditation and Registration policy for Early Childhood Teachers (Teaching & Leadership, 2018), Early Childhood Australia developed a New Leadership Program. This programme was founded on solid expert research and five years of sector consultation, the essential leadership framework was designed by Early Childhood experts and quality assured by Early Childhood practising leaders (Sims et al., 2015; Sims, Waniganayake, & Hadley, 2018; Stamopoulos, 2012). The Leadership Programme was specifically created as a strengths-based, self-directed, short-term programme for both current and aspiring Early Childhood leaders in diverse settings (Early Childhood Australia, 2021). Teachers who choose to participate in the program are developing themselves in a position of power and support for the children in their care and establishing connections within their own community thereby raising the standards of the profession.

The following are the key components of the course which align to the National Quality Standards. The programme has six quality areas of educational programme and practice: children's health and safety; physical environment; staff arrangements; relationships with children; collaborative partnerships with families and communities; leadership and service management (Australian Children's Education Care Quality Authority, 2011).

In order to connect and maintain the necessary accreditation with the National Education Standards Authority Early Childhood Teachers are expected to participate in the mandatory training (Australian Education Council 2008). The cost involved is not overly exorbitant. However, it is the clear fact that, as previously discussed Early Childhood Teachers are not being paid at the same level as their counterparts in Schools

The challenge to find balance and equity is needed and, furthermore, to grasp the difference between equality and equity as it stands between Early Childhood and School Teachers. Curriculum has provided a strength for Early Childhood Education to build upon and the interrogation of Johnson's (1972b) tropes has provided a contextual analysis around the multitude of choices that the consumer. The fact remains there is a dire need for quality Early Childhood Teachers and likewise it is imperative to simultaneously consider the way the ideologies of professionalism need to transform. In order for these to be engaged in the ideal of equity needs to be considered and will be discussed in the following chapter.

CHAPTER FOUR EQUITY

Introduction

The Review of Funding for Schooling, better known as the Gonski Report, defines equity as “ensuring that differences in educational outcomes are not the result of differences in wealth, income, power or possessions”(Gonski et al., 2011, p. 105). Whilst this review was based on schooling, the frame of reference for this research is focused on children having access to quality education and care. Moreover, given the right set of circumstances and support, children are capable of learning (Caldwell & Spinks, 2007). The discussion of equity in education continues, as a contentious debate around funding, expectations and transparency continues, with numerous government reports published on these topics since the early 2000s (Opheim, 2004b). The research in this chapter examines equity—in terms of employment conditions of Early Childhood Teachers and School Teachers. The concern for equity between the two sectors of the same profession is not contained to the payment of wages but also the conditions of employment. As will be seen, the differences are marked, and a framework must be addressed in order to present consistency of care for all parties involved.

In order to clarify any confusion as to the roles of those in the Early Childhood profession, it is important to address the terminology that is commonly misused and misunderstood regarding those who work in the Early Childhood sector. These terms are Early Childhood Educator and Early Childhood Teacher. The introduction of the Education and Care Services National Law (National Law) in 2012 brought in changes to qualification requirements for Educators. Under the National Law, there are three classes of qualified staff: Certificate III level Educators, Diploma level Educators and Early Childhood Teachers (Leggett & Ford, 2013; Monk & Phillipson, 2017). These classifications may not directly correlate with existing job titles and position descriptions in the sector, hence the

confusion and the generalised use of the term “Educators”. A detailed classification of the roles, duties and qualifications of Early Childhood Teachers and Educators can be located in Appendix D.

An enabling framework must be developed, in order to present consistency of care for all parties, including professionals, children and the community in general (Davis & Dunn, 2019). The framework must provide a moderating of the “excesses of the economic individualism by providing an occupational basis for corporate identity while, at the same time tempering the impersonalising effects of bureaucratic organisation by upholding the values associated with individual responsibility”(Johnson, 1972b, p. 281). To assist with the understanding between professions where practical knowledge has been considered, it is useful to examine the field of building and architecture. Brain (1991) in his work in professionalising architecture uses the work of Johnson (1972b) to explain the changes required, along with the framework needed to allow an occupation to gain authority and therefore ensure the profession is established. Furthermore, he states that in order for this to be successful it depends on the “wider resources of power available to an occupational group, based on the class or status group affiliations external to the occupational role”(Brain, 1991, p. 261). This type of power can only be demonstrated if there is a need and there are consumers who have a high enough demand (Johnson, 1972b). In essence, it is this level of autonomy that is required in order to allow for equity within a profession. Whilst, as a profession, there appears to be a growing level of autonomy for Early Childhood Teachers, the connection to the various governing authorities requires that the regulatory confines are well in place and as such hold the Early Childhood sector to ransom (Harwood & Tukonic, 2017; Traunter, 2019).

This chapter will focus on two key areas that impact whether equity can be achieved for those working in Early Childhood Education: Workplace Issues, which include pay and

working conditions, and Professional Standards, including accreditation and registration (Elliott & McCrea, 2015). The discussion of the conditions of work within the industry of Early Childhood Education focuses on the work of Anthony Giddens (2013), Guy Standing (2014a), and Terry Johnson (1972b), on equity and the impact on the professions. In particular, an investigation of equitable working conditions and how this applies to the Early Childhood profession and the implications for Early Childhood Teachers working in Early Childhood centres and services rather than Schools was included in this study (Sims et al., 2018). Secondly, the equity of accreditation and registration of Early Childhood Teachers as it pertains to the professional standards was explored. Finally, this thesis includes a discussion and the linking of ideas around curriculum and the ideals of equality of education, and how this connects to the equality of the teaching profession. Furthermore, the impacts this has on the children in the Teachers' care and the conflicting expectations of peers, parents and society were considered (Sommer, Pramling Samuelsson, & Hundeide, 2013). Each of these areas contribute to provide an insight into surrounding issues of equity and how they relate to the wellbeing and capacity of the Early Childhood teaching professional (Thorpe et al., 2020).

Workplace Issues

The first workplace issue to be discussed is that of the pay and remuneration of Early Childhood Educators, Early Childhood Teachers, and School Teachers. For Early Childhood Education workers in Australia, the pay rate fell under the 2010 Children's Services Award. The salary and wage information for Early Childhood Teachers is compiled regularly in the *Analysis of Australian jobs advertised in major publications* (Living in Australia, 2017). The current wage crises that is apparent within the sector includes the management strategy which is overseen by the government.

Whilst Australia was on the cusp of the problems that were caused by the GFC and the varying impact, we are now immersed in the fall out of this situation now (Lang, 2009). Early Childhood Teachers in between 2010 – 2020 have been significantly adversely affected (Basford, 2019b; Boyd & Newman, 2019; Cumming et al., 2015). The work of Naomi (2007) is relevant, given the documented evidence of neoliberal theorists who advocated change in the aftermath of a crisis had imposed unpopular policies. An example of this was in the aftermath of Hurricane Katrina, where people were conveniently distracted thereby leading to radical reforms of the educational system in New Orleans. These types of changes were also repeated after the GFC (Logan, 2017).

In Australia funding availability is directly affecting the way in which Schools and services are being catered for, both in personnel and physical resources (Watt, 2017). Through the privatisation or marketisation (Oakley & Vaughan, 2019; Rikowski, 2019) of public services such as energy, water, trains, health, education, roads and prisons, corporations have been able to “set up tollbooths in front of essential assets and charge rent, either to citizens or to government for their use” (Monbiot, 2016). This style of dependency and exposure is clearly evident within Early Childhood services, both those operated by independents and those who are funded by community or government agencies. In essence what we have is a situation where the Early Childhood Teachers find themselves over a barrel, ill-equipped, ill-prepared and too exhausted to keep fighting (Monbiot, 2016).

To fully understand the impact of remuneration, there is a need to qualify the difference between a salary and wage. The essential difference is that a salaried person is paid a fixed amount per pay period and a wage earner is paid by the hour (Bragg & Burton, 2006). Therefore, someone who earns a salary is paid a fixed amount in each pay period, with the total of these fixed payments over a full year adding up to the total amount of the salary (Accounting Tools, 2020). This employee has consistency of employment and the

relationship between the employer and employee is also fixed. However, those who are paid via a wage are more likely to be working on a casual contract and their employment is rendered tenuous (Australian Government Fairwork Ombudsman, 2020). Given this lack of consistency in the workplace, their job security may not be stable. The need to articulate the difference between these definitions provides an insight into the contrast in the pay and working conditions for those in Early Childhood, and those in Schools. The use of the term wage is only used in the Early Childhood sector, whereas in the School environment, even teaching assistants are permanently employed and paid a salary (Thorpe et al., 2020). There are further discussions in this chapter on the conditions of employment including the temporary and permanency of the Early Childhood Teachers.

State Mediation and the Precariat

The need for a standardised occupational community is associated with professionalism and the manner which Educators are recruited and paid then there is no norm in the “general practice”(Johnson, 1972b, p. 73). This can be seen in the changes and the rates of pay provided in the screen grab below, taken from the Fair Work Ombudsman around how educational services calculate the wages. Not only are the various classification levels listed, but the publication of overtime rates leads to an automatic assumption that Early Childhood Teachers and Educators would be entitled to “overtime”. In actual fact, overtime rarely occurs, given the economic considerations that many services are working with (Irvine et al., 2018).

In order to provide a sustained profession, it is important that there are shared values and trust in the community and an “equal competence” (Johnson, 1972c, p. 55; Konstantinou, Earl, & Edkins, 2016). Johnson (1972b) further unpacks the importance of these consistencies given that without them there are no relationships between practitioners, the pressure of isolation is seen, and the connection to a network is non-existent. This is

identified as one of the clear junctures in the differing ideologies of professionalism between Early Childhood Teachers and School Teachers. Further evidence of this is highlighted in media articles, and an example is offered below, where the Federal government attempted to request that Early Childhood Teachers and Educators “give back” their pay rise. If the initial request for a sustainable approach to Early Childhood funding had been provided, this would never have happened. Providing finances to the services to subsidise wages under an Enterprise Bargaining Agreement for a period of no more than two years can be labelled only as a “band aid” solution for the inequity of Teacher wages (Smith, 2017). Never would a School Teacher be asked to give back their salary.

It is important to note that the previously mentioned financial assistance was not provided to the Certificate II Teachers nor to Diploma-qualified personnel in the sector. Services were being told what they could spend the money on and who was the most deserving of this (Gahan, Pekarek, & Nicholson, 2018). The fact that wages were to increase was considered important, however the situation of Early Childhood Teachers and Early Childhood Educators being paid as hourly professionals is disturbing. The original proposal did not allow or engage in any conversation around wages verses salary (McDonald et al., 2018).

A leader in this situation was the Chief Executive Officer of Goodstart Early Learning, Julia Davison. Whilst she agreed with the reasoning and the longer-term strategy of the payment to the Educators and Teachers, they realised that there needed to be a long-term resolution to this one-off payment (Aussie Childcare Network, 2017). In fact, Goodstart Early Learning, one of the nation’s largest corporate services for Early Childhood had not commenced paying staff the increased payment. They believed that the money would not be forthcoming from the government and believed that it was more ethically responsible not pay their employees rather than commence paying and then relinquish the funds when the

government could no longer assist with financial support (Independent Education Union, 2019).

Within education, there is a fragmentation to the hierarchy (Standing, 2010, p. 69). This relates to the existence of an elite, monopolising occupational service in a traditional context does not of course eliminate the needs of other social groups, which tend to be catered for by subordinate occupations and even in terms of divergent systems of knowledge (Johnson, 1972a). Previously mentioned in the Chapter 2, there has been a growing concern that the term profession, professional and professionalism were likely to be removed from Early Childhood Teachers job descriptions and replaced with “occupation” instead. Experts like Parsons (1937) underplayed the impact of professionalism and the growth of entire disciplines based around the need for the connection to the consumer and the producer. Johnson (Johnson, Dandeker, & Ashworth, 1984), Larson (1979) and Collins (1990) believed that the professions would provide long term consequences be they positive or negative to society. Given the impact of the Early Childhood sector, and the consequences when they will be provided with equitable rights, it is clear to say that Johnson et al. were correct in believing and ultimately proving that the impact of the profession is significant on not only the community but also the society in which the community stands and grows.

Whilst not seeing Early Childhood Educators acting in a “cut throat” manner, it is interesting to note that Johnson (1972b) and Collins’ (1990) discussion around the potential inevitability has eventuated into the 2010’s. Scuilli argues, that “The only factor distinguishing professions from other occupations is that profession leaders manage strategically—by one clever underhanded or sinister means or another—to convert an otherwise salutary, jurisdictional rivalry into unwarranted labour market monopolies (2010, p. 752)”. Whilst there is a growing pattern showing that the government is involved in state

mediation, Early Childhood Educators and Teachers are still fighting for what they believe and consider their fundamental right, that is fair pay.

As part of 2016 and 2018 International Women’s Day in childcare, Early Childhood

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Educators as noted in Figure 23 took a stand for what they considered: their fundamental right for fair pay and working conditions. “Whilst these women are not been underhanded or sinister, they are making a stand for what they consider their fundamental right to fair pay and working conditions” (Hermant & Selvaratnam, 2018).

It clearly links to the concern that the government is controlling the industry. However, since Early Childhood Education is predominately controlled/owned by the private sector there is a greater “push back” by the directors and owners of the services. These are business people working in

Figure 22. Childcare workers demand better pay on International Women’s Day (Green left Weekly, March 11, 2016)

Early Childhood education who have a broader knowledge and understanding of the balance and status quo of the politics and the government’s agenda in terms of allowances and requirements of the industry (Malone. U., 2018). Thus, this apparent rift may be only be a perception rather than a reality but given the significance of the actions around the call for equity it is still a cause of concern. Furthermore, this conflict could be in part due to the Independent Education Union providing additional support to the Teachers, while the Educators are under a different banner. Thus, in order for Educators to receive the same “notice” they are forced to take industrial action. The National Industrial Tribunal will make

	Prime			Term
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Figure 23. Prime Ministers and Education Ministers of Australia (Parliament for the Commonwealth of Australia, 2019)

the final determination for the Early Childhood Educators and childcare workers, while, as previously mentioned, for the Early Childhood Teacher the Independent Education Union will take up their claim of unfair pay and conditions (Gahan et al., 2018; Gardiner, 1982) .

Whilst Tony Abbott was in control of the government from 2013 – 2015, the Australian government was still being “led” by the Coalition government. As noted in Figure 24 during

2020 the Federal Minister for Education Honourable Dan Tehan MP., assumed the office on August 28, 2018. Previously, Simon Birmingham held the office from September 21, 2015 to August 24, 2018 whilst Malcolm Turnbull was in office. Christopher Pine remained in office as the Federal Minister for Education and Training through the Abbott and Turnbull government from September 2013 to the September 15, 2015. However, the main reason for the historical overview of Federal Ministers of Education is that no Federal Members of Education have a degree in Education since 1993 or anything associated with education in any form. Many are lawyers or completed study in international affairs and political science. His Excellency the Honourable Kim Beazley has been the only recent (1991–1993) Minister for Employment, Education and Training that has studied in the field of Arts, lectured at a University and is a Rhodes Scholar. Appendix E provides a detailed table of Ministerial Portfolios and Prime Ministers from 1984. The titles that have been given for each of the Ministers of Education have varied but it is important to note that Peter Garrett was the only Minister for Education that had Early Childhood in his portfolio (2010-2013).

An insight into the Federal Government's treatment of the Early Childhood education of Australia can be seen through Appendix E. This table provides a timeline of Ministers of Education and Australian Prime Ministers. What is alarming is the apparent lack of credentials in the field of Education for the Federal Minister of Education, and the fact that whilst being a Minister of Education and Training, the focus was not around the understanding of the pedagogical underpinnings of education, but rather the fiscal management of State and Federal funds.

It is imperative that the treatment of all those who work with children in Early Childhood education and in School education be given the same voice (Mitchell, Clarkin-Phillips, Archard, Arndt, & Taylor, 2019). The global precariat (Standing, 2013) is not yet a

class in the Marxist (Marx, 1999) sense, that is the Early Childhood profession being divided between Early Childhood Teacher and early childcare workers and the other division between Early Childhood professional and the School teaching professionals. However, unification is emerging, in response to the fear and insecurity of their jobs, their continuing employment, and the fact that it appears that the government and those who should be supporting them are also disconnected as they have no basis for understanding (Sisson et al., 2018).

Whilst Teachers (both Early Childhood and School) are not and do not want to be considered or seen as victims, it appears the growth of this feeling has been driven by the acceleration in the apparent neoliberalism of globalisation. There is a considered discussion that globalisation is an entirely new concept (Latham, 1998). However it is the continued progression of social reforms in conjunction with the social democratic welfare state from the 1970s and onwards that is once been revisited once again (Quiggin, 1999).

This is not a new discussion of equity in education but a continued discussion around whether or not the government is willing to support the ongoing and growing need to encourage the education of the future generation. Moreover, whether or not they are willing to stand by the support in a financial capacity that is substantive and commensurate with the ever present and unfortunately ever-changing need within Early Childhood Education and thus supporting the changes and needs for the Teachers and the wider community in Schools. The failure to support and engage in discussions to seek answers for the growing need of affordable and sustainable Early Childhood education appears to continue in a cyclical manner (Ellis, 2013). These comments and realisation draws close to the Early Childhood Teacher being classified as the precariat (Standing, 2011a, 2014a).

There is a large number of women re-entering the workforce after a period of time away due to the changes within the financial stability that is currently precarious. As such society are supporting the Early Childhood Teachers in their profession whilst also seeing

them as the traditional ‘carer’ for their children (Wood et al., 2020). However, those who are university qualified and have an Early Childhood degree are known as Teachers and, whilst providing a caring and considerate relationships for the children in their service, they are not the carers, they are the Teachers. With changes in government and expectations of spending and funding not sustained there are questions surrounding the promise of funding and the stability of Early Childhood Teacher’s employment. It is therefore in this situation that the Early Childhood Teachers become part of the precariat. They are not part of the working class and they are not on the poverty line, instead they are in the middle of these two class structures. Whereat times their treatment and the consistency of work is not dissimilar to that of not working but merely existing above the bread line.

The equity surrounding pay for Early Childhood Educators in Australia remains active in political and social discussions. Therefore, this is a significant site to test the work of Guy Standing (2010) and his explanation of class types alongside Terry Johnson’s work on relationship between the producer and the consumer (1972b). In light of the discussion between the professional or Early Childhood Teachers and School Teachers, Johnson’s work on State Mediation is utilised. The reason for this particular focus is to provide a connection of the mediative typology articulated in Johnson’s (p. 75) works. In particular the links of State mediation where the significance and impact of capitalism and the regulation of the markets are most evident. Moreover, this is demonstrated through the following tables which provide a clear understanding around the wages seen in Early Childhood education. There is a comparison between Early Childhood Educators and Early Childhood Teachers, with attention to School Teachers.

Dowling & O’ Malley (2009b, p. 7) as part of their investigation into the equity of wages in the Australian education sector, formulated the Figure and, considering the data, it is clear that the following summative arguments can be made. Firstly, that the proportion of

Australia's Gross Domestic Product (GDP) that is spent on pre-primary education is amongst the lowest in the developed world. Whilst it is important to ensure that there is a nationally regulated system, it is important to note that in doing this we are challenging and changing the perception and equity of the quality of education. Figure 25 demonstrates that although there is a National accreditation for services under ACECQA, the same cannot be said for the

Table 6: Award salaries of primary school teachers, preschool teachers and teachers in long day care

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Figure 24 Award salaries of Primary School Teachers, Pre School teachers and teachers in long day care (Dowling & O'Malley, 2009)

remuneration being received by Early Child Teachers. Moreover, the fluctuation of the payments that are across the qualification may well be commensurate to the level of study, but they are not proportionate to the responsibility nor does the duty of care fit both Teachers and Educators.

The trifecta of Johnson, Giddens and Standing

The sociology of work is a large and expansive research field (Evetts, 2013; Muzio, Brock, & Suddaby, 2013; Muzio, Faulconbridge, Gabbioneta, & Greenwood, 2016). Key scholars are recognised, assessed and cited in this chapter, including Guy Standing (2011a) in his work on the new changes in social class, Anthony Giddens (2013) and his centre-left theorisations of labour and change, and Johnson's (1972b), theory and development of typologies as it pertains to the professions. Each of these sociologists, whilst considered as conventional British sociologists of labour have been reviewed for their knowledge on the professions in relation to Early Childhood education. It was necessary to establish whether or not other researchers had discovered and used the link between three key sociologists, that is during the 1970s Terry Johnson: 1990s Anthony Giddens and 2010s Guy Standing. It is was important to understand if the tri connection had been made and in order to establish if this link had occurred a comparative search on Google Scholar linking Johnson's '*Professions and Power*' (1972) and Giddens' '*The third way: The renewal of social democracy*'; was completed and the Figure 26 represents that there were 552 results where both were cited in either articles or texts.

Furthermore, when the third sociologist, Guy Standing was added to the search as seen in Figure 27 there were 252 alignments to all three.

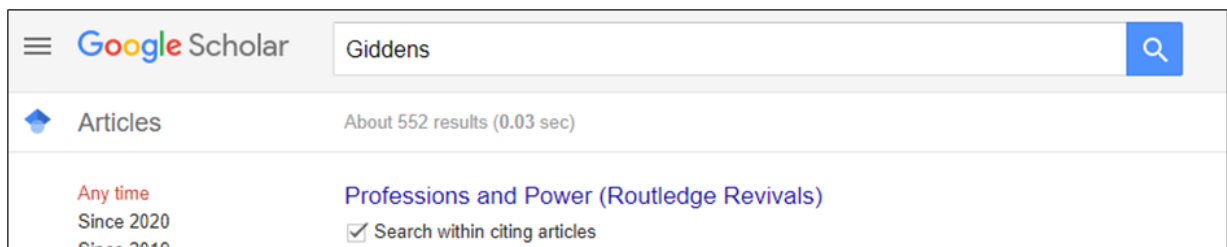


Figure 25. Google Scholar search for Giddens and Johnson (McLeod, April 28, 2020)

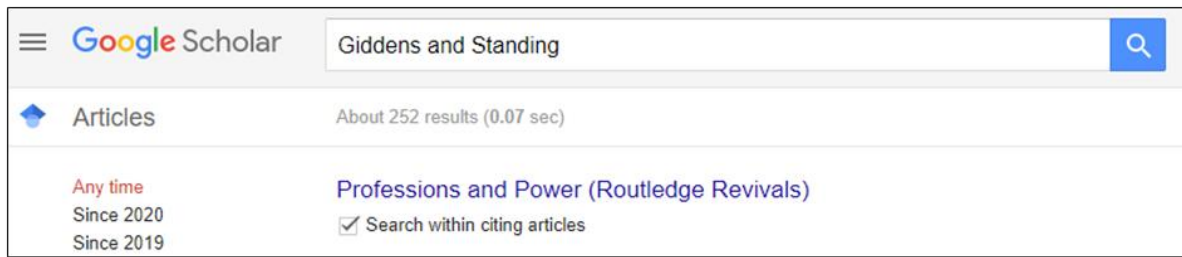


Figure 26. Google Scholar search for Giddens Johnson and Standing (McLeod, April 28, 2020)

The work of Guy Standing (2011a) and his conceptualisation of the Precariat provides a relative association to Johnson’s (1972b) Tropes of Professionalism and alignments with Giddens’ (2013) work on the Third Way. The contextual changes that are apparent in society after globalisation are alike to the changes that were seen in the 70s and again after the GFC. The Third Way was created as a “re-evaluation of political policies within various centre-left progressive movements in response to doubt regarding the economic viability of the state and the overuse of economic interventionist policies” (Bobbio, 1997, p. 9). These policies had previously been popularised by Keynesianism (Keynes, 1975; Marglin & Bhaduri, 1991) but at that time contrasted with the rise of popularity for economic liberalism and the New Right (Coates, 2006), whilst The Third Way is promoted by “social liberal movements” (Richardson, 2001, p. 194).

Moreover, these changes have mirrored themselves in the teaching professions, particularly in the Early Childhood sector. For it is the Early Childhood sector and in particular the ECTs who are being the agents of change. Through understanding Johnson’s tropes of mediation and in particular the impact of state mediation of the Early Childhood sector and the relationship between School Teachers, it is the work of Michael Fullan’s Educational researcher whose core guideline for School principals (2008b, pp. 52-53) aims to “de-privatise teaching”.

This means a literal breaking down of the barriers that exist and that prevents practitioners from sharing expertise and learning from one another. As a consequence, there

would be an openness and fluidity into the theoretical knowledge within the profession. Whilst this requires a significant cultural change in most establishments, and in particular, the fostering of an environment of trust and mutual support, it is imperative. Part of what Giddens (2013) means in being agents of change is ensuring a cross-sectorial approach occurs thereby potentially raising the status of the teaching profession. Therefore, understanding the policies and curriculum that drive the teaching profession is paramount. It is important to establish this within the context of improving the quality of teaching and student learning rather targeting and focusing on poor performing Teachers and agencies. The aim must be transparency, mixed with judgement, reserved until sufficient evidence is supplied (Durkheim, 1957; Hall, 1996).

Guy Standing's (2011a) and Terry Johnson (1972b) research publications, although written more than 60 years apart, draw a comparison as it pertains to the equity of Early Childhood Teachers (including those who are Early Childhood Educators, who are Certificate III and Diploma trained) and School Teachers. Johnson began discussing the professions in the late 60s and 70s as a reaction to the American sociological association's beliefs and focus around the thought that "an industrialising society is a professional society" (Geode, 1960). Other prominent minds were working in conjunction with these thoughts and participating in critical thinking. Included in these thinkers were the likes of Karl Marx (1999; Marx & Engels, 1970) and Max Weber (1949b) who were endeavouring to reflect and link upon what were the key components to the changes within the various professional ranks, such as "organisation man, manager, expert, technocrat" (Johnson, 1972b, p. 9; Quicke, 2000).

In the introduction of his (1972) book *Professions and Power*, Terrence Johnson states that "Certain occupations, such as social work, teaching and accountancy are not highly advanced in the process of professionalisation, while others, such as law, medicine and architecture, are closer to the end-state of professionalism" (Evetts, 2014; Johnson, 1972b, p.

18). It is important to note that this type of transparency or perhaps even translucency can be identified as part of the discussion in the 2010s and this “process of professionalisation” is still emergent within the education sector, and as it pertains to this thesis the Early Childhood sector. Moreover, the most significant understanding of why this has taken so long is present in the words of Johnson’s first chapter on “Theoretical Approaches: Concepts and Contrasts”:

The theory of professionalisation has excluded the one element...: the attempt to understand professional occupations in terms of their power relations in society—their sources of power and authority and the ways in which they use them. (Johnson, 1972c, p. 18)

Whilst Johnson (1972b) discusses the three typologies to represent the professional classes in society as noted in earlier chapters, it is the connections and enabling framework that is evident and similar to that of both himself and Guy Standing (2012a) surrounding the fundamentals of power and the relationships of the professions. Guy Standing discusses these issues in his work on the social and professional classes, leading to a new class known as the precariat in the 2010s. These links between the two empower this thesis and the junction of professionalism between Early Childhood and School Teachers.

Guy Standing’s (2011b) work on the precariat discusses the dangers of not taking seriously those who are integral to providing a service. The connections he makes in his work provide a connection to how childhood education is treated in Australia today. He explains the differences and the cost structure that resulted from the changes that have occurred with in Early Childhood education in Australia. Furthermore, Professor Standing states that there are six key structures (2014a) that as we move through the 2010-2020’s we are experiencing within society. The following Pyramid in Figure 28 demonstrates that, whilst the core working class is located within the middle, their growth has moved towards the precariat, a social class whose anger is growing and whose support and care for the future

requires constant surveillance and support from not only government bodies but also the greater non-government organisations to ensure that they are not pushed down into the unemployed/lumpen class.

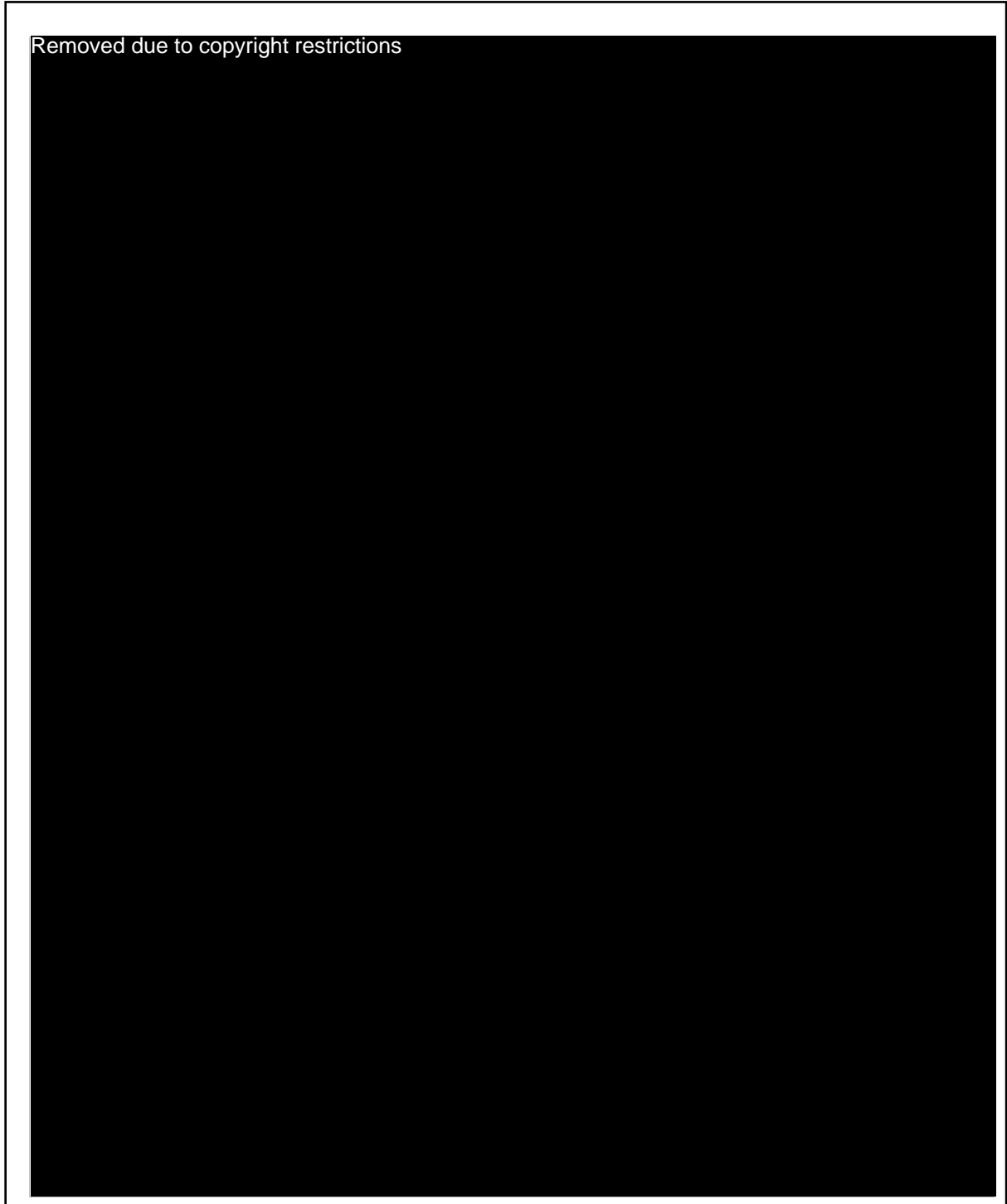


Figure 27. The precariat: from denizens to citizens (Standing, 2012)

Similarly, Johnson (1972b) discussed the emergence of specialised occupational skills, whether producing goods or a service, which create relationships of economic dependence whilst paradoxically a relationship of social distance. Both the uncertainty and the relationships are noted in the use of a pyramid to represent the social classes as explained by Guy Standing, in his most recent book, *The Corruption of Capitalism* (2017).

Change has been a regular occurrence in the teaching profession, especially in Teacher preparation, and development. Thus, the impact of the GFC has not been as laudable given the changes previously documented in Chapters 1 and 2. However what has been significant has been the impact in the funding models and need for all education institutions to be financially prudent.

Given the changes in Teacher education training and the move towards continuous professional development, a flow on effect has impacted the delivery of policy and curriculum. The changes to a more School-based experience have resulted in the development of more communities of practice. Teachers are engaging in professional discussions and working together as collaborative professionals for the distinct purpose and benefit of the children in their care (Weldon, 2018). The ripple effect has also seen these changes impact on Early Childhood education, where not only are Teachers participating in retraining but Educators who equally work and impact the teaching and learning of children are also retraining. All this link directly with the values of neo-liberalism and include a reliance on the market to drive the system. This in turn has led to more privatisation of education systems, none more than the growth in privately owned Early Childhood services alongside the growth in out of hours care for those children attending school (Australian Bureau of Statistics, 2018). In conjunction with this and to further support the work of Johnson (1972b) and the relevance to the professionalism of Early Childhood Teachers, it is apparent that there is a strong correlation between the “age” of a profession and the capacity

for society to accept the professional. This suggests that professionalisation is a long- drawn out process. This is not astounding given the length of time as noted previously that Early Childhood education has been around, in particular the various theorists who have impacted on the way Early Childhood education has been depicted over time.

As it is, the global and local economy demands cannot be met within the current system, therefore the precariat carries transformative potential (Standing, 2018). As part of the precariat, Early Childhood Teachers need to realise their potential and be empowered to fight for fundamental changes in income distribution and claim their voice as a profession. Guy Standing's work around the transformation of the global economy including the rise of computerisation, the globalisation of the labour force and the growth of financial, pharmacological and technological industries has provided a way to identify a new class structure. The reshaping that has occurred due to these changes has left many workers further behind and has seen instead a new phase of capitalism where the gap between the social classes of society are widening as seen between Early Childhood Teachers and School Teachers. Returning to the discussion of wage and salary and the implications of these on the Early Childhood education field is recognising that the substantial comparison of expected earning as an Educator has created what Standing (2011b) has called a "precarity trap". Given this trap we have seen inequalities develop and as the world moved forward a further move in regards to class and employment and employability structure is being seen as Teachers are amongst what is known as a "flexible open labour market"(Standing, 1989).

Whilst the class structure has not completely disappeared, instead it has become even more fragmented and what has emerged is the idea of the precariat (Standing, 2014a) and describes Early Childhood Teachers of the 2010-2020s. These professionals are often unable or have been reluctant to be seen as identified professionals, instead they make fun of their status and say that they play with children (Gibbons, 2020). However, what we are

seeing now is a rise of the precariat and the strength of the numbers wanting to make change and have an impact on the lives of the children that are in their care. Moreover, they realise that they need to make an impact and raise their voices for themselves in order for them to be able to survive as functional and contributing members of society. It is this hidden form of inequality and inequity that is adversely seen and experienced by the precariat. Furthermore these Teachers and Educators are forced to “work for labour” (Standing, 2014a, p. 54) which loosely refers to them having to complete a range of activities in order to support their basic needs. This is clearly seen in a Preschool and a Long Day care service, where Teachers are required to clean the tables, mop the floor change children’s clothes and so on. There is no one else in the service who is going to come in when they are not there and complete the cleaning. There are no ground staff who come and ensure that the rubbish bins are collected. It is the duty of the Early Childhood Teacher to be responsible for these tasks (Fenech, Sumsion, & Goodfellow, 2006; Phillips, 2020).

Therefore, what we are seeing, as revealed by Johnson, is an occupation group “making claims for professional status” (1972b, p. 57). However, for this to occur there must

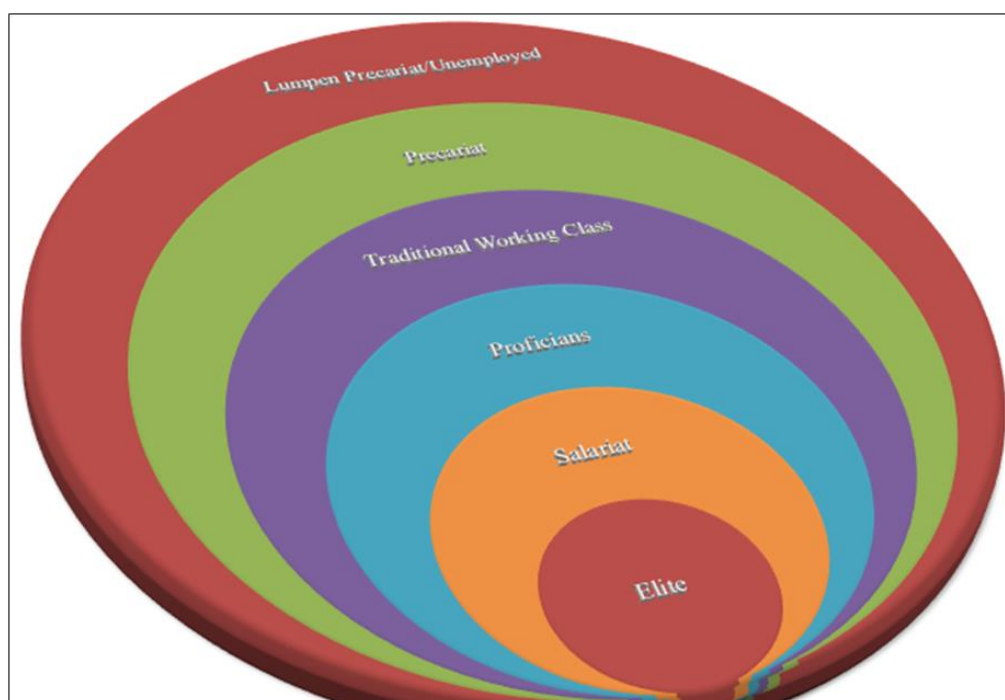


Figure 28. The Precariat Ripple Effect (McLeod, 2019)

also be equity. When there is no equity a key factor that needs to be take into

consideration is to what level/amount does the profession or indeed the professional have autonomy. If Standing's pyramid was to be considered in terms of movement it would be considered by this researcher as if a pebble dropping into the ocean. When a pebble is dropped onto the water there is a ripple effect that causes the water to displace and change to occur. This same picture can be used in describing the GFC. Given the changes in the market and for many people's lifestyle the GFC is the pebble that has been dropped into a pond of humanity, and the only people who survive are those who are affected by the smallest ripple, that is the elite. Whilst aware of the action they are not impacted by anything else and therefore there they remain intact. Whilst those who are affected the most by the increasing number of disturbances made to their livelihood effected by everything and everyone else around them; are known as the 'lumpen' (Standing, 2018).

A further connection between Johnson (1972b) and Standing (2010) is that between the Salariat (Standing, 2010, p. 106) and the Patronage trope (Johnson, 1972b, p. 46). There is an additional variable in the patronage trope where there is a connection between a sense of private ownership that occurs within the Early Childhood sector and connections with not only industry but the Australian Securities Exchange. Additionally, Directors and owners of services and large corporations who do not have an ECT background are the patrons of the service and provide the financial backing for the employed professional/ expert to ensure that they can support the development of the industry and indeed make a profit out of the service.

Additionally, patronage controls the appointments to the office and the way in which the service or setting is run. The fact is that in some instances, Directors and Managers are not silent nor are they necessarily qualified to make the decisions they make. In fact, one of the greatest concerns in the industry acting in this way is seen in nepotism and the way in

which partiality influences the connection between the Teachers and the Educators on the floor. When favouritism occurs, the professionalism of the profession decreases. Moreover, what we have is the connection between Johnson (1972b) and Standing (2012a) and development of the precariat. We have the disenfranchised professionals who are not in control of the education of children in their care, thereby limiting job satisfaction and connection to their completed training. Finally, the “professional” Early Childhood Teacher can end up simply being directed what to do rather than use their training and education to make their own choices and decisions about how to teach children. These Teachers are becoming more alienated in their profession and this has increased after the GFC with more women being generally impacted.

International data sets on recent trends in female economic activity reveal that new types of labour data are needed to highlight the mechanisms of control over workers and the actual economic forms of vulnerability to which women are exposed. Whether or not this is accurate in the Early Childhood sector is debatable and may well be in the large management side of the organisations. For example G8 Education, who, having learned from the failures of ABC Learning (as discussed in Chapter 2), are growing at a consistent rate and as of 2020 have ownership of 516 services (G8 Education, 2021). What it means is that there are a growing number of females now returning to work and it doesn't matter what professional that they are engaged in it is still placing them at a disadvantage given that the pay and conditions of the employment are not comparable to their male counterparts. Therefore, not only is there an equity consideration as it pertains to the Early Childhood Teacher, the fact that they are also females is a further issue.

One of the implications that has been identified with the labour market and the impact of the supply side is the need to include a structural adjustment. Firstly, in industrialised countries there is an increasing selectivity or focus of state benefits which has meant fewer

people having entitlements (Lall, 2000). This has boosted “additional worker” which as previously mentioned is pushing more women into the labour market. In accordance with this and the recession from the GFC there is a luring of more women to remain in the labour market because of the growth.

Whilst this lure is occurring for women there is a growth that is occurring with the para professional sector. Within this trend that employs the growth of the para professional which is also known as the “proficians” (Standing, 2014b; Standing, 2018). . These are individuals who are skilled in the fields of technical and emotional type skills which provides them with the opportunity to be self-reliant entrepreneurs, living opportunistically on their acumens and contacts. This group is growing although it currently it remains relatively small. It tends to be socially liberal but economically conservative since it wants low taxes and few obstacles to money making (Standing, 2012a).

Below the salariat and proficians in terms of income is the old manual working class, the proletariat, which has been dissolving for decades. The democracy built in the twentieth century was designed to suit this class, as was the welfare state (Standing, 2012c; Standing, 2018). Trades unions forged a labour-led agenda and social democratic parties implemented it. The trend to means tests and tighter conditionality has also encouraged the growth of the “black economy” and precarious forms of work, since those without entitlements have been obliged to do whatever income-earning work they can (Standing, 2008). This phenomenon has been strong in industrialised economies, although it is also creating an unfair commercial environment that penalises businesses and individuals doing the right thing.

Australian Professional Standards for Teachers

Within education there seems to be a change in the hierarchical fragmentation (Chapman, 2019a). Whilst the existence of an elite monopolising occupational service in a traditional context does not of course eliminate the needs of other social groups, it actually

tends to promote the need for “subordinate occupations” which also allows for a divergent system of knowledge (Johnson, 1972b, p. 69).

An example of one of these systems within Early Childhood education is ACECQA. On their website it clearly states that it is located there to “help families make informed decisions about the services providing education and care to their child” (Australian Children's Education and Care Quality Authority, 2018). The links between the human agency and the institutional development of imposed social structure is demonstrated throughout Johnson’s typology of State Mediation (Johnson, 1972b, p. 77) What we are seeing through the ratings of particular services is the attempt by the “state” or government to ensure that a specific link to distribution and practice is provided, as well as a desired outcome for each practice and from this the delivery of certain occupational services to ensure that the “statutory obligation” has been clearly documented, articulated and implemented (Johnson, 1972b, p. 77; Jones, 2013).

The way in which this is transposed into action is noted in the systematic timetable that Early Childhood services and centres must progress through to ensure they are accredited and registered. There are a series of actions that are followed precisely and therefore procedural fairness is undertaken to ensure that all services are treated equally. What is happening is that the parents and guardians are been guaranteed a product and therefore the “creation of a guaranteed clientele” results (Johnson, 1972b, p. 78; Mason, 2016).

The importance of Preschool education for an individual’s future life opportunities demands a more rigorous and committed approach. The Council of Australian Governments (2013) welcomes a commitment to universal access and illustrates a government awareness of the long shadow cast by early learning experiences. But implementing this commitment will require significant cooperation between the Commonwealth and the States/Territories to ensure that Preschools do reflect our society’s professed care for its youngest participants.

In order to establish equity across the field of Early Childhood Education it is important to note that there are some important unique attributes to this sector within the Australian context. Firstly, Australia regulates for different quality in different Preschool settings, and services are required to have meet a minimum standard or else they are at risk of closure. *Starting Strong IV* was commissioned in 2015 by The Organisation for Economic Co-operation and Development (Starting Strong IV OECD, 2015) and provided a clear understanding of the expectations of child care and education in Australia and the changes that had been instituted since the commencement of the NQF.

Giddens (2013) confirms that the individual Educator is free to make their own decisions as to whether or not they retrain and become Teachers. Therefore they have an opportunity to act independently (Heck & Ambrosetti, 2018). However, the institutional structure of Early Childhood is complex, and there are those who believe that an Educator is “just as good” as a Teacher and believe that there is no difference, whilst others believe that one should take the opportunities presented and become a Teacher and therefore become more self-sufficient financially and moreover provide a more professional appearance for their service.

Secondly, Australian Preschools are some 15 to 20 years behind Australian Schools when it comes to national comparability for even the most basic data items. The importance of Preschool education for an individual’s future life opportunities demands a more rigorous and committed approach (Dowling & O’Malley, 2009a). The Council of the Australian Government is aware of the needs surrounding Early Childhood education and as such they are committed to support and seek to further understand how “universal access” can be provided to all areas of the community (Harrington, 2014). However, once again the implementation of this commitment will require significant cooperation between the

Commonwealth and the States/Territories to ensure that Preschools reflect our society's professed care for its youngest participants.

In the 1970s, it was evident that there was a need for a "good supply of Teachers in adequate numbers"(Baron et al., 1981, p. 222) in order to strengthen the education system. Further to this there was an argument put forward that in order to develop the quality of the education that students were to receive that Teachers should be an "all graduate teaching force" (Baron et al., 1981, p. 222). In the 2010s, these same conditions are being placed on Early Childhood and School Teachers as these qualifications continue to enhance the Teacher status and provides a strong and preferential component of the professional ideology which has been highlighted by both the NQF for Early Childhood Educators and the National Teaching Standards for School Teachers.

In order to provide a clarity and connection between the professional bureaucracy of the Early Childhood profession, it is important to expand upon the link between Giddens'(2013) work on political agency and the work by Johnson (Johnson & Larkin, 1995; 1972) on social agency.

During the 2000s in the United Kingdom, Giddens' (2013) work was pivotal in the understanding of social democracy and the impact the upheaval of the GFC. This context configures the fields of education as part of a growing profession as these Teachers are becoming the "agents of change" (Giddens, 2013; Priestley, Edwards, Priestley, & Miller, 2012). Whilst Giddens' work was originally a type of intervention into the society (Thrift, 1985, p. 615), it is important to note that this move away from the traditional aspect of social theory that encapsulates those who are rich, wealthy and influential provides a greater understanding of the complexities of human interaction. As previously noted, the Early Childhood Teacher has a significant input and impact into the development of the future generations, moreover there is a complexity in understanding how these professionals who

are Teachers do indeed contribute affectively and effectively in society. Part of this is further expounded by the way in which Giddens (2013) endeavours to re-theorise the way in which the human agency and the institutional development of social structure are placed in a contextual process.

The connection that is identified at parallel is the work of Johnson (1972b) and whilst there may have been little agreement as to the consequence of the changes in professions and professionalism, what was generally accepted was the “significance of these changes which we all observe”(Johnson, 1972b, p. 7). Furthermore, there is a connection surrounding the relationship between the profession and the state, whilst this may be,

exacerbated by the import of exogenous values into the analysis, there is little doubt that a significant source of such disagreement (and, one might add, mutual incomprehension) is the pervasive concept of state/profession as a relationship between pre constituted, coherent calculating political subjects; one intervening the other seeking autonomy. (Johnson, 1995, p. 9)

What this statement highlights further is the connection of Johnson’s “collegiate” (1972b) trope as there is a connection between those who are instructing the work and those who are actually partaking in the work. What has occurred with the transition of the Early Childhood Educator to the Early Childhood Teacher is the concept or ideal of a ‘guild’. In essence as part of the New South Wales Teachers Guild the Early Childhood Teacher is partaking in the key message the guild has:

The Guild exists to promote and further the cause of education generally and to consider all questions affecting the status and interests of the teaching profession. It takes no part in matters of an industrial nature. Over the years the Guild characterised its core value as "The Care of Education". Without abandoning that essential concern, today the Guild's logo reads "Doceo ut discam: I teach, that I may learn", and

seeks to express a commitment to continued professional learning (The Teachers Guild of New South Wales, 2017).

What any Guild does and, in particular, the Teachers Guild of New South Wales, is represent a social connection and as far as this pertains to Early Childhood Teachers, it links Teachers to a professional connection and bond. Returning to the idea that the organisation consists of a series of generally repetitive practices engaged in having knowledgeable individuals across time and space (Giddens, 2013; Whittington, 1992) this depiction of agency by Giddens (2013, p. 16) provides a further understanding of professionalism within the confines of Early Childhood Teachers. The duality of the structure and the system continues to signify the impact that society has on the profession and linking this with the work of Johnson (1995, p. 17). Abbott (2014) claims that the state is,

largely as an audience for professional claims. In other words, the state is an environmental factor in the system of professions; an external agency made up of legislature, the courts and the administrative or planning structure. The typical sequence of events in the establishment of a professional jurisdiction involves the success of an occupation in workplace negotiations, followed by an acceptable claim in the public area of opinion, and only then a “crowning” of these earlier successes by way of legal recognition. (Abbott, 1988, pp. 62-63)

It is this type of repetitive agency-producing structure that is emerging in educational institutions in Australia (McDonald et al., 2018). The need for accreditation and registration and the links these have in order for the connection to appear in the professionalism of Educators appears to be never ending, and in light of Giddens the duality is evidence of this perception of structure and system. Furthermore, the connection of institutionalised systems is evidenced by the social systems when the profession should be able to have the autonomy and the association to act within the profession. Without autonomy, the profession has been

forced to align with the National Teaching standards and as such the social interaction becomes a “situated interaction situated in space and time. The regular or routine features of encounters, in times as well as in space, represent institutionalise features of social systems” (Giddens, 1979, p. 86).

One of the challenges that becomes apparent in the work of Anthony Giddens (2013) is, as previously briefly mentioned, the political agency and the way in which politics are merging and disengaging with the “orthodox mechanism” (Giddens, 2013, p. 42). Whilst governments have the power to change and to care for those who are the most fragile and may indeed be unable to provide for themselves; this has not been evidenced, especially in the aftermath of the GFC. The government has to be able to continue to represent the needs of the diverse population, whilst remaining proactive and creating the political steadiness and decisions around key issues that are not seen as workable, sustainable nor financially viable in the current climate. However, what should be sacrosanct and at the forefront of the political agenda is to remain faithful to the promotion and “active development of human capital through its core role in the education system” (Webb, Kuntuova, & Karabayeva, 2018). This understanding of the value of education and the need for consistent support is imperative.

Additionally, Giddens (2013) reflects the need for governments to not only be reactive but endeavour to be proactive. There is a need to promote the benefits of education in order to support those who are identified at the greatest risk, that is, those who are in the early and formative years (Atkin et al., 2019). It is these children who are have been more widely affected during the GFC as they have been disempowered through the process, and the need both government and non-government agencies to assist them and work alongside Teachers and carers alike in order to develop a means of supporting the changing needs in which these children are educated (Atkin et al., 2019). Therefore, it is imperative that we do

not take away the time, nor the positions and places for Teachers to develop and become professionals. As Teachers develop in their understanding, they will build capacity in order to assist with the changing nature of what is happening to the identity of education (Giddens, 1979, 2013). What has changed in the development of Early Childhood Teachers who want to become recognised as professional Teachers is the insistence of the government and governing bodies such as ACECQA and NESAI that they should take the “patronage’ (Johnson, 1972b) control of the profession.

This control has been seen through the workload and work arrangements that the Early Childhood Teachers are having to deal with continually. Originally this was observed through the various communal types of control and whilst this study focusses on corporate patronage, it would be reticent not to invoke some understanding and connection of the communal type of patronage that was originally brokered for Early Childhood Teachers.

Historically, the initial carers of children were originally mothers and the communities who cared for the children whilst others worked in the fields or if necessary, worked to assist those who needed to look after aged parents. However, this is no longer a viable option. Instead, we sometimes need both parents to work in order to care for the child who is with the Early Childhood professional. The link with Johnson (1972b) and Giddens (2013) is the concept of the overall aim of the third way politics, which it is believed to be to help people understand and work through the challenges of major cultural revolutions of our time, including globalisation, transformation in personal life and our relationship to nature. (Giddens, 2013; Thrift, 1985; Whittington, 1992). It is this need of positivity that is required to achieve equity among the Early Childhood Educators, Early Childhood Teachers, and School Teachers. The core concern is social justice, that in turn can provide a central framework whereby equality and individual freedom may be in conflict, but democratic

measures can also often increase the range of freedoms open to all individuals (Giddens, 2013).

In the context of the Early Childhood Education profession, an example of this is the accreditation and registration of Early Childhood Teachers. In 2016 and the changes in the understanding of what it means to be a Teacher, The National Education Standards Authority accreditation for Teachers in Schools and Early Childhood services will be the same as the standards that are common for all Teachers (Bickley, 2019; Quessy, 2014). Whilst there have been changes in the societal and political way in which Teachers are perceived and understood, there has been an equal change in which Teachers look at and identify themselves as professionals. Through having the National Accreditation for all Teachers there is a higher accountability for the Teachers in an Early Childhood setting to remain connected with the best practices and best pedagogy of care and education for themselves as professionals (Mullen et al., 2012).

Equality and Equity

In the latter section of this chapter, it is necessary to provide a deeper understanding of the difference between how the terms Equity and Equality affect the professionalism of Early Childhood Teachers in the 2010s. The terms equity and equality are sometimes used interchangeably, which may lead to confusion because while these concepts are related, there are also important distinctions between them. Equity, as we have seen, involves trying to understand and give people what they need to enjoy full, healthy lives. Equality, in contrast, aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. “Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things” (The Annie E Casey Foundation, 2020) . This is clearly not evident when we look at the education of children, but it is also not seen in the teaching profession (Bahr & Mellor, 2016).

A further description of this can be seen if we were to consider the following analogy of athletes running in a competition.

The concept of equality would have us treat the runners in exactly the same way, ensuring that they all start at the same place on the track. On the surface, this seems fair. But we know that runners in the inside lanes have a distinct advantage over runners in the outer lanes because the distance they have to travel is shorter. As a result, equality—starting at the same place—doesn't result in fairness. The concept of equity, in contrast, would lead us to stagger the starting positions of the runners in order to offset the disadvantages facing those in the outer lanes. In this case, different or tailored treatment is a surer path to fairness and justice than the same treatment (Matsoukis, 2017).

The same distinction between equity and equality can be seen when it comes to health and care. For example, Australia's publicly-funded health care system is based on the concept of equality. It is designed to ensure that everyone has the same access to health care providers and services regardless of their ability to pay for care (Palmer & Short, 2000). Again, this seems fair. But it only goes so far in promoting justice because it ignores other factors, such as language, place of residence, sexual orientation and gender that can also act as barriers to care. At the same time, ensuring the same access to care for everyone assumes that everyone has similar health status and similar health care needs. We know this is not the case. Some people, like the runners in the outside lanes of the track, live with social, political, and economic disadvantages that contribute to poor health. For instance, women and men, boys and girls who live in poverty are frequently less healthy than those with more resources (Aragon & Miller, 2018). As a result, they may need additional services and programmes, rather than just the standard ones – to offset the impact of substandard housing, limited access to fresh, nutritious foods, and exposure to unsafe environments (McNally &

Slutsky, 2017). This is equity: making sure that have what they need to achieve and maintain health and well-being. Once everyone enjoys a similar level of health and well-being, we can focus on preserving fairness by the same provisions. This is true equality, as identified by the Pan-American Health Organisation that confirms equity is the means, whereas equality is the outcome (Cueto, 2007). Understanding the differences between equity and equality assists in the capacity to recognise and respond to differences in health and well-being that are unfair, avoidable, and changeable.

It is important to understand these differences and for them to be explained as it pertains to health and wellbeing, as when there is no equity and equality those who suffer are not only the Teachers and Educators but the children whom they are responsible for.

Corporate patronage (Johnson, 1972b) is a way in which equity can be achieved and in which Early Childhood Teachers can achieve equality with their peers who work in Schools.

However, acceptance from society is required in order for this to progress and therefore carry impact into the profession between Early Childhood and School sectors.

Finally, in providing equality between and within our Early Childhood Services and Schools it is imperative to look at what we are expecting of children in both education institutions. Although curriculum and the way in which children learn has been previously discussed, it is worth a cursory note at this time to link between the concepts of equity and equality. While standardised tests are designed to be accessible to all students, inherent biases, assumptions, and language barriers can leave some students disadvantaged and can cause their results to reflect their abilities inaccurately. As standardised tests are created to measure student's skill levels in certain areas, it can be assumed that the tests would be accessible to students from all backgrounds and socio-economic classes. This does not appear to be the case, however. A study in Ireland found that many working-class children struggled with the tests because the language in the tests was not as familiar to them as it was

to other children. Mac Ruairc (2013, p. 60) stated that “in many cases the language in the test did not resonate, in a meaningful way, with the children’s linguistic experience” which led to students using a variety of often unsuccessful guessing techniques. These included looking for a similar word or choosing a word that they understood. This situation was by no means limited to just Irish students. In America, students from racial minorities and low socio-economic backgrounds were affected negatively by high-stakes testing with disproportionately high failure rates in comparison to Caucasian students (Amrein & Berliner, 2002).

Whilst not pertaining to this research it is interesting to note that, unfortunately, Australia is also experiencing these types of educational and economical challenges, especially in rural and remote New South Wales where this researcher is located and particularly in relation to Indigenous students. With many Indigenous students first learning languages and dialects of English other than standard Australian English, the language and assumed knowledge used within the National Assessment Program Literacy and Numeracy (NAPLAN) inadvertently disadvantages these students who are often already struggling (Wigglesworth, Simpson, & Loakes, 2011).

An analysis of the section of NAPLAN designed to test spelling ability was also found to test knowledge of grammar and students’ reading ability as well as requiring students to understand standard Australian English sentence structure, all of which are problematic for students whose first language is other than English (Wigglesworth et al., 2011). Furthermore, it does not measure student achievement relative to their starting point. While a student for whom English is a second language may have made enormous progress relative to their circumstances, the results on the test will continue to say they are underperforming. These studies call into question what is inadvertently being tested in standardised tests and the reliability of data from such forms of assessment.

In Australia, the My School website uses the Index of Community Socio-Educational Advantage scale (henceforth known as the ICSEA scale) to group “like” Schools according to a number of factors such as parental income, occupation, Indigenous occupants, “remoteness” and parental education levels. The ratings produced by this scale are not entirely reliable, however, with some Schools being given a rating that does not accurately reflect their situation (Comber, 2013; Green & Corbett, 2013). Further to that, the scale does not help to reduce the gap between students from diverse backgrounds nor does it reduce instances of inequity or bias found in the tests. Despite acknowledging the effects student background and community context can have on student outcomes through the use of the ICSEA scale, Australia has done little to address the issue of inequality.

The link that this has with the equality and the equity of the Early Childhood professional is that there is now a further pressure being placed on the Early Childhood Teacher to ensure that the children in their care are competent in the fields of literacy and numeracy prior to them entering their formal School years. This expectation does not coincide with the curriculum or the NQF, however in order to be considered professionals in the eyes of their School teaching colleagues and also in the eyes of the public and to a lesser extent themselves, they are feeling the pressure to change how they teach in order to provide the children in their care with the best possible beginning in their education. However, as previously stated, it really is not going to matter as there are already other issues preventing equity and therefore equality from taking place. In this way it is Johnson (1995) that I believe provides a clear direction to move forward:

We must develop ways of talking about state and profession that conceive of their relationships not as a struggle for autonomy or control but as the interplay of integrally related structures, evolving as the combined product of occupational strategies, governmental policies and shifts in public opinion. (1995, p. 16)

Additionally, Standing's (2016) work and reaction to the GFC notes that flexible labour is spreading. So are inequalities and socio-economic class structures that originally underpinned the industrial society, which has given way to something more complex. In Standing's talk in Naples in 2012 at the Poverty Forum he provided a resounding answer to the issue of the ever-growing precariat, stating:

We have to realise that the solution to the challenges must involve a greater sense of ecological and time control by the citizenry. We must escape from the tiresome language of economic growth as the overriding goal of public policy, with the warped ideas of promoting endless increases in "competitiveness" and endless increases in "jobs"(Standing, 2012c).

In understanding the position of the precariat, there is also a need to realise that through shifting the emphasis on the societal push for employment, it is also possible to change the distribution of power within the community (Johnson, 1972b, p. 79). The need to change the potential power status with prestige may well be able to control their career and structure of the professions whilst they at risk becoming a precariat (Standing, 2013, 2018). He concludes that,

We have to realise that more rapid economic growth is neither effective for dealing with the nature of the current socio-economic crisis, nor desirable in itself. For one thing, inequality has been wilfully ignored. If governments and the state leave inequality to grow, you have to aim for a higher rate of economic growth to benefit those in the lower rungs of society. (Standing, 2012b)

The differences between Standing (2013) and Johnson (1972b) is the mode and modality that is framed in their typologies and structures, which in turn may be identified as changing the specifics of equity for the Early Childhood Teacher. Whilst both are concerned around where the professions are situated within society and the impact that the professions

have after significant economic changes, such as the industrial revolution and the GFC, it is the relationship between the professions and the social structure discussed that is quite different. Johnson discusses the producer-consumer relationship throughout each of his typologies of collegiate, patronage and mediative and the researcher can link this to the various pre-requisites and accreditation and registration of Teachers. Whereas Standing focuses on the gap that has been caused by the changes within the newly appointed class of the precariat and the significant impact this will have on the global economy.

This discussion may not be linked to the relationship, rather the impact the GFC has on the working class and in turn the precariat who is experiencing job insecurity and short-term income. As a result, they have in fact have lost their consciousness and therefore may conclude their work life as a “lumpen”, that is without consciousness and therefore being a precariat who has lost production and unlikely to ever see their interests linked to others (Standing, 2012c; Standing, 2016). What is disconcerting is the fact that it would be easy for those who are Early Childhood Teachers to become like the “lumpen precariat” and loose the connection due to the inequity of possibilities for employment. There is, however, the singular hope for the precariat which will raise their consciousness and provide them with a link to their profession and that is, as previously mentioned, the commencement of the accreditation and registration process for Early Childhood Teachers.

For Teachers, there is an equity around both School based and Early Childhood-based Teachers both requiring accreditation and registration, but it is actually the growth of inequity, as the conditions including pay and role description and expectations have and will not change in line with the new accreditation policy. Moreover, as Early Childhood Teachers, they are beginning to move out of the precariat. As Scambler (2014) explains regarding the ability for the precariat to move beyond their position, we should define “the right to work” as the right to pursue an occupation of one’s choice, where occupation

comprises a combination of work, labour, leisure and recuperation that corresponds to one's abilities and aspirations. While that will never be fully realised, policies and institutional changes should be judged by whether they move towards or away from it for the most deprived in the community. Furthermore, it is whether or not the change will ensure ultimate success for the greater community. In the case of Early Childhood Teachers, a further cautionary tale must be the impact that the accreditation and registration of the Early Childhood Teachers has on the Educators within the same setting. Moreover, the most important concern would be the impact of this on the education and care of the children.

Although there is a noted difference between Standing and Johnson (Johnson, 1972b) as stated previously, it is interesting to note that Standing, himself, believes that the structure that he identifies is the result of a variation in the class type work rather than something different.

Returning to the discussion of wages and salaries and the implications of these for the Early Childhood sector, it is recognised that the expectation of substantial earning as an Teacher has created what Standing has called a "precariat trap" (Standing, 2011a). Given this trap we have seen the inequalities develop and, as the world as a whole has moved forward, we are seeing the move to what is known as a "flexible open labour market" (Standing, 1989). The class structure has not disappeared, instead it has become even more fragmented and what has emerged is the idea of the precariat (Birkett & Evans, 2005; Standing, 2011a, 2013).

The **precariat** is where this researcher believes Early Childhood Teachers are situated, often unable or reluctant to be seen as belonging to an identified profession (Standing, 2011b; Standing, 2014b). It is this hidden form of inequality and inequity that is adversely seen and experienced by the precariat. Early Childhood Teachers are forced to "work for reproduction" (Standing, 1999) which loosely refers to them having to complete a range of activities in order to support their basic needs. Therefore, what we are observing is

an occupation group “making claims for professional status” (Hodgson & Paton, 2016; Johnson, 1972b). However, to accomplish this, it is imperative that equity be not only seen but experienced by the professionals involved.

Given the capacity that Australia has with regards to various styles, types, and pedagogical focuses as noted in Chapter Three rigorous regulations are required in order to ensure the consumer is being aptly supported, and, moreover, that children throughout Australia are all receiving quality Early Childhood Education (Australian Children’s Education and Care Quality Authority, 2011). Quality in different Preschool settings is achieved through the use of the National Quality Standards and provides a quality ranking of each individual service based on the seven quality standards which are addressed both in print and in context and are appraised by qualified assessors. Following this, the ratings are placed on a national register where parents can decide where they will choose to place their children in care. The seven Quality Areas of the NQF are clearly articulated on the ACECQA website (Australian Children's Education and Care Quality Authority, 2018). Furthermore the site provides explicit mechanisms and expectations regarding the achievement and maintenance of the NQF (Australian Children's Education and Care Quality Authority, 2018).

In the 1970s, it was evident that there was a need for a “good supply of Teachers in adequate numbers” (Baron et al., 1981, p. 222) in order to strengthen the education system. In the 2010s, those same conditions were being placed on Early Childhood and School Educators as these qualifications continue to enhance the Teacher status. This is a strong component of the professional ideology which is highlighted in both the NQF for Early Childhood Educators and the National Teaching Standards for School Teachers.

It is therefore important to understand what is meant by political agency and how it is changing the way in which Early Childhood Teachers are been treated. Through the work of Johnson, we can see that although there is a corporate patronage that is being harnessed for

the Early Childhood Teacher, it is also important to note that the fragmentation of the occupation is also evident and will continue. The dual systems (Johnson, 1972b, p. 69) that Johnson refers to appear to link with the Early Childhood and School Teachers and the juncture at which they meet, in early Stage 1 or Kindergarten. There appears to be a divergence of knowledge and the hierarchy associated with education and, indeed, applying the corporate patronage is the government who is currently involved and controlling the sector. I refer to the Certificate III and Diploma-qualified Educators who, by working in care organisations alongside Early Childhood Teachers where there is an assumption that they rather than the Teacher complete the routine tasks.

It is necessary to discuss what social agency is as it pertains to education and in particular Early Childhood education because, as agents of change, Early Childhood Teachers are committed to making a difference. Giddens (2013) examines the implications of the changing and emerging political scene within the United Kingdom in the 1990s. The Third Way is identified as the way in which we look at the concept of agents of change and the ability as Early Childhood Teachers and, Educators alike can become agents of change for not only children in care but also as professionals who are working to ensure that the children who are significantly affected by the changes in the economic climate are protected.

Whilst Giddens' work was originally a type of intervention into the society (Thrift & Giddens, 1985) it is important to note that this move away from the traditional kind of social theory that encapsulates the "high society"(Giddens, 2004) provides a greater understanding of the complexities of human interaction and how in fact Educators contribute affectively and effectively in society. Giddens' focus is to re-theorise the way in which the human agency and the institutional development of social structures are placed in a contextual process. The links that are identified between Johnson (1972b) and Giddens are the connections between the collegiate trope is seen between those who are instructing the work and those who are

actually participating in the work and the original idea of a guild represented through social construction.

If we are trying to understand the equity of Early Childhood education, we need only look to the equity of the children with which, as individual agents of change, each Early Childhood Teacher must teach and care for. It is therefore relevant that we understand the types of social and relational problems that must be dealt with in inequitable situations. However, the concern is that there may not be the supervision, or the staff to do so. Hence, the implementation of the NQF ensuring that parents have a choice and can write their own comments, not unlike the My School Website for Schools. Moreover, it is important that all social interaction is situated interaction—situated in space and time. It can be understood as the fitful yet routinized occurrence of encounters fading away in time and space, yet constantly reconstituted within different areas of time-space. The regular or routine features of encounters, in times as well as in space, represent institutionalised features of social systems (Giddens, 1984)

Giddens's (1979) notion of structure is contextual and operates through the concepts of social systems that appear to have a connection between time and space. There appears to be three major types of structural relationships evident in Giddens's work, that include, a set of structural principles which are seen as the blanket type principle of the relationships (Giddens, 1991).

The first is signification, where meaning is coded in the practice of language and discourse. The second is legitimation, consisting of the normative perspectives embedded as societal norms and values. Giddens's final structural element is domination, concerned with how power is applied, particularly in the control of resources (Gibbs, 2017).

These principles overlay the relationships and provide a sense of continuity and consistency for all parties that are involved in order to ensure that whilst people interact, they can do so in a structural way that ensures that there is equity for all persons involved within the social system (1979; Giddens, 1984). It is the latest of these three structural relationships that provide a connection between Johnson's (1972b) mediative works.

It is important to note that we are not discussing the concept of the corporate patronage of the different types of public agencies, instead in the mediative we are referring to the role of the state (Johnson, 1977; Johnson, Dandeker, et al., 1984; Johnson, 1972c). This mediation is the use of the ACECQA to ensure that all services are registered and have received a suitable ranking within the NQF. It is the connection that the structural properties make to the formalised needs within the agency.

One of the dilemmas that occurs in Anthony Giddens' work, *The Third Way* (2013), is the idea of political agency and the way in which politics are merging and disengaging with the "orthodox mechanism" (pp. 36-47). Whilst governments should have the power to change and to care for those who cannot care for themselves, this has not necessarily been the case, especially in the aftermath of the GFC. The ability for the government to be able to continue to represent the diversity that is required in society whilst remaining protecting and creating the political issues surrounding these diversities is not necessarily workable not sustainable in the current financial climate. However what should be sacrosanct is the ability of the political agenda to remain faithful to the promotion and "active development of human capital through its core role in the education system" (Yang, 2003); this understanding of the value of education and the need for the consistent support is imperative.

Furthermore, Giddens (2013) reflects on the need for governments to not only be reactive, but endeavour to be proactive in their reasoning, and promote the benefits of education for the students and children within the care of those that are around them

(Whittington, 1992). It is these children who have been widely affected during the GFC as they have been disempowered through the process and there remains the need to utilise the social and non-state agencies to support those who care for these children. There is also a need to work alongside and develop a means to support the changing needs of the ecological setting in which the care and education of these children place and the way in which professionals develop in their understanding of the changing nature of what is happening to the “family work and personal and cultural” (Roseneil & Budgeon, 2004, p. 139) identity within the world of education.

Whilst the original typology of patronage was seen around the communal types of control it is important to note that this study focuses on corporate patronage and it would therefore be reticent not to invoke some understanding and connection of the communal type of patronage that was originally brokered for Early Childhood Teachers and Early Childhood education. As mentioned in Chapter Three in order to manage the excesses of capitalism and to create a living wage, women have returned to the workforce and as such the Early Childhood sector now relies on the direct employment of Early Childhood Teachers. These Teachers are required to be qualified and be able to engage actively in the producer-consumer relationship. It is this type of relationships which is being researched here. It is by providing the necessary links and differences between those who are Early Childhood Teachers and those who are School Teachers which will provide an insight into globalisation and the need for a mother’s role to be more diversified.

The overall aim of *The Third Way* (Giddens, 1984; Giddens, 2013) politics should be to help people understand and work through the challenges of major cultural and major “revolutions of our time globalisation, transformation in personal life and our relationship to nature” (Giddens, 2013, p. 3).

The Blairite third way which was undergirded by Giddens and his research (2013) did preserve a connection with social justice in some form, but with neoliberal ideologies of individual freedom and choice as an anchor. Giddens justified such a contraction: “egalitarian measures also often increase the range of freedoms open to individuals” (Giddens, 2013, p. 8). An example of this as it pertains to the Early Childhood Teachers is the accreditation and registration of Early Childhood Teachers in 2016 and the changes in the understanding of what it means to be a Teacher under the Board of Studies Teacher Education Standards accreditation for Teachers in Schools. There is a need to discuss the impact of organised professional development and the need for Teachers to ensure they maintain a certain level.

Whilst there have been changes in the way in which the understanding of Teachers has developed, what has also changed is the Teachers’ professional development and the way in which they develop their need for higher learning and thinking as that relates to the students and children within their care. Has it, therefore, been a positive move to have Early Childhood Teachers become accredited and registered in order to ensure that they *appear* as a profession and are *perceived* as affective contributors to society, or has it created an artificial alignment of arbitrary variables that fulfil the role of the state as a mediator of the producer-consumer relationship?

The answer to this question is a resounding affirmative and is considered in three ways. Firstly, there is the issue of the children and the care they will receive under a regulated authority, with attention to the most vulnerable. This is a crucial starting point for all scholarly and policy debates. Over the last year, there has been great debate and concerned questions about the roles and responsibilities of the Early Childhood Teachers (Wood, 2020). These queries are addressed in such a way that the obvious direction to

support those who are caring and teaching young children will be through financial incentives.

Strong policy directives are required to move Early Childhood Teachers out of the precariat and the “paraprofessionals”. Such an initiative emerged through the Big Steps Value Our Future campaign (2020). Early Childhood Teachers and Educators walked off the job as they stated that “\$20 an hour to educate Australia’s next generation is simply not enough” (Big Steps Value our Future, 2020). The final frame that will be impacted is the parents and guardian who are supporting the children and ensuring they are providing the best care and education for the future generation. In answer to the question the need for accreditation and registration is timely and provides clearly and well-articulated links to the development of the Early Childhood Teachers and moving them to the enabling framework of professionalism alongside their School Teacher counterparts.

Conclusion

The relationships with young people and children through policies and teaching are in a sense both evolutionary and revolutionary (Turner, 1993). Australia through the colonial experiences, has benefited through industrialisation and finance capitalism. However, we have constructed and identified policies in relation to the marginalised, the children and developing nations. It is therefore imperative to make strategic associations to documentation and discourses around the Education for All documentation (UNESCO, 2012).

Teachers including Early Childhood Teachers should realise the images and data presented about Education For All (EFA) policies have lasting implications (Barr et al., 2008; MCEETYA, 2008). Even in the field of education, the Western purview and the policies of the World Bank dominate, despite the best efforts and practices of Teachers. We need to be mindful to make some authentic critical analysis that sheds light on the field of schooling,

and conceptions of care and schooling from the marginalised, including children, may not be associated with EFA planning strategies. There was evidence of EFA alignment with particular schooling and Early Childhood education goals, with the validating, and controlling the structures and organisation of certain knowledges and epistemologies coming through the development state level educational policy.

Teachers in Early Childhood and Primary occupy the role of extension agents. It is the belief of this researcher that that Early Childhood and School Teachers are locked into the Western worldview—a consciousness that is generally humanistic in nature, given they are working in a field that does not necessarily appreciate them or provide the monetary rewards of other professions such as doctors working in paediatrics.

There is no common or essential way of looking at the everyday workings of our world (Proctor & Sriprakash, 2013). The legacy of watching the thinking and revealing the invisible of EFA is that we appreciate how entrenched we are with how our own universal education policies, and the use of measurement and gap analysis with services and Schools, affect the equity of the Teacher, the service and the child (Standing, 2013).

The documentation that has been examined indicates that policies aligned with EFA have more in common with industrialised economies than working with children. There seem to be moments of mixed intentions with EFA, and these intersect with the positionality of our nation states. Whether in Sydney or Dubbo, the EFA had goals to mirror our schooling policies and the practices of our education professionals. Early Childhood Teachers remain having to cope with the uncertainty of job security and the complexity in addressing the needs of children in a way that all children are given the chance to be cared for by qualified staff in a quality setting.

Guy Standing's (2011a, 2013, 2018) studies surrounding class and that of Johnson (1972b, 1984, 1995) are not dissimilar. Rather, they both have developed a means to explain

and provide a clear delineation of what is actually happening in society as it pertains to the professional classes. Furthermore, their work has an impact on the changing needs of society and, in particular, as it concerns this research on Early Childhood Teachers. The links are firstly seen in Johnson's research around the working class and guild type associations. This concept is known as "social distance" (Johnson, 1972b, p. 41) and refers to the dependence on the skills of others and the effect of reducing the common area of shared experience and knowledge. This is what increases the social distance between professionals and the impact of this *social distance* increases the relationship of interdependence upon the skills of others.

This term provides a link to the work of Standing (2014a) who explores the precariat as those dealing with the instability and the unreliability of the work they are doing. This is not to say that these people are not considered as professionals. It could well be the Early Childhood Teacher who is educated or the university lecturer who has yet to achieve tenure. But what is globally impacting on these professions is the instability and the rapid change that is occurring within the frame of reference that is known as education (Larson, 1977).

There is constant change happening in relation to the precariat that places them in this class space. The uncertainty of employment and employability weighs more heavily on those who are educated and appear to be the suited for the position. However, the less educated who lack a university degree, and the younger are those who are been targeted as having the potential to move to the proficient. One of the reasons for this happening is that they are fundamentally cheaper to employ.

Perhaps a more fitting title for these are the salariat (Standing, 2012a). Whilst they may be employed, they do not reap any benefits because they do not have the education thought to be acceptable from a societal standpoint. This resonates with the Early Childhood Educator who may be the most capable on the floor but only has a diploma, rather than the

Teacher who has a degree in education and may only be in their early twenties (Yoon & Larkin, 2018).

This apparent link with the need to be more highly qualified and the conditions of employment is also seen in the explanation of Johnson's collegiate trope (Johnson, 1972b, p. 45). Johnson seeks to demonstrate the links between professionalism as "the tensions in the producer-consumer relationship...controlled by means of an institutional framework based upon occupational authority" (Johnson, 1972b, p. 51). Similarly, the definition is clearly demonstrated through the collegiate relationship, where Early Childhood Teachers are continuing to be redefined amongst their peers as Teachers rather than Educators. The demand for their skills is readily needed by and these amendments providing the context for the development of Early Childhood Teachers' professionalism.

There is a growth market in Early Childhood, especially with children from birth to five years old more women and in many cases both parents are returning to work (Hayes et al., 2010). There is a move to a collegiate-based professionalism, where organisations such as the Early Childhood Association have surged into nationwide standing to advocate for Early Childhood Educators, Teachers, and children alike. It is this "practitioner association" (Johnson, 1972b, p. 54) that is providing the status for the Early Childhood Teacher and whilst the growing awareness of the significance of professionalisation is seen, the actual conditions are not equalled. Hence the salariat (Standing, 2012a) who may have strong employment security as well as other salary sacrificing and superannuation forms of financial compensation.

With the inclusion of Early Childhood Teachers in the ranks of those who have teaching status, the challenge has been that Teachers in primary and high Schools have previously seen themselves with a degree of self-consciousness and complete identity (Guttentag, 1968), and expanding this area to include those who work with infants is not

easily processed. Moreover, it is as if Teachers themselves believe that their skill sets are not transferable and as such there should not be equity between School Teachers and Early Childhood Teachers. Therefore, it is necessary to ensure that the connections between the salariat, precariat and the collegiate among Early Childhood Teachers are taken out of an ideological struggle and into the realisation and necessity to be classified as professionals as part of an equitable working framework.

Given the 2020 COVID-19 Pandemic it would be remiss not to engage in a prologue around a further offer from the Federal Government to support Early Childhood services (Andrew, Baker, Guthrie, & Martin-Sardesai, 2020). However once again, like the request to repay money back in 2017, the support that the sector has been provided will last for three months and focus on the support of the consumer rather than the producer. It is important to note that it is not the opinion of this researcher that we do not need this support for care givers and front-line workers during this time. However, it is a bitter sweet support for many Early Childhood Teaching Professionals.

CHAPTER FIVE POLICY

Introduction

Whilst acknowledging the seriousness of the problems within Australian education in general, what is of particular concern is the struggle that rural and remote communities have in providing authentic learning experiences that engage students and decrease absenteeism (Espinoza, 2011). Globalisation and media coverage around education, social welfare and other economic ramifications have generated a climate of competitiveness between countries. In Australia, the decline in the national education standards has reduced the country's competitiveness and this has placed increased pressure on the government to improve educational outcomes, increase social awareness around tolerance, and build capacity for understanding difference (Call, 2018). With these core concerns in place the need for understanding the Government's policies as they pertain to Early Childhood Education is paramount. Throughout this chapter the interrogation of Johnson's (1972b) tropes as it relates to corporate patronage will assist in synthesising differing ideologies of professionalism between Early Childhood and School Teachers.

Although the Coalition's commitment in 2016 included funding for universal Preschool education that focused on four-year olds in the year prior to attending School, this has only been available on an annual basis, thus there has been no security for children's families as well, or for service providers. In the 2019 Australian Federal Budget (Australian Government), the government committed to funding the "universal Preschool project" until the end of 2020 only (Noble, 2020). As of 2021 a new policy around Early Childhood, focusing on the commitment to secure sustainable funding for all children to have access to universal Preschool program (Jackson, 2020). Moreover, it is committed to expanding this policy to increase schooling for three-year old's, therefore providing two years of education

prior to School entry (Dowling & O'Malley, 2009a; Millei & Gallagher, 2020; Molla & Nolan, 2019c).

The final change in policy links with providing a more equitable approach to the profession and to those who currently work as part of the early year's professional workforce. Thus, the singular most impactful policy that can be provided to enhance the teaching profession and potentially lift the Early Childhood profession from the precariat class is the investment that was announced by the Labour government for the workforce, including funding support to train both Educators and Teachers, whilst "pledging support for professional wages for professional work" (Campaign, 2016; Irvine, 2019).

Policy brokered

In conjunction with the previously mentioned changes, it is important to note that a recent report to the Australian government by the expert advisory panel for quality Early Childhood Education (2009) contained what can only be considered signs of encouragement that those who are making the policies may be becoming more aware of the conflict within the industry. The regulatory strategies that are currently in place are complex and fraught with confusion and meeting the standards requires not only time and expertise, but also has a fiscal cost. Thus, the following discussion will look at the policy that is impacting Early Childhood Education and the impact of these affecting the relationship between the consumer and the producer.

Whilst Rist (1970) indicated that society's expectations of Teachers was "great", it is evident now that society asks that Teachers to maintain the highest social expectations, as well as ensuring that the policies that drive the education for all children (Jemeli & Fakandu, 2019) are endorsed. The policies that regulate New South Wales and indeed Australian Teacher education have always determined the type, care guidance, education, and mode of delivery.

Teachers are expected to be the conduit of knowledge and skills. They are entrusted to assess, report and further the education of children, as well as ripen their social, emotional, and moral development while keeping them safe and supported in increasingly difficult times. Furthermore, Teachers are asked to be the vanguard of risks to child development, be cognizant of potential gaps in learning, and be reactive to the personal needs of each student they encounter (Teacher's Network, 2016).

Finally, Teachers are accountable to their profession, their School, their community, parents and ultimately to students. It is the societal directive to stay current on educational research and strive to best address the pedagogical needs of students by initiating professional development. With initialising these key aspects of development, it is imperative to make note that the work that Johnson (1984) depicts as key and the elements that connect with the societal expectations of teaching professions are due in part to the work of state mediation.

Furthermore, the state interjects through the establishment of the "Greater Teaching Inspired Learning" which seeks to establish the way in which Schools, Teachers and students are required to achieve the mandatory outcomes which should ensure each stakeholder's success (Stacey, 2017). Recently there has been discussion surrounding the NAPLAN results and what this means in terms of new policies required for students to meet their academic needs. There appears to be a focus on what a School Teacher's position is in comparison to what they are expected to achieve. Whilst there is still a resounding focus and influence on play as noted in the National Framework and EYLF (which is not only integral but structures the policies for Early Childhood Teachers), there is a stronger drive in the Early Childhood sector for children to enter their formal schooling already being able to read, communicate articulately and be social acceptable (Boyd & Newman, 2019). This negates the fact that children are children. In 2010, the State of Victoria (State of Victoria Department of Education and Early Childhood Development, 2011) proposed a blue paper regarding the

need for “every child to have every opportunity”. The document continued to outline a series of health and physical wellbeing statements which were to be the bases for children’s learning and development. In conjunction with this were discussions around children’s eating habits and exercise. As well, how children viewed and participated in their personal hygiene was articulated as significant pre cursors to how children began learning about themselves. In combination with this document, a second and somewhat more focused document that links policy with reality was the “Making the Most of Childhood: The importance of the early years” (Victorian State Government, 2017) which articulated the importance of children picturing themselves as learners being instrumental in their wellbeing and learning. Furthermore, children been given the opportunities to “be curious, to explore, to ask questions, to tackle problems, to try to figure things out, to experiment. Is it okay to try something and fail sometimes? Being a good learner means having a go, seeing yourself as capable, and taking reasonable risks” (State of Victoria Department of Education and Training, 2017, p. 3).

Additionally, social, and emotional dialogue is important and essential, the fact remains that it is the responsibility of the Early Childhood Teacher to facilitate each of the needs articulated in the above paper for the child/children being entrusted to them.

Additionally, there is a growing expectation on Early Childhood Teachers to ensure that they become pseudo parents, party planners or in fact what they are employed as, which is Teachers. The answer to this must be all three, given the scope and expectations outlined in the Accreditation and Registration process for Early Childhood Teachers and the role descriptions for all other members of the Early Childhood settings.

Policy and Procedure defined

In order to understand the complexity that surrounds the policies that are currently in use within Early Childhood and School teaching, it is necessary to be familiar with the various mandated policies and procedures. Likewise, there is a need to distinguish the difference between the terms of policy and procedure. Policies are clear, concise statements outlining how an organisation intends to conduct their services, action, or business (Contributor, 2020). Moreover, they provide a set of guiding principles that aid in the decision-making process and are in essence not complicated. Procedures describe how each policy will be implemented in the given organisation (NSW Government, 2021). The key to well-formed procedures is ensuring that the necessary guidance and documentation is provided, to inform staff who the key personnel are, and who and what their role is within the organisation. In summary, whilst policies and their accompanying procedures may vary between professions, they reflect the core values, attitudes, and commitments, whilst sharing the same role in guiding each organisation.

In seeking clarification of the terminology Appendix F image captures the complexity within the Department of Education and the policies that are used within their Schools. The NSW Government has formulated a Policy and Procedure library that contains all policy documents pertaining to Schools. It is also noted that the organisation of these documents into one central location was only completed in December 14th, 2016 (New South Wales Department of Education).

The New South Wales Department of Education policy library website (NSW Department of Education, 2016) provides an indication of what the policies are that inform the teaching practice in the Schools. On the initial landing page of the policy library it is

important to note the sub topics that are involved regarding the actual policies, including: Access and equity; Facilities and assets; Management (enterprise and Schools); Administration (Schools and students), Finance; People; Curriculum and learning activities; Health safety and wellbeing; and School activities. And whilst there is a sense of transparency for access, there is noted in the top right-hand corner a login link for staff-only content.

In order for Schools and services to be connected to their community and ensure the employment of quality Teachers, a clear understanding of leadership and management is required. Furthermore, it is imperative that those in positions of leadership such as Directors and Principals are aware of the differences between leading and managing staff. Whilst those who work in leadership positions may be sorted out due to their capacity to lead, it is the significance of the management of the team, School and financial implications which are as important (Boyd & Newman, 2019). Therefore, the policies to support the executive in this area needs to be governed and clearly articulated in order for the successful transition of staff. If worthwhile leadership and guidance have been provided there is a need for innovation to be considered. Moreover, given the complexity of Teacher education it is vital to the difficulties involved in making individual decisions. Thus, you can appreciate how complicated—and important—the process of decision making can be in organisations, where the stakes are higher and the impact is widespread (Lunenburg, 2011). Having this understanding can assist in the connection between policy and action. Throughout Johnson's (1970) work there is a capacity/connectedness that provides the opportunity to understanding the contentious relationship between Early Childhood Teachers and School Teachers. This leads to a greater understanding that education and indeed the teaching profession is actually multifaceted. The roles of the Early Childhood Teacher can be further defined through the

work of Johnson as he discusses the theoretical approaches, concepts and contrasting views of the professions and professionalism (Parry, 1977; Corwin, 1979).

In order to grasp the impact of Johnson's discussion (Johnson, 1972b) on the professions there is an understanding that they are independent and free and not threatened by the impact that is laid upon professions. However, there is societal perception around the type of profession people choose for themselves (Ziegler & Jensen, 2015). Moreover, it is the significance of the impact that the profession has on the society they are contributing to. It is with these intentions that a greater understanding of the underlying policies around education is required, to see the level and extent to which the government intervenes, not only in the financial implications but also the education direction of children (Scimecca, 1980).

Policy and Corporate Patronage

In order to seek clarity and connection with ideologies of professionalism emerging between Early Childhood and School Teachers, evidence of the development and implementation of policies that systematically link to employability is required. It is necessary to consider whether or not those involved in the teaching profession are considered to be independent, free, and autonomous as it pertains to their abilities to contribute to the success of those around them. However, in rising above and towards this altruistic nature we are also seeing that there is a considered approach where by the professional is actually threatened. Moreover, professionals need to be trained as they have a social responsibility to fulfil. However, the social responsibility that is to be fulfilled with regards to Early Childhood education significantly differs within public perception. Nothing is clearer than the conversations with David Leyonhjelm on *The Project* Jan. 10, 2017.

Apart from the fact you want to make sure there aren't any paedophiles involved, you have to have credentials these days to be a childcare worker," he said. "A lot of

women, mostly women, used to look after kids in childcare centres. And then they brought in this NQF and they had to go and get a Certificate III in childcare in order to continue the job they were doing—you know, wiping noses and stopping the kids from killing each other. A lot of women just quit. The ones who got Certificate III said, ‘OK, I want more pay now that I’m more qualified’. All we did was drive up the cost because of this credentialism.

Therefore, the discussion commences with regard to “winding back regulations”.

However, the vision of a reduction in standards is not about looking after children, it is about educating children. That is the real difference. It is important to understand that the need for the teaching and learning constraints that are seen as part of the process within the policy and the development of Early Childhood, are equitable within the teaching profession. In doing this, researchers are able to understand the need and develop the processes and policies for the education of children in our care.

In response to Senator Leyonhjelm’s view of Early Childhood teaching and those who care for children, a Sydney childcare worker Chloe Chant wrote (Appendix G) a retort on Facebook which was also published on the ABC News website. It outlines some of the more complicated and behind the scenes work that a childcare worker does as well as the expected behaviours (Chant, 2017).

What is more amazing is the diatribe continued with Senator Leyonhjelm taking to social media himself stating that policy is driving the support of the Early Childhood sector and that if families do not want to pay for the “highest quality” child care, they should not have to. In placing the proverbial final nail in the political coffin, he finished by stating, “Families that just want their children to be kept safe, and to have their noses wiped should have that option available to them. If such freedom offends highly-educated child care works so be it” (Burin, 2017) Whilst there is a degree of contention around the activities that

childcare workers and Teachers participate in whilst caring for children, current policies consist to promote what Sachs describes as a “space where trust and respect are lacking where regulations, control, policies and normative practices have replaced professional wisdom and judgement and where, as a result Teacher moral, efficacy and innovation have been eroded.” (Sachs, 2003) Furthermore, given the community’s perception of Teachers including the shape of Teacher professionalism and the capacity to develop and increase their stance as professional teachers are struggling between the consumer, the policy makers, and their own self-perception and capacity to be successful.

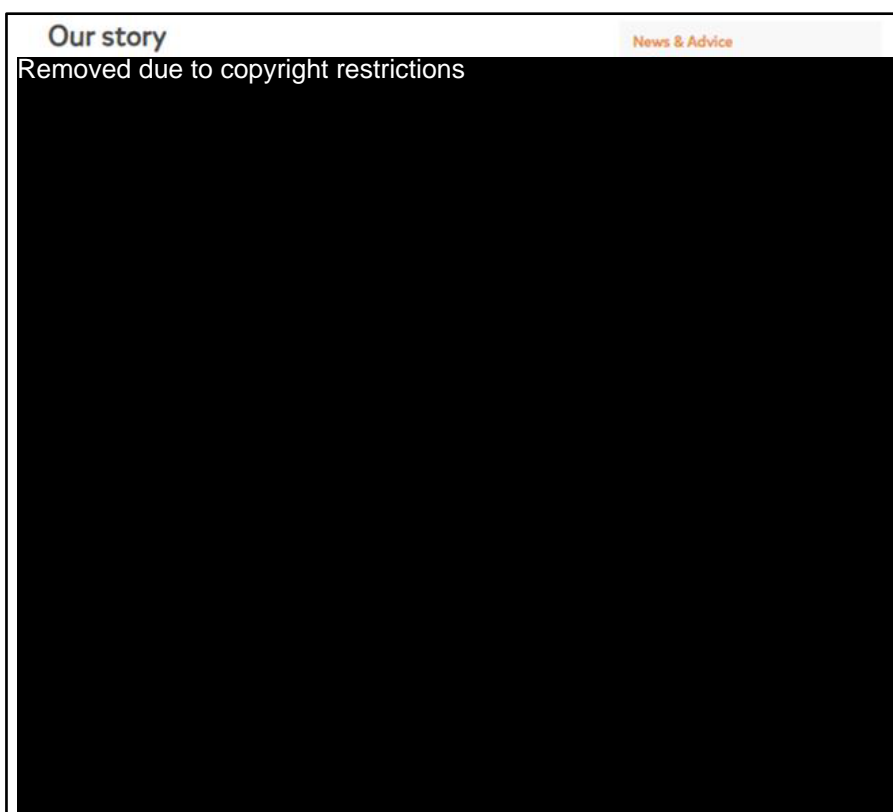
Whilst Teachers endeavour to be professional, they should also be considered to be independent, free and have an autonomous nature, as it pertains to their abilities to contribute to the success of those around them. However, in rising over and above this altruistic nature, we are also seeing that there is a considered approach whereby the professional is actually threatened. A professional requires training and education as they have a social responsibility to fulfil, however, the social responsibility that is to be fulfilled with regards to Early Childhood education significantly differs within public perception. Moreover, the definition of a professional also includes the capacity to engage in an activity for gain as a means of livelihood (Alexander, Fox, & Gutierrez, 2019; Avis, 1994). Some cynics would consider that, given that an Early Childhood Teacher’s wage/salary is inadequate, then this alone would make them not able to be considered a professional. However, a counter argument for that would be that a characteristic of a professional is some who works for the public good, that is, a Teacher (Baxter, 2011). It is clear that the conversations that are currently observed in the media are around the activities that make up the day of an Early Childhood Teacher, rather than the specific Policies that have been developed to enhance the learning of children and the Teaching profession.

Whilst Senator Birmingham was Education minister (2015-2018), he made significant changes to the policies around the child care rebate, increasing it and making it means tested. However, in 2019, more than a quarter of a million Australian children are under threat as the federal government prepares to review this and potentially cut nearly half a billion dollars from spending on the sector. The National partnerships agreement on Universal Access to Early Childhood Education is a policy that not only sets up children for success. Director of the Mitchell Institute Megan O’Connell stated: “The risk of withdrawing funding for the four year olds’ Preschool is that we are setting up children to struggle, to not adjust to School and to be challenged in their skills to work in the future economy. It's not just about numbers, it's about children's futures” (Bolton, 2018).

In ensuring we have the best for the future leaders of Australia, it is imperative to critically reflect and understand the need for quality teaching and learning constraints, which are considered to be an appropriate and significant part of policy development (Clarke, 2004). Thus, we provide for the Early Childhood teaching profession to ensure that is equitable and yet has solid processes, policies, and procedures (Cumming et al., 2015). Whilst the policies surrounding the accreditation of Teachers and the registration of services are well underway there is a need to ensure that the buildings and locations for activities are considered. There is a growing number of centres that appear to be simply “popping up” as noted in Appendix H. These are impacting the “small” owner-operated services which are dwindling, the response needs to not only look at the cost but also the product that the service is providing in order for them to be sustainable in the community that they are part of (Malone. U., 2018). As noted through Standing’s work, this economic liberalisation that is focused on a greater market flexibility has brought on some significant and profound changes in the actual nature of the labour market and the work that people are doing. The actual dismantling of the traditional work and the private owner operator systems are being removed to make room for

larger providers such as G8 Education and Goodstart who are bargaining power from not only the workers by the State as well (Standing, 2016)

There is a need for intervention, to recognise the injustices confronting Early Childhood education in the context of the teaching profession (Logan, 2018). There is a need to develop the processes for the education of children in our care. The only governing policy that is part of the Early Childhood sector is that of the NQF (Fenech & Wilkins, 2019). This framework is the standard by which all Early Childhood services and centres are assessed and by which they are to ensure that they continually improve. Most of the organisations build individual policies based around the seven (7) quality areas. Examples of this are the Goodstart policies and procedures as seen in Appendix I.



In examining the website of Goodstart Early Learning (2021) it is important to consider the procedures are specific methods used to express the policies that are to be enacted in the day-to-day operation of the organisation.

Figure30, Goodstart Story (2021) <https://www.goodstart.org.au/about-us>

Figure 30 provides further connection to the autonomy that as a provider Goodstart Early Learning services have whilst ensuring they are compliant with National requirements.

Similarly, the key procedures that are connected to this policy are supporting the participation and early learning development of the children in the service. Given this sense of autonomy there is also a growing sense of power for Early Childhood Teachers. Whilst the process must acknowledge the policy, the increased flexibility allows the Early Childhood Teacher to support and engage the learning of the children in their care. The Early Childhood Teacher is growing in significance, not only because of their need as outlined previously, but also in their capacity as a professional. Having a connection between the historical changes of Early Childhood Teachers and the impact of the global changes in the world economy provides for links to be made in relation to how the profession of Early Childhood Teachers has changed and moreover the need for these changes in order to care for and support the growing population.

As previously mentioned there is a complexity that surrounds the policies and procedures that are in use as of 2010 in Early Childhood and School teaching (Cumming et al., 2015; Dickens, 2016; Hardy, 2013). In summary whilst policies and their accompanying procedures may vary between professions, they reflect the core values, attitudes, and commitments, whilst sharing the same role in guiding each organisation.

The current context of Australian education is complex and difficult. Early Childhood Education, whilst seen as a critical area, is largely treated as a social science rather than a central priority. Through the discussion of various policies that pertain to both the Early Childhood sector and Schools it is important to note that Early Childhood Teaching has become a likened to corporate patronage (Johnson, 1972b) as it is associated with the growth of bureaucratic organisations in an industrial society. The influence of corporate patronage on Early Childhood is the link with ACECQA in ensuring that directors and Teachers alike are following the NQF and being ready for inspection every 2-3 years. Given the growth in the number of services and having a variety of services, each meeting the various needs of the

clientele, results in the need for audits, and ensuring that, whilst growth is important in business the most important business in the first instance is that of the wellbeing of the child and their teaching and learning needs (Beltman, Dobson, Mansfield, & Jay, 2019).

Given the growing need for Early Childhood services, the government has been forced to cater and care for Early Childhood Teachers and Educators (Campaign, 2016; Molla & Nolan, 2019a; White & Flear, 2019). Whilst there is corporate patronage (Johnson, 1972b) for the actual Early Childhood service, there is still state mediation of the policies that are dictating the Early Childhood profession and all those who work in, to deliver Early Childhood services. It is by the state mediation that all people have access to a limited amount of Early Childhood services and by that reasoning Early Childhood Teachers are professionals, and they should be treated according to the way they act (Davis & Dunn, 2019; Elliott & McCrea, 2015; Fenech et al., 2019).

Accreditation and Registration Policy and Professional Learning

During the course of this doctoral research, the accrediting body formerly known as New South Wales Board of Educational Teacher Standards, changed, and is now known as the New South Wales Education Standards Authority (NESA), or “The Authority”. It has been given enhanced powers to increase School compliance and raise Teacher quality with the ultimate aim of improving student results (The Board of Studies Teacher Education Standards, 2016). Therefore, the use of this power signifies that the work of Johnson’s action regarding state mediation and compliance towards education has been driven even further as the governing body now has a reduced size and greater “power/authority”.

To administer sedulous professional development, in accordance with the Accreditation and Registration Policy (Australian Institute for Teaching and Leadership, 2011), it is paramount to keep in mind the contemporary context in which Teachers work. It is a slow and uncertain process to make meaningful and effective connections for Teachers to

their own learning, very much like it is for students (Borko, 2004). Exemplary Teachers interviewed by Gabriel, Peiria, Day & Allington (2011) attribute their success to being supported through unregulated freedom to pursue their own pathway of professional development through engaged autonomy. In contrast to the previous definition self-directed, engaged autonomy refers to a Teacher's freedom to explore and experiment with techniques and pedagogy that one is wholly invested in as best practice for their particular situation. This can only occur when they have earned the respect and trust of the administration and School community, more of which is investigated later in this thesis.

These particular Teachers were successful in improving the learning conditions and achievements with some of the most at risk students in their Schools. In these case studies, Teachers found that they were able to improve on their practice through workshops on observation techniques and strategies that were most meaningful in terms of their own teaching styles. Barnett (2015) argues that even the knowledge and the skills Teachers are learning today are only effective and relevant in the past or—at the very least—the immediate present. He states that Teachers must instead hone in on the 'human qualities and dispositions' of expert learners and be allowed to practice this with their students, as in engaged autonomy. This may require Teachers to conceptualise and facilitate the learning of students in an awkward environment where the notion of control is fluid (Avis, Fisher, & Thompson, 2014; Boyd, 2019; Molla & Nolan, 2019b). Not to mention, this may mean Teachers must unlearn antiquated techniques and theories that are no longer effective in our more complex era of personalising the learning of every child (Cole, 2012). Even with the best intentions, there are barriers to professional development that prevent Teachers from expanding their arsenal of teaching tools when the pressure to show instant evidence of improved student and School achievement.

Professional development is maintained as an important part of an Educator's growth plan. Amy Vracar (2016), identifies three reasons why it is necessary for the education sector to be invested in promoting effective and meaningful professional development. Firstly, professional learning needs to be a continual journey throughout a Teacher's career. Teachers need to be given time and capacity to expand skill sets, develop pedagogy, and become more connected to the understanding of their profession. Secondly, as work, leisure, the economy, and families change, so does the classroom. Teachers need to be flexible, empathetic, and accepting to meet the needs of the students. Students will change from year to year and Teachers need to be educated on the best practices to make certain student achievement is paramount (Elliott & McCrea, 2015; Evetts, 2014). Finally, a partnership between School communities and Teachers is mutually valuable. Teachers benefit from the support of School leaders and School leaders see results in student achievement through investing in the effective professional development of Teachers (Grieshaber, 2012; Killen, 2005).

Once a common goal is established, Teachers must use the skills and knowledge acquired through professional development right away, collaboratively, and continually built and practiced over time. Author Malcolm Gladwell (2008) estimates that it requires ten thousand hours of deliberate practice to master a complex skill. Teachers improving on effective classroom practice would equate this mastery to seven years working in a School. Darling-Hammond (2016) amends this, stating that on average Teachers need to invest an average of 50 hours of professional development to improve on teaching skills and learning. Either way, the focus is on practice and concentration. Yet the erratic approach continues to dominate the professional development circuit (Aguilar, 2013). This is echoed by Sir Ken Robinson (2016) as he described the 16-billion-dollar business of educational programmes as

lacking what students really need, therefore wasting the time and money of districts and the education system. To that end, time must play a prominent role in professional development.

School leaders must invest time in creating relationships with staff members. This could take years depending on the readiness of the School staff community. For example, a new administration team will face resistance from a staff if asked to change. Leaders must model readiness to change through engaging everyone involved. Leaders must “foster collaboration by building trust and facilitating relationships” (Kouzes & Posner, 2012). Only through these relationships and a collective readiness to proceed will the team successfully progress towards a common goal (Voelkel Jr & Chrispeels, 2017).

Education changes affected by Policy

In July 2016, the NSW government announced changes to the Higher School Certificate for 2020 which affects current Year 9 students. These changes require students to demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. NESA (2017) stated from 2020, students need to demonstrate a minimum literacy and numeracy standard to be eligible for the HSC as measured by National Assessment Program – Literacy and Numeracy (NAPLAN). This process is further explained in Appendix J, alongside some of the areas of concern.

School staff have been informed to continually improve academically and therefore these improvements will be evidenced in the results of the assessments (Ford, 2013). In essence children are being informed that they need to take all of their studies seriously and to work consistently all year and throughout their entire schooling. These policy directives on Schools and teaching staff are unrealistic and are damaging to the wellbeing of the students themselves (Garrick et al., 2017). Additionally, information was distributed to students to explain what the expectations were for their schooling if they were to complete the Higher

School Certificate. Placing these parameters on both students and Teachers was not only unrealistic but caused a great deal of stress (Garrick et al., 2017; Paynter & Bruce, 2014).

The Policy framework which this initiative sat within was to raise the literacy and numeracy standards of students in Australian Schools as a direct response to the 2015 Programme for international Student Assessment (PISA) results (Thomson, De Bortoli, & Underwood, 2017) . PISA is an international study that measures the knowledge and skills in particular areas around literacy of 15-year-old students. The reasoning behind this age group is due to students nearing the end of their compulsory schooling. It does not measure specific curriculum perspectives nor content but rather the application of three types of literacy, scientific, reading, and mathematical. The following results were noted for New South Wales:

The proportion of students who achieved the National Proficient Standard in scientific literacy was 59% (which was the third lowest ranking across Australia's states and territories

The proportion of students who achieved the National Proficient Standard in reading literacy was 60% (which was the third lowest ranking across Australia's states and Territories

The proportion of students who achieved the National Proficient Standard in mathematical literacy with 55% (which was the fourth highest ranking across Australia's states and Territories (Thomson et al., 2017, pp. xix - xx).

Whilst these results do not show New South Wales in a particularly strong standing in comparison the rest of Australia it is important to note that overall Australian students achieved significantly high than the OECD average; however in comparison to Singapore, Finland, Canada, Estonia, China, Vietnam and Hong Kong, Australia performed significantly lower (Thomson et al., 2017, p. xviii).

Making these broad sweeping changes for students who wanted to continue into Year 11 and Year 12 was never going to be sustainable. Even though the state mediation tried to be in effect where “the state attempts to remove from the producer or the consumer the authority to determine the content and subjects of practice” (Johnson, 1972b, p. 77). There was little support to Schools and although there was a belief that this would impact on the need for trade-orientated work. However, this too was not accepted by the community. As a result, less than 12 months later on February 22, 2018 the following National Education Standards Authority website to explained they had a further change in policy and practice for students would continue into Year 11 (Coffield et al., 2008; Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012).

These types of radical changes in policy are affecting not only the children and students in Teachers care but also the children themselves. There was no change in government during this time, it was simply the back-lash caused by the voice of the people which saw this turn-around take place.

Although there was a digression around the expectations of High School students this has a direct impact on those who want to work in the Early Childhood sector (Gahan et al., 2018; Independent Education Union, 2019). The fact of the matter is that if an Early Childhood Teacher achieves the marks required to enter the course for Early Childhood teaching, they could well look at entering into another para profession such as occupational therapy or physiotherapy and receiving a much higher wage than a first-year Early Childhood Teacher working in a service. What is also important to note is that training necessary for those students who come directly out of School and whilst they can complete the their TAFE accreditation they require a diploma prior to entering their degree programme if they choose not to come to university in the first place (Traunter, 2019). Thus, in adhering to the policies of the HSW there is the possibility of a shortage of Teachers and Preschool Teachers as the

capacity to survive on the minimum wage is impossible and the fact is that there are no “real” long term job opportunities for advancement. Rather they would need to understand and follow the policies and procedures as directed by the service and ACECQA.

Policy Cogs of Professionalism

With the many changes in policies, as noted throughout this chapter, it appears that the internal cogs of the government and state mediation are driving the corporate and patronage of the teaching profession. The following diagram reflects these connections and links the three typologies of the professionalism described by Johnson (1972b). The manner in which Johnson depicts the connection between the professions and the changes at key moments in history provides for a further connection with Guy Standing (2013) who has written most of his work around the GFC and the impact that this has had with the way in which professions have been impacted.

Guy Standing introduced the concept of the precariat in his 2011 (Standing, 2011b) as an emerging mass class. This class was to be characterised by inequality and insecurity. Standing (2011b) outlined the increasingly global nature of the precariat as a social phenomenon. At a similar time political movements such as the “occupy” movements as were being called into action (Alcaraz, 2011). This particular movement was created and was based on a protest movement that began on September 17, 2011 in Zuccotti Park, in New York’s Wall Street financial district. The movement was against worldwide economic inequality. Furthermore, it was not just based in the United States, but also similar protests were also seen in Australia. One of the greatest reasons the group grew in Australia is the connection to the lack of government recognition of the average person. Protestors wanted to end corporate greed and consumerism, but more importantly they want to be heard. They wanted children, who were having to go to childcare early due to both parents having to work to survive, to be able to stay at home with at least one parent. The movement wanted to take

the step a little further and “identify small geographic spaces in which they as a pure little democracy can run their own lives” (Lawson, 2011). They believed that as the government had failed them, it was up to individuals to develop the policies by which they would live and to restore human dignity. Finally, Socialist Alternative activist Declan Murphy told *GLW*: “The global occupy movement is a very important movement as it is explicitly about reclaiming our democracy from corporate influence and from corporate power” (Lawson, 2011).

Standing’s work *A Precariat Charter (2012a)* was published in the light of the social unrest characterised by the Occupy Movements (Occupy Australia, 2019). He outlined the political risks they might pose, and what might be done to diminish inequality and allow such workers to find a more stable labour identity. His concept and conclusions were adopted by scholars from Noam Chomsky (Chomsky & Polychroniou, 2017) to Zygmunt Bauman (2018), by political activists and by policy-makers. Furthermore, there is a connection with the professions and the way in which the professions are been distributed in conjunction with people communicating and reacting within society. However, it is important to understand how this link works and the effect on the Early Childhood Teacher dealing with the growing number of policy changes that they are endeavouring to live with. (Logan et al., 2016)

The way in which we can link Johnson (1995) and Standing (2012a) are through the two interconnecting models that have been shown, firstly the Precariat Ripple Affect in Chapter 4 and secondly the Cogs. As noted, Figure 31 is a pictorial replication of three tropes that Johnson depicts as the main changes/developments that form the professions and the act of professionalism from the industrial revolution to the 1970s.

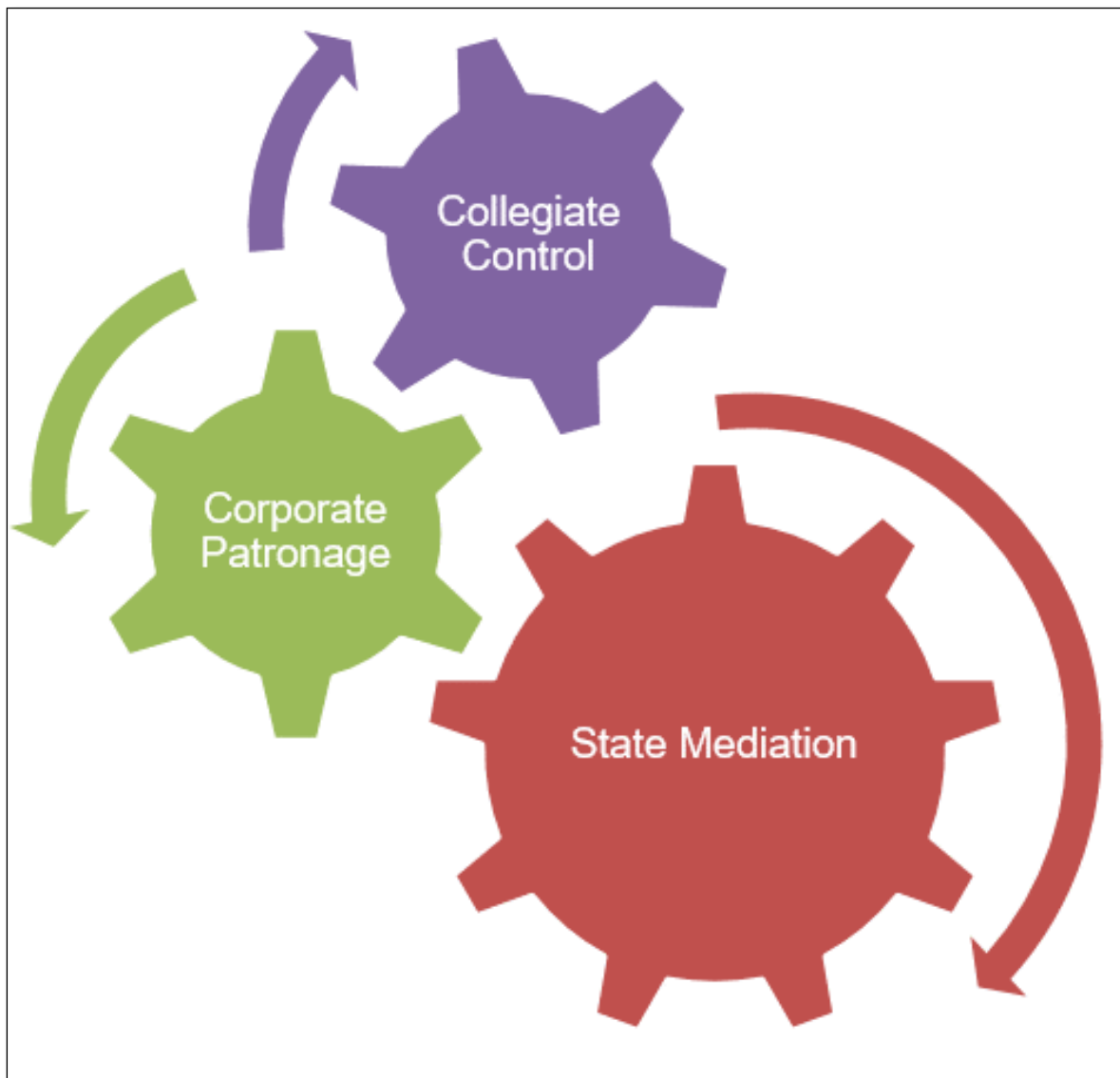


Figure 29. The Cogs of the Teaching Profession (McLeod, 2018)

These cogs are not only *independent* of one another but also a form an *interdependence* as it pertains to the professions. This is demonstrated through the remainder of this doctoral research. As previously mentioned, within the Early Childhood Education industry there are numerous types of services. Similarly, many of these types/organisations

have occurred/developed historically but also have developed throughout the last century. First and foremost, it is important to acknowledge the significance of the relationships between the child and parent/care giver/family(Baxter, 2015). These relationships and the learning that “occurs” cannot be replaced by a professional. The love and care that children are provided in a “healthy” child/primary care giver relationship cannot be surpassed. However what can be provided is an integral approach and a furthering and growth in the child’s relationships and knowledge as they begin to interact with those who are professionals, Whilst throughout this thesis I have distinguished between the Early Childhood Educator—that is the certificate and diploma trained professionals, and the Early Childhood Teacher—the degree and university trained Teacher, however in this discussion of Johnson’s patronage and state mediation both the Educator and the Teacher are considered as fundamental in the development of the child’s wellbeing and learning. Whilst the Teacher who is the “assumed” more qualified professional, those who have been working with children have an inordinate amount of experience and time spent. But perhaps the qualifications cannot provide a similar, albeit different type of learning, caring and development of the child when they are placed in their care.

The 3 P’s Patronage, Policy and Professionalism

When we look at the cogs that Johnson (1972b) discusses, the initial patronage model links with the organisational structure that is seen in the KU Kindergarten Union (Kindergarten Union Children's Services, 2019). The growth in the kindergarten movement initially began in Australia during the late 1800s (Kindergarten Union Children's Services, 2019). At this time there was a concern held about the number of young children living with their families in very poor conditions and, as mentioned previously, whilst nothing can replace a family’s love, these children were often neglected and had no access to appropriate

education. The worsening conditions after a major strike in 1890 and the depression of 1893 saw an increase in “slum-like” areas (Kindergarten Children's Services, 2021)

The key to the social reform discussed was linked to the education and the welfare of these children. What is disappointing to note is that link is not seen today and the precariat as the Early Childhood Teacher is growing instead. In the August of 1895, a meeting of kindergarten enthusiasts was held and those present formed themselves into a provisional committee of the Kindergarten Union (2021).

They were led by the then well-known feminist Educator Maybank Anderson and the objectives that were started then are still shared today which are:

- Set forth kindergarten principles
- Endeavour to introduce those principles into every school in New South Wales, and
- Open Free Kindergartens wherever possible (Gardiner, 1982).

From this growth developed the next type of community-organised and facilitated program, Gowrie (Lawson, 2011). This service looks at what types of research can be added to develop a best practice. The way in which Gowrie works is to use current research and base the structure of their services around this. This is one of the two ways in which the Early Childhood profession is developing the “corporate: arena (Gowrie New South Wales, 2019). They utilise best practice and extensive research based on the academics who participate in research and formulate collectively what it is to be an Early Childhood professional. This connection with research provides a sense of authority as to what and how children are learning in the Lady Gowrie’s services.

These two types of business approaches are demonstrating the patronage typology. Corporate patronage for this is what KU and Lady Gowrie are associated with— the growth of organisations in an industrial situation. In fact, they utilise the demand that has been

created by the needs and the definitions of the clients to whom they are responsible for using the patronage approach. However, when state mediation (Johnson, 1977) occurs in the Early Childhood sector, various occupations are increasingly incorporated within the organisational framework of government agencies. Solo practice is no longer the norm and the relationships between the consumer and the producer is decreased (Johnson, Larkin, & Saks, 2005).

This relationship as part of the profession within Early Childhood education was clearly observed and documented throughout the demise and separation of the ABC Learning Centres which was Australia's largest child care corporation (McRobert, 2009). It is important to provide a historical perspective to how this situation unfolded. In brief, as Brennan and Newberry (Brennan & Newberry, 2010) outline, the Whitlam Labour Government, 1972–75, introduced funding for not-for-profit long-day care, that is full day-care and education for children aged from 6 weeks to 5-years-of-age. This development led to Early Childhood Education becoming the primary responsibility of the public, which in turn led to an enormous expansion in the not-for-profit community-based and run services.

In 1991, the Hawke–Keating Labour Government, 1983–96, extended government subsidies to private for-profit providers, thus endorsing the patronage typology and allowing childcare and education to be run as a profit-making business. A market approach became entrenched under the Howard Liberal-National Coalition (Conservative) Government, 1996–2007, and supply-side funding was dismantled when operational subsidies for not-for-profit services were removed in 1997. In 2000, the Child Care Benefit, a demand-side subsidy to parents that flowed directly to the centre attended by their child was introduced. These policy levers increasingly positioned childcare as a private responsibility (Australian Government, 2019; Australian Institute for Teaching and Leadership, 2011; Australian Productivity Commission, 2016). The attractions of a business model underpinned by a secure government-funded revenue stream led to the rapid expansion of for-profit provision and

created market conditions conducive to the entry of corporate operators such as ABC Learning (Sumsion, 2012). The reason for outlining the rise and fall of the ABC learning centres demonstrates the changes in policy around the Early Childhood and the implications this has had on not only the families but also on the development of the policies as they pertain to teaching within Early Childhood services. Appendix K provides a pictorial representation from 1988 – 2008. The following has been constructed to provide a pictorial timeline of the rise and fall of the ABC Learning centres. The information, whilst collated by the author, was based on the research by The Australian Institute (Rush & Downie, 2006).

The reasons for the failure and the lessons learned from the situation can be identified by the following key points: poor decision-making skills, ineffective corporate governance, aggressive growth strategy, and furthermore there were questionable accounting practices that came to light in the bankruptcy hearing (Rush & Downie, 2006, pp. xvii-ix). The collapse of the organisation provided a glaringly obvious problem: ABC grew too fast, too quickly, and in too many countries (Ditchburn, 2008). What this did was to cause the community to lose faith in childcare providers as well as to remove children from care and from accessing Early Childhood teaching. Whilst there were a number of issues with ABC, similar approaches used by their organisation have now been implemented across the early years learning profession. In order to ensure that the same mistakes were not made again after the ABC Collapse a series of recommendations were embedded into Early Childhood Policy development for future planning (McRobert, 2009; Rush & Downie, 2006). Table Table Four, provides a summary of these changes which illustrate the depth of pedagogical and organisational strategies that are required in order to continue to be employed or work or care for the children and community that the service is in (Sumsion, 2012).

Criteria	Significance in the Early Childhood Sector
Staff qualifications	ABC ensured they had more than one full time Early childhood Teacher in the services at the time
Support for staff	The child to staff ration were the highest of all organisations and ensured that children were well care for at all times.
Building standards	The capacity for the innovative nature of the buildings provided quality education opportunities for the children who attended their services
Opening hours	The flexibility of the operation hours was a selling point especially to those who lived in the city
Services provided	Within some locations a pick up and drop home option was provided; all had fully qualified chefs for cooking meals
Value for money	The cost of their fees were competitive and as such they unfortunately and obviously ran at a loss; but it was inexpensive

Table 4. Positive and Pedagogical sound aspects of ABC Learning (Compiled by McLeod, 2020)

Whilst ABC Learning endeavoured to go down the road of Mediative Capitalist typology (Johnson, 1972b), where the entrepreneurial intervenes with the direct relationship between the producer and consumer, this was obviously not successful, and State Mediation was required.

In fact, the Australian Government intervened in provided a \$58 million package to fund 262 unviable centres and transfer them to a new company. After the collapse of the ABC Learning 90% of the original service is still operating today and the current structure and division of ownership across the sector for long day care sites is shown as 64% privately owned, 34 % are owned, operated and managed by community interests and as such are not-for-profit organisations and 3% are owned by thy government. This latter component is based on the services they are attached to department of Education Schools (Dowling & O'Malley, 2009b).

Conclusion

The policies that were introduced as part of full state mediation of the Early Childhood Education sector were considered and decided upon in the effort to ensure that the debacle of

the ABC Learning Consortium would not occur again, thus supporting primary care givers and the children who require consistency of care. Moreover, the following points are used to provide governmental bodies the support they require in order to set up an early childcare service to complete, that would not only cater for children but be appropriately fiscally managed so that all key stakeholders are catered and cared for. The following forms the underpinning of the policy that has been endorsed and summarises the basis of the NQF:

- New operators must demonstrate that they are suitable to operate a child care centre.
- Operators must give 42 days' notice before they close a child care centre.
- Monitoring of child care centres has been strengthened.
- A new civil penalty regime has been introduced.
- Given the plans provided by the 2009-10 Budget, the Government, further instigated the following guidelines and along with consultation, announced plans to:
 - Investigate the financial viability of large Long Day Care (LDC) providers before they are approved for Child Care Benefit (CCB) and will be reassessed each year.
 - Finally, The Minister for Education will have new powers to commission an independent, confidential investigation or audit. (Department of Employment Education Workplace & Relations. DEEWR., 2011).

With the changes of policy and the focus on governmental transparency, the key factor must be how the children are cared for and who is teaching and caring for them. As an Early Childhood Teacher employed in either a patronage or stage mediative service, the fact is that all Early Childhood Services and Agencies originated from the collegiate model (Johnson, 1972b).

Whilst the policy and procedures that surround Teacher education are complex at each level of education, from Early Childhood through to the completion of School, it is important for this chapter to demonstrate the impact these policies have on the Teachers who are educating the children. Whether Teachers are involved with babies or 18-year olds, there is a need for policies which support not only the consumer but also the producer and, moreover, they need to ensure that the rights of the child are at the forefront of any decision made. Throughout this entire chapter the use of the data that already exists was imperative. Moreover, it demonstrates the usefulness of having a historical context, especially when policies affect all those involved in the education of children.

Finally, from the chapter on policy Johnson's (Johnson, 1972b) tropes have continued to clarify the relationships between the consumer and producer and has assisted with the movement of policy development and implementation. Noting that this action is key to support the enabling framework of professionalism that is becoming apparent between Early Childhood and School Teachers. The one focus that is not contradicted by any Teacher is the importance and significance of the rights of the child. The overarching privilege that it is to be able to educate, care and guide the young minds of the future, (Chen, 2016; Coggshall et al., 2012) they have the privilege to educate .

CHAPTER SIX THE RIGHTS OF THE CHILD

Introduction

This is the final chapter of this thesis and underpins the reasoning for this research the children who are being educated and cared for by Early Childhood and School Teachers are the future leaders and professionals of society. Not only will the work of Johnson (1972b) be considered but also the work of Standing (2011a) as we seek to support the Early Childhood profession as it emerges in Australia. Article 28 of the United Nations Convention on the Rights of the Child (1989) states that all children have a right to education. In further detailing this right, four main parties are identified as stakeholders in a child's education: the parents, the child, the state, and free society (The United Nations, 1989, art. 29). In Australia, as in many other democratic nations of the world, the primary responsibility for the delivery of education has been assumed as the responsibility of the state for around 150 years (Proctor & Sriprakash, 2013). While the vast majority of Australian children continue to receive their education through conventional methods, beginning with Early Childhood/long day care centres, Preschools and moving to schooling, a small but growing minority of parents are instead choosing to take that responsibility back from the state and educate their children at home (Jackson & Allan, 2010).

Home-education, also commonly known as home schooling, highlights the tension between parental liberty, children's rights, and state responsibility in the delivery of education (Merry & Karsten, 2010). In addition, the issue of home-education is increasingly a source of public interest and debate and has been the subject of public inquiries, both in Australia and overseas (Select Committee on Home Schooling, 2014; Stafford, 2012). Whilst initially children could remain in home care such as "family home care" this is no longer a viable option for families given the cost involved as each family home practitioner needs to be qualified as a Teacher. Thus, adding another component to the ever changing cycle of

education, is the practice of home-education and although typically regulated through the use of government policy, it too is highly diverse, even within nations (Varnham & Squelch, 2008), and like any other policy is dynamic, contested and value-laden (Rizvi & Lingard, 2009). It is important to be aware of this form of education as an alternative in ensuring the rights of the child are upheld whilst ensuring parents and their motivations, in conjunction with the short term and long-term effects on the child are all considered in the discussion around the educational rights of all children.

All children have the right to access equitable and quality education. The United Nations Education, Scientific and Cultural Organisation (UNESCO) have made numerous bold statements as to why children should be educated. However, the two statements below provide corroborating evidence of this maxim:

Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens ... It promotes individual freedom and empowerment and yields important development benefits. (UNESCO, 2012).

Vygotsky expounds on the concept of education as being more than the “acquisition of the ability to think; it is the acquisition of many specialised abilities for thinking” (Vygotsky, 1978). Emerging from these research and policy directives is that all children have the right to an education.

Similarly, one of the five key principles outlined in the EYLF is “High Expectations and Equity” (Commonwealth of Australia, 2009, p. 12). This principle is established through having a community of practice including parents, Educators and other linked professionals working collaboratively to ensure the curriculum offered is inclusive for all children. Early Childhood professionals in Australia believe in the inclusion of all children within an Early Childhood education setting and service. Owens (2012) links this to the ability of staff

demonstrating, through practice, that all children have the right to be included and validated as active participants in the curriculum.

In 2016, the global commitment to provide basic education for all children, youth and adults would be assessed as an achievable goal. The awareness of “Education for All” (EFA) in the context, place, and space of an Australian School of education is a work in progress, and EFA is indeed an aspiration for these Teacher education programs. There are specific institutionalised aims to meet the learning needs of children, youth, and adults of Aboriginal / Indigenous heritages and those living in rural communities. There are goals, aspirations, technologies, and provisions to work on Early Childhood and primary education access for all. There are frameworks, research on retention and recruitment to address the global shortage of Teachers. Lee (2013) responded in conjunction with a clear focus on the Human Rights that are needed to be adhered to within education. Moreover regarding the above claims of costing causing difference of care:

If a country is willing to support the military and policing initiatives to protect the physical security of society, then that country should be willing also to support the educational initiatives to protect the knowledge-based security of society. (Lee, 2013, p. 7)

Furthermore, we see the consumer defining the need for Early Childhood Educators as women are wanting to return back to work and therefore require some form of child care. Johnson's (1972b) type/trope known as patronage is observed within the societal need for the Early Childhood Educators to be prepared and qualified to care for their children. The need for the qualifications within Early Childhood education care is brokering on corporate patronage, as the demand for care is been driven by the need to work and the flexibility of care for a moderate costing (Johnson, Ashworth, et al., 1984). Understanding these key issues through the links to Johnson, the ideologies of “professionalism” has transformed the

view and the opinions of Early Childhood education in Australia during the 2010s (Evetts, 2011; Gutierrez et al., 2019).

As the child is the focus of this chapter, there are key issues which must be taken into consideration. It is important to note that Teachers in Early Childhood must be intentional Teachers, that is they are intentional with respect to many aspects of the learning environment, beginning with the emotional climate they create. They deliberately select equipment and materials and put them in places where children will notice and want to use them. “In planning the programme day or week, intentional Teachers choose which specific learning activities, contexts and settings to use and when. They choose when and how much time to spend on specific content areas and how to integrate them. All these Teacher decisions and behaviours set the tone and substance of what happens in the [setting]” (Epstein, 2007b, p. 4).

Moreover, rather than the focus being on the curriculum activities and routines, the Teacher’s actions are guided by the curiosity and eagerness to engage with the children. Therefore, as a Teacher of a children one must create a learning environment that is rich in materials, interactions, and language—with opportunities for children to practice choosing, thinking, negotiating, problem solving and taking risks themselves (Barkley et al., 2014). Through encouraging children to explore materials, experiences, relationships, and ideas through a variety of open-ended materials. It is significant and vital to create opportunities for inquiry—where children can ask questions, investigate, gather information, consider possibilities, form tentative conclusions, and test and justify them (Jameel, 2012; Rouse & Joseph, 2019). Whilst not always convenient the Teacher needs to actively “join in” children’s play, “tune in” and respond to children’s views and ideas, and work closely and alongside young children. Through doing this, Teachers are modelling and thinking and using problem-solving strategies that may challenge the children (White & Fler, 2019). In

order to ensure that the rights of the child are focused on, it is important for the Teacher to enhance any experience they can in the children's learning.

In order to ensure the ongoing needs and rights of the children in the care of both Educators and Early Childhood Teachers, the focus is drawn back to the words and aims of the EYLF (Department of Employment Education Workplace & Relations, 2012) and therefore we must:

recognise and respond to barriers to children achieving educational success. In response they challenge practices that contribute to inequities and make curriculum decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities and other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes (Department of Employment Education Workplace & Relations. DEEWR., 2009, pp. 12-13).

Ensuring that the above is the focus it is important for Teachers to know that Educators have an important role to play in facilitating children's learning and development. Firstly, learning and development does not occur without the support of adults (Leggett & Ford, 2013).

Secondly, intentional teaching, is purposeful, thoughtful, and deliberate rather than as a structured or formal approach that is done occasionally. Thirdly, intentional teaching is, in effect, the opposite of teaching by rote and repetition (Monk & Phillipson, 2017; White & Fler, 2019). It provides children with the opportunity to learn from the experience in a meaningful way. Finally, and what this researcher considers the most important is that children do not only learn through self-initiated play and discovery as it being the only way. Teachers have for some time taken a "hands-off approach" and/or "stand-back" from children's learning and only intervene or take action to direct children's behaviour when

some of the children “misbehave” or “invite us into their play” with the value of protecting individual rights and learning taking turns (McNally & Slutsky, 2017). This “push and pull” of our pedagogy, makes Educators re-think their role in supporting children’s learning, through the changes in the Early Childhood sector and to a greater extent to teaching as well (McGregor, 2003; Prendergast, 2008).

The impact of the Precariat on Children

There is an instability within the workforce, which is causing an ambivalent attitude, as the labour force is neither prepared nor able to understand what is actually going on given the changes in workforce allocation (Barr et al., 2008). As seen in Figure 32, whilst there may be a number of contracts which are both short term and long term, the casualisation of the workforce compared to continuing positions and the temporary nature is due to the

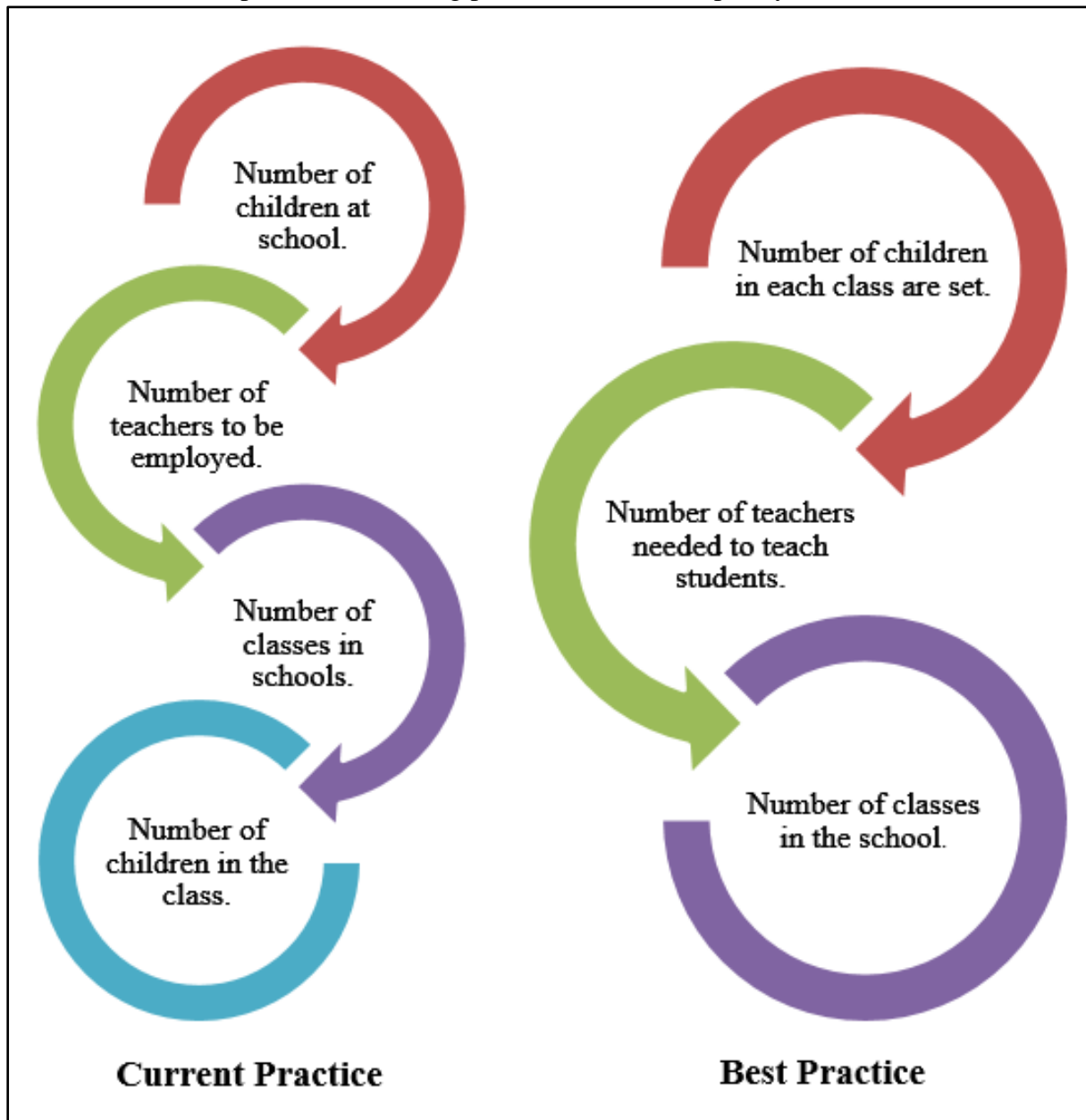


Figure 30. Teacher Child ratio and the impact of state mediation (McLeod, 2019)

workforce being contingent on the number of students within the School, which alters the

number of Teachers, which in turn affects the number of children within the class and optimum Teacher: child ratios (Avis et al., 2014; Bahr & Mellor, 2016; Denscombe, 1980) tea. Furthermore, the use of unpaid workers and volunteers in services and Schools is growing. Previously this same group of people were actually employed in the profession of teaching. Through using the volunteering as not only as a means of giving back to the community and the children but if they show themselves to be worthwhile contributors to the Schools and service, they retain employment, especially when there is a need for this support and lower Teacher to child ratios (Thomsen & Jensen, 2020). Moreover, the observed increased in volunteers and in fact the growing market of these individuals who are volunteers is seen more prudently in the now mandatory End of Year thank you morning tea for volunteers at Schools and services, where a “workforce” is thanked rather than been paid.

The unstable labour market has provided a greater sense of instability to the individual and to those around them (Aldridge, 1996). This instability is due to the individual not having access to sick, holiday or carers leave which in turn can lead to further instability around debt and the inability to see a way forward to change. Given they have work, albeit on a casual basis they have “a little” which means they are unable to access the government support and in actual fact there is a firm belief that the precariat would be better off if they indeed did not work (Australian Government Fairwork Ombudsman, 2020; Standing, 2008).

This group, class, or collection of people is well educated, and they want to work. But even though they are working they are not able to survive. Therefore, it is at this time that they are considered the precariat and they enter into a situation where they become discontent and a growth in their hardships become apparent (Standing, 2018). Given this situation is rife within the Early Childhood sector and is becoming more apparent within the School sector and a growing trend at a tertiary level, there are four key issues that occur as a result of this situation.

Firstly, we lose excellent Teachers (Irvine, Sumsion, Lunn, & Thorpe, 2016; Perryman & Calvert, 2020) of children. The value adding that a qualified, engaged, professional and passionate Teacher can make on a child's development cannot be denied. Moreover the stress that is caused by a change in ratios and best practice that allow for learning in the early years as well as building upon relationships must not be undervalued (Whitaker, Dearth-Wesley, & Gooze, 2015). Secondly, in order to rationalise the numbers and the ratios within the early years compared with the cost outlay and global budgeting there is an increase in unemployment. The amount of money that is required in developing quality early years learning and indeed any educational institution is at times growing to be prohibitive. This in turns means that the number of Teachers and Educators who are employed are reduced as part of the cost saving mechanisms. In essence it may be known as "cost saving" (Fort, Ichino, & Zanella, 2020; Helburn, 1995). However, as far as the people who are affected are concerned it is a "cost cutting" mechanism that both Teachers and Educators are becoming unemployed. Additionally having this type of attitude within the community has a ripple effect not only on the families of those affected but it can also "trigger a cascade" of stressors for those who remain in the workplace, including the children and students in the care of the remaining staff (McKee-Ryan & Maitoza, 2018, p. 88).

There is a perceived and apparent disconnection between the corporate and the workers leading to a focus on neoliberalism where the service/ School as "the individual entrepreneur seeking to improve his or her own economic situation replaces deliberation over our values and societal goals" (Hursh, 2011, p. 39). The focus on the role and importance of private corporations and franchises in Early Childhood education over the basic needs of learning and caring for children and the importance the future generations for social policies to be reformed and addressing best practice rather bottom dollar is deeply problematic and negatively impacting on the most important commodity the world has the future children

(Cross, Dunn, & Dotson, 2018). These above considerations offer clarity around the term underemployment which was previously mentioned with respect to the idea that there is a high visibility of those who are unemployed. Such is the case with many Early Childhood Teachers.

Moreover, the greatest challenge that is currently affecting the Early Childhood field is that of the visible underemployment. For example, some Early Childhood Teachers are working but only because they are being paid as a Diploma trained or certificate III Educator. That is, they are forced to work at a level beneath their qualifications. It is at this juncture that a precariat becomes a key feature (Standing, 2012a, p. 81)

Therefore, those who appear to be enduring the above are seeing their disposable income barely rise. Likewise it appears to be what is known by Charles Leadbetter (2015) as a “*stagnation cycle*”. What is needed to move out of this “whirlpool” is an increase in their security, in their incomes, and in their ability to spend, therefore allowing them to escape the cycle and lift themselves out of the precariat into the salariat (Standing, 2012b, 2018). It is these people who are sharing accommodation with their parents or with others as they do not have the job security that is required to live alone.

In previous eras, from the middle ages through to the 1970s, stagnation went hand in hand with low innovation. The economy stagnated because there was little underlying dynamism, few new ideas, and limited opportunities for entrepreneurship. Is it possible that we are currently living in an era where the economy has stagnated and in part due to a “glut” of innovation? It appears that stagnation and innovation are combining to create a vicious whirlpool in which everything moves very fast and yet stays in the same place (Chomsky & Polychroniou, 2017). Perhaps that assists with the explanation around the dissonant feelings and the impact that these emotions and self-fulfilling prophecies that appear to be entrapping those working and learning in the modern life.

What we are seeing is a rise of inequality and, in order to reverse this process, it is important that the aim for economic policy should be to reduce inequality by raising the incomes of those in the squeezed middle (Ford, 2013; Quiggin, 1999). That in turn means looking at the kind of basic innovations in the cost of housing, childcare, transport, energy, and utilities which would make life more manageable for them. Allowing people on modest incomes to live well should become one of the chief goals of innovation policy (Leadbeater, 2015).

Given the wealth of research (Ford, 2013; Gervasoni et al., 2010; Marks, 2014, 2015, 2016) around the possible impact that a student's Socio-Economic Status (SES) has on their capacity to engage and learn, it is important to clarify the common measure that is used in order to establish a student's SES. In the literature identified it is important to note that, whilst there is a variance in data regarding student achievement across areas of living and SES (Gervasoni et al., 2010; Marks, 2014), there is little conclusive evidence that this is due to a student's SES. Rather it is based on the child's innate ability. Nevertheless there is speculation around academic capacity that may be considered in part, based on parental employment and education, therefore there is a greater need to investigate the influences on Early Childhood and School experiences (Ford, 2013; Marks, 2015). Moreover, previous research has identified that there is a need to ensure that Teachers are well resourced and supported in the early years of teaching numeracy and curriculum development (Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges, 2006).

Likewise, evidence also attributed the capacity of a student's capabilities to the premise that their home lifestyle may not provide them with the capacity to understand the level of mathematics that is found at Schools (Gervasoni & Sullivan, 2007; Klibanoff et al., 2006). Similarly, it is important to note that there is an impact that "culture" has on the child. Research completed in this area (Phillipson, Phillipson, & Kewalramani, 2018) states, that

whilst opportunities are provided for children to investigate aspects of learning, through cognitive engagement and developmental play including interrelationships, the interaction of Aboriginal and Torres Strait Islander contexts that extend their understanding of their lives through the application and evaluation are limited and in some case there are no indigenous methods taught (Matthews, 2003). However, it is equally important to acknowledge the multicultural diversity of Australia and that the goals, beliefs and practices of the “melting pot” that is Australia, identifies and impacts the results of research in this area around the rights of the child and the opportunity for children to engage in their learning with the necessary support and encouragement surrounding them.

Thus the works of Wang (2014) and Sarangapani (2003) conclude that the relationships of the parents consider success as critical rather than whether or not a child has the capacity to articulate how they feel or moreover have a feeling of self-worth that is not aligned to success. In addition, the links between culture and assessment (Davis-Kean & Sexton, 2009; Ziegler & Baker, 2013) suggest that educational achievement is founded on an “educational system”, with the connections between family, culture, teaching resources and the value of education being the central themes in predicting academic success.

Within the changing world of technology and the impact this has on numeracy, there continues to be a perception by Indigenous peoples that education is part of the assimilation process where “they must become white to succeed” (Matthews, Watego, Cooper, & Baturu, 2005, p. 2). In order for a culturally fair assessment, issues such as language, interpretation and understanding need to be examined and in doing this a sociocultural perspective of assessment can be provided (Klenowski, 2009). Furthermore, the importance and understanding of what the assessor and the assessed bring to the task should be considered (Elwood, 2006). If there is to be an understanding of the way in which culture impacts on the assessment task and the results, a negotiation of meaning is central to the process (Timperley,

2011). Thereby ensuring that not only child but the Teacher are provided an opportunity to contribute in a significant and professional context (Coggshall et al., 2012).

Guy Standing's (2016) *Corruption of Capitalism* alludes to the term "gig profession". In essence this is a profession where people turn up to work, do what they have to and then leave again. More often than not, where there is an illness in either a service, centre, or School a casual Teacher or Educator is brought in to "look after" the children. This is a perfect example of what the "gig" profession is, where a casual Teacher is in the class for the entire day and they are responsible for the children, but they attend the School at a certain time and finish at certain and there is no other work completed. Similarly, Teachers working in the Early Childhood Sector would only need to be there for the children rather than organising and planning events. Currently in Australia there is a concern around this growing trend and the impact it is having on how universities are preparing future Teachers and likewise how the Principals and Directors are doing the same in both Schools and Early Childhood services in order to cope in these types of situations? Whilst this is ultimately not a desired professional standing, however, there is a more important impact here on the child as learner and the future. By having 'a gig style' type of education there is little consistency for the children and as such they will not focus and thus do not fulfil their requirements to continue to attend School. In order to decrease this growing trend, there has been the establishment of casual contracts and also split shifts and hours for Teachers who do not work on the floor in the service. Whilst this provides a sense of consistency and support for the Teacher and children alike, the feeling of being unsettled can soon arise for the Teacher and thus the continuity of teaching and care of the child is disrupted yet again.

Furthermore, with this current trend in education, there is a belief that there is an increase in productivity and the income but wages on a corporate level are still kept to a minimum as, if there are only casual and temporary contracts, there is no need to pay long

service leave or holiday pay. In alignment with this, Standing (2010) tries to ascertain and make comments around the various connections around the downfall of capitalism in his book rather than making a comment on corruption of capitalism. The downfalls that are apparent with capitalism are those facts previously mentioned with regard to Teacher/class ratios and the connection and method that the Schools and services use to organise classrooms and class allocations.

Whilst universities can prepare Teacher Education students with the academic knowledge and the skill sets that are required in order to teach, it is not only “about” the academic content, or the knowledge around child development that will enable us to have the best Teachers teaching future generations. It is the combination of both of these, as well as engaging and relevant learning experience when on placement that prepares students. Educational researcher Michael Fullan’s core guideline for School principals (2008b, pp. 52-53) aimed to “de-privatise teaching”. This means a literal breaking down of the barriers that exist and preventing practitioners from sharing expertise and learning from one another, therefore providing an openness around the theoretical knowledge within the profession. This requires a significant cultural change in most establishments, and in particular, the fostering of an environment of trust and mutual support. A cross-sectorial approach is also necessary in order to raise the status of the teaching profession, therefore understanding the policy, curriculum and Teacher as a professional is paramount.

It must be established within the context of improving the quality of teaching and therefore student learning rather than a targeted engagement and focus on poorly performing Teachers and agencies. The aim must be transparency mixed with judgement reserved until sufficient evidence is supplied (Durkheim, 1957; Hall, 1996). An integral part of the Rights of the Child in Australia is the Melbourne Declaration for Young Australians. Moreover it is important to note the significance of the role of the Teachers, whether they be in the employ

of a School or Early Childhood sector, it is imperative that we adhere to what is stated about the roles in the *Melbourne Declaration on Educational Goals for Young Australians* (Barr et al., 2008):

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

It is therefore the belief of this researcher that there are three layers of relationships and responsibilities: the Schools/Early Childhood services and their relationships with the community they are located in; the Teacher and their relationship with their children/students; and the Government and its relationships with the teaching fraternity and the commitment to the children and society of Australia (Barr et al., 2008; Baxter, 2015). This can be shown as an image and provides a clearer articulation of the relationships that are necessary in order to ensure that all children are cared for, all staff members are seen valued and ensuring all parent/care givers know that in the absence of themselves during the day that their son or daughter is cared for and in a safe and nurturing environment where they can complete a wide range of activities that promote individual learning and interaction as they become member of the wider community (Barr et al., 2008). Whilst the declaration envisages the connections between Schools, children, and the government, it is more important to ensure that the agreements across levels of government provide infrastructure for serious curriculum and pedagogical innovation at the School level, supporting and strengthening Teacher engagement at all levels of children learning. Whilst it is noted that state mediation and the reliance on the governance of education should not reside only with governmental representatives (Brennan, 2011, p. 18). Rather, it needs to be shared in ways which recognise

the diversity of decisions and roles of all key stakeholders. In support Schleicher (2008) notes that the “central prescription of what Teachers should do will not transform Teachers’ practices in the way that professional engagement in the search for evidence of what makes a difference can” (Schleicher, 2008, p. 74).

Conclusion

It is imperative Teachers plan and implement teaching and learning activities that ensure that that students can attain the above stated goals. As stated in the Australian Institute for Teaching Standards, in the Professional Knowledge teaching domain: “Standards 1 Know students and how they learn and Standard 2 Know the content and how to teach it” (2011). In conjunction with these standards, it is important that, as Educators, we accept all children and students for their contribution to society and when and if needed, we endeavour to modify, enhance and prepare lessons that engage and provide an opportunity for the students in our care to thrive and fulfil their capacity of learning.

Additionally, in order to ensure the Rights of the Child are not only catered for but focused on, there is a more pressing commitment required to create a knowledge-rich teaching profession in which those responsible for delivering educational services on the frontline have both the authority to act and the necessary information to do so intelligently, with access to effective support systems that allows for a dynamic rather static support to engage, grow and inspire Teachers. Therefore they in turn will develop in their own self-capacity which will assist them in serving an increasingly diverse client base of students and parents (Schleicher, 2008, p. 85).

Using the collective ideologies that both Standing (2012c; Standing, 2018) and Johnson (1972b, 1984, 1995) offer has provided a synergy to establish that the needs of the child should remain the focus of any Teacher. Whilst there are different relationships and interactions that occur, whether you are working with babies or with those who are about

leave School, what is similar is the need to communicate and ensure that the Australian Professional Standards are followed. Furthermore, all Early Childhood and School Teachers are required to be accredited registered and maintain their registration and have the potential to be a leader in the classroom. There is a hope for synergy between Early Childhood and School Teachers, as attaining highly accomplished or lead certification will open career possibilities without having to leave the classroom. Thereby as teaching classroom professionals they are able to maintain the focus on the most important component of education, the child.

CONCLUSION AN ENABLING FRAMEWORK FOR THE FUTURE

Medicine and Law have solidified in their credibility as professions. Yet their history in attaining this status and stature reveals complexity, debate, and conflict. The teaching profession is diverse and ideological, and hooks into the vagaries of transforming production and consumption (Cruess, Cruess, & Johnston, 1999). Further contrasts are captured between the noun “Teacher” and “Educator.” Why are School Teachers differentiated from Early Childhood Educators? While this binary opposition requires attention, it is being further fragmented as Early Childhood Teachers, not Educators, gain differential qualifications, credentials, and payment for their work (Basford, 2019a). As a growing profession, it is imperative that both the paraprofessional (Early Childhood Educators) and the professional (Early Childhood Teachers) embrace their unique differences in order to raise the professionalisation of Early Childhood education and transform the understanding of care. The use of the word ‘paraprofessional’ is volatile and can be offensive, as it signals work that is valued in a different way. Returning the theorisation of Johnson (1972b; Johnson, Ashworth, et al., 1984) to the modern history of Early Childhood education has offered a potent lens to question these occupational categories and ideologies of value.

Most importantly, while attention must be placed on the pay and conditions of workers, there remains an imperative to focus on the rights of children. Moreover, it is not and would never be expected that a doctor would ever go on strike over pay and working conditions and perhaps, in part, that is because they are already well paid (Coburn & Willis, 2000; Cruess et al., 1999). Similarly, it is due to the support and rigorous guidelines that are set out for the medical profession, even early in their early careers. This professional learning is offered by the governing bodies such as the Australian Medical Association or in the case of Lawyers, the Law Council of Australia. Both bodies not only care for the early career professional but also engage in rigorous debate and support of the structure and

development of appropriate courses in law and medicine. Therefore, it is clear that Early Childhood Education requires a policy environment, a degree structure and professional bodies to align in a goal to provide support and a learning trajectory for the profession. This policy environment must build alignments between Early Childhood and School teaching. To enact this project, university education must transform and the regulatory environment for graduates must offer a matrix of support, dialogue, collaboration, alongside attention to working conditions and pay level. There is much work to do.

One way in which this unity could be provided is acknowledging that the teaching profession, whilst being dynamic and innovative in nature, comes with many unique challenges that are confronted by Teachers. Moreover, early career Teachers are been swamped with various demands, including, capacity and outcome expectations, a changing clientele, and a necessity to collaborate with the community in order to be provided with the opportunity for of respect. These demands are then mitigated by the various Department and National Standards for their own personal accreditation and registration (Pegg, 2014; The Board of Studies Teacher Education Standards, 2016). There are a series of problems, many more than can be addressed in this doctoral research. However, it is important to articulate them in order to demonstrate the depth and significance of the issue.

Through this doctoral research, I confirm that there are three key components that impact the professional status granted to a Teacher, from graduation. This list is not in hierarchical order.

1. Curriculum development and implementation: If a Teacher wants to enjoy teaching and develop their students in their capacity and skills to learn, then they need to have the capacity to develop their interest in curriculum development (Alsubaie, 2016).
2. Given the current political and educational climate of the 2010-2020's, there are significant policy changes that are influencing what is happening in services and

Schools. Moreover, there should be a connection to site-based operations in order for all key stakeholders, especially the Teacher to ensure they are meeting the needs of the children in their care and the expectations of the parents and care-givers respectively (Chen, 2016). The impact of the accreditation and registration process for all Teachers cannot be diminished and should not be considered lightly given the fiscal and time obligations that are expected, from the graduate to the highly accomplished Teacher, and those who are examining and supporting them in their journey as a professional (Kertesz, 2016). The importance and impact that continual learning and maintenance should not be discounted, furthermore it is one of the most significant aspects that provides for the acceptance of Teacher as being considered a profession. One of the greatest and growing trends that is impacting the teaching profession is the importance of self-care. In order for Teachers to remain engaged in professional conduct, ensuring they are meeting the curriculum and policy guidelines whilst ensuring the rights of every child in their setting is engaged and supported in their learning, they too need to ensure their physical and emotional connections are commensurate with what the profession requires. It is therefore imperative that not only should the initial Teacher education providers support Teacher education students, they should also ensure the requirements for ongoing and consistent self-care are a priority in the beginning of a Teacher's professional journey (Crosswell & Beutel, 2017).

3. Teaching and Programming where the graduate is at the proverbial "coal face" entrenched in the operations and the daily business of teaching. The different types of presentation for these documents are increasing. Similarly, the expectations of Service Directors, head Teachers, Principals, Community engagement groups parents and regulatory agencies are growing. Whilst guidance can be provided as a collective

it is actually the connecting made with the children and the colleagues that provide for the child as a whole

With awareness of the complexity of support required for the graduate Teacher, the conclusion of this thesis will concentrate on innovative and creative ways in which to address the challenges of Curriculum and Policy Development and Implementation as it effects the Early Childhood Teacher, alongside the enactment of Teaching and Learning strategies. Finally, I will offer recommendations to address the shocking attrition rates, which are currently resulting in a sizeable number of teaching permanently leaving the profession after four years (Perryman & Calvert, 2020).

Webber stated that “conversations are the most important form of work” (1993, p. 24). Using professional conversations within the Early Childhood context is one of the most effective ways for professionals to interact and therefore learn to place content and context to professionalism in the workplace. These types of conversations result in reflection, with the aim of enhancing their own understandings (Grieshaber, 2012). Furthermore, the aims of these conversations are to engage Teachers in “thinking together, accessing collective intelligence and creating actionable knowledge” (Holman, 2009). By participating in these professional conversations, Teachers are creating, sustaining and sharing a culture of inquiry, therefore offering participants a way to express their own views, test out their ideas and develop their professional thinking (Howard & Barton, 1992). Professionalism is integral in adapting to change and implementing change. Such is the plight for staff, both in Preschools, Early Childhood Centres and the Department of Education, and Communities where fresh, enthusiastic graduate Teachers are eager to support the newest approaches and strategies in order engage the young minds they are employed to teach. It is, however, important for them to realise the need to comply with the parameters and guidelines set out by their organisation. In order not to dampen or reject their enthusiasm, it is important to provide support whilst

guiding them through the myriad of legal and quality-based directives. Therefore, a problem that exists within Schools is the connection between harnessing the new ideas and supporting the young eager employee who is dealing with the reality of teaching with a team who may well be set in their ways or no longer interested in innovation but rather are doing the job because it is what they have been doing for years.

Whilst early career Teachers are aware that there is a need for catering to the child and ensuring that they follow the correct curriculum and process in their classroom, learning and teaching programmes require a different skillset to that of actually fulfilling, articulating, engaging and at times even protecting the students. For that reason, it is important to consider the following ideas that could benefit the young Teacher but more importantly support the child/children for whom they are responsible.

Firstly, identify what the students are looking for or what is their interest. Secondly identify different ways to encourage children to focus and remain on task. It may appear more beneficial to ensure that children are able to learn to read and write and calculate. However, there is an urgent need: communication. If a child cannot communicate effectively through verbal or non-verbal means which are deemed socially acceptable, then there is a cause of concern. Thus, it is these teaching and learning strategies that need to be addressed at this juncture and it is necessary to increase the capacity of the new professional to engage in this type of teaching and learning in order to support the child in their care, as well as the seamless transition from an Early Childhood situation to a School situation.

Whilst working with the tumultuous nature of the teaching curriculum, focusing on the situational-based policies and striving to move forward in the profession, it is important to recognise a current problem and possible “easy” solution to support not only the new graduates but the teaching and non-teaching staff as a community. One of greatest issues that is currently affecting educational settings is the number of Teacher and staff absences

(Garrick et al., 2017; Paquette & Rieg, 2016). There is a concern by those who are responsible for finding casual staff and working out class size whether or not they will meet the correct ratios. While there is a critical issue impacting this, which is whether a casual is available. They are very rare, and they may not be willing to enter a service or a School that appears to have a growing trend, a turnstile type of employment. If there is consistency within the service and School around key areas such as rules or guidelines, it sets the parameters for those entering the working environment (Australian Government Fairwork Ombudsman, 2020; Standing, 2008).

The final consideration regarding supporting graduate Teachers is a more collective concern. Ever-increasing number of early career Teachers are leaving the teaching profession both within the Early Childhood sector and Schools. This is not only disheartening for the individual, but it also has a devastating effect on the “profession” of teaching. There is an impact on children who rely heavily on the consistency of care that they receive from their Teachers in their Early Childhood service or Schools. No longer are Teachers remaining in a School, town, or locality for a life- time commitment. Instead, “attrition rates are worryingly high with researchers estimating around 30% to 50% of Teachers leaving in the first five years”(Weldon, 2018). It is imperative that self-care, of all new graduates, both in and out of the workplace is provided (Mullen et al., 2012). Then the loss to the educational profession will hopefully be reduced. When leaders take the initiative and “step up” to assist the new Teacher, the room develops along with the Teacher, giving both the new Teacher and the children cause to believe they are succeeding (Irvine et al., 2016; Perryman & Calvert, 2020).

It is however this status of power and the dynamics that appear to control the types of professional relationships that can be established in quality Early Childhood Teaching. The rhetoric of a profession’s relationships with its clients is considered an important factor in

helping to identify which profession is under scrutiny and in which organisation or field the employee works (Bourgeault, Hirschorn, & Sainsaulieu, 2011). Associated with this discussion of preference and what a client prefers is the ideology or the logic of the actual work that the Early Childhood Teacher shows as the professional between the child and the care giver.

In order for workplaces to be productive and safeguard the health of their staff, it is imperative that there is a shared project. It may be to ensure that children are safe and secure and learning. It may increase the investigative processes of children or enable effective communication skills. As Mathisen et al. confirmed, “work climates characterised by team member support, shared objectives and exchanges of viewpoints are essential for creativity to occur” (Ellen Mathisen, Einarsen, & Mykletun, 2012, p. 372). Educational researcher Michael Fullan’s core guideline for School principals (Fullan, 2008a) aimed to “de-privatise teaching”. This meant a literal breaking down of the barriers that exist and prevent practitioners from sharing expertise and learning from one another. This requires significant cultural change in most establishments, and in particular, the fostering of an environment of trust and mutual support.

In summarising the understanding of the first research question noting the differing ideologies of professionalism emerging between Early Childhood and School Teachers, a cross-sectorial approach is also necessary in order to raise the status of the teaching profession. It must be established within the context of improving the quality of teaching and therefore student learning rather than a targeted engagement and focus on poorly performing Teachers and services. The aim must be transparency mixed with judgement reserved until sufficient evidence is supplied (Durkheim, 1957; Hall, 1996). These will provide the necessary creative and innovative strategies to support the next generation of the teaching profession.

Early Childhood Teachers and Educators are seeking improved wages and the recognition of the value of their work as part of the Early Childhood team. Without a liveable wage, staff must leave the work to pay their bills (McDonald et al., 2018). This leaves the Early Childhood Teacher who is at the service for 6 hours of the day to complete the work that needs to be done, as well as ensuring that all the teaching and planning is on track. Currently, there is not a political will in Australia to invest in the Early Childhood sector. This is a moment of juncture. If generations of governments continue to neglect the educational policies and the educational workforce, then standards of teaching and learning will continue to decline. Johnson (1972) notes that when an occupation extends its authority through non-professional means, professional sources of authority and the community aspect of the occupation “are undermined” (p. 84).

As part of this doctoral research, I developed a strong digital archive of materials about Early Childhood education, from policy studies to popular culture. It became clear that the dialogue around Early Childhood Teachers as a profession was invisible until 2018, when Early Childhood workers came together striking and asking for a wage increase. Through this research, terminology suddenly became incredibly significant. Early Childhood Educators had not undergone a university education, like Teachers. The application of this language, these categories and differentiation was not only inelegant, but inconsistent. Whilst some of these people may have upwards of 20 years’ experience, they are not able to be called a Teacher as they do not have a degree and as such, they have not completed studies at a university which prepares them to teach in each of the Key Learning Areas. Similarly, when referring to a School Teacher, the public presentation of their function was educating children, but their occupation was as a Teacher. Thereby answering the fourth research question about the importance of utilising the existing data set surrounding Teacher professionalism in Australia, rather than increasing the data set.

Given the myriad of changes within the education profession and the impact that the changes are having on universities, Schools and on the personnel that are working in the profession, the timeliness of this research is apparent. The need in 2020 is to be able to identify the changing forms of professionalism as well as understanding the significance and the impact that Curriculum and Policy have on teaching, both in Early Childhood centres and Schools, is pivotal to ensure that the future generations of students are engaged in a seamless learning programme from Early Childhood to School. The work of Guy Standing (1989; 2010;2014a) (1989; Standing, 2014a) and his concept of the precariat and the effect that the female-dominated occupations have on the use of the word “paraprofessional” is informative. This is seen in the number of women who are employed in the para profession as Early Childhood Educators and has no apparent sign of changing or diminishing in number. Similarly, the need to focus on the Rights of Children is the most significant component in all teaching and the most consistent aspect that runs throughout this thesis. When working as a Teacher in Early Childhood or as a School Teacher, it is the children who establish the framework and who are the juncture by which we stop and think, about how we engage, in order to meet the Teaching Standards but also to work with the children to meet the relevant curriculum outcomes. The key to the teaching profession is the children in our care who we need to protect and engage

Terry Johnson’s (1972a, 1972b, 1984, 1995) research was the spine of this thesis and fulfilled the third research question by using his theories of professionalism to interrogate Early Childhood Education in Australia during the 2010’s . He tracked the increase of professions and the growth of what was considered professionalism throughout the 1970s. Similarly, the understanding that the growth in professionals such as accountants, lawyers and doctors saw a significant changes and realignments in understandings of class through the 1970s. Furthermore, the growth in the industrialised world was also significant and these

key attributes were being repeated in the 2000s. As a sociologist, Johnson provided the three core types of relationships that happen with professionals and professions. These three core types are Collegiate, Patronage and Mediation. Each of these are subjected to types of occupational control in any one of the typologies and, for example, can be seen through the work of Early Childhood Teachers where there is an increasingly huge demand by parents to ensure that the expected standards are met as they are the consumer. This type of sociological content can be referred to as patronage control.

Through reclaiming and aligning the research of both Terry Johnson and Guy Standing in an Early Childhood context, a juncture of professionalism has been located through the use of unobtrusive research methods and the investigation of the policy documentation that has seen changes, of which key focal points are to engage the Teacher in their teaching and learning for all children. We have not achieved financial equity between Schools and Services, and I am unsure as to whether or not this will ever occur. Finally, the key aspect of equity is a needed focus for all Teachers.

The Professional Framework of the Early Childhood Teacher has resulted in changing perceptions of Early Childhood education, arching it beyond a babysitting service. The focus of Johnson's (1972b) tropes of professionalisation, supported by the theorisation of the profession by Standing (Standing, 1999, 2012a, 2016, 2018) and the impact of globalisation of Giddens (Giddens, 2004, 2013) has revealed the juncture for Early Childhood education as a profession. Being part of a professional community means following the policy that directs the learning and teaching curriculum. Moreover, it is being prepared to consult and engage in like-minded discussion with their counterparts in Schools and other members of the academic community to ensure rigour and care for the children for whom they are responsible. Thus, the juncture of the Early Childhood Teacher and the School Teacher is the professionalisation of the profession, thereby becoming equals as Teachers. Through this a framework has been

established through the accreditation and registration of all Teachers from those working in Early Childhood to Year 12.

The original contribution of this doctoral research is the application of Terry Johnson's (1972b, 1984) Tropes of Professionalism. From this application, I have created alignments with the research of Guy Standing (Standing, 2010, 2011a, 2011b, 2012a, 2012b; Standing, 2012c; Standing, 2014a; Standing, 2014b; Standing, 2018) and Anthony Giddens (Giddens, 1973; Giddens, 1979, 2004, 2013). Noting the political differences between these scholars, this research has been volatile and complex in its theoretical engagements. The effect of the GFC and more recently the COVID-19 Pandemic will continue to impact the pay and value of Educators. Deploying non-reactive data sets meant that I could probe the curriculum documents and policies deployed by those working in the profession.

A further original contribution is the concept around the Cogs of Professionalism, noted in Chapter Five, in particular Figure 31. Through interrogating the theories of Professionalism from Johnson, the connectivity of each of the occupational controls was seen in Early Childhood teaching. While not articulated in this research, it is the belief of this researcher that each of these controls is integral to the entire teaching profession. Each cog has a role to play through transmitting power from one part of the relationship of teaching to another. Whether there is a state mediation or a change in the producer- consumer relationship, by each part working together, the profession as a whole becomes stronger. When one part of the occupational control is working to the benefit of the child, then there is a focus and sense of energy that can radiate from the profession.

One of the greatest challenges emerging from this research were the strategies deployed in policy documents to separate Early Childhood and School Teachers. These differences clustered around the word "professionalism." During the past seven years, there has been substantial growth in both Early Childhood and School teaching curriculum

documentation both at a State and National level. This has provided a response to the second research question concerning the ideologies of professionalism that have transformed how Early Childhood Education is perceived and treated.. Moreover, the most significant change has been the implementation of the accreditation and registration of all Teachers and placements of education. Early Childhood Teachers and School Teachers are both University trained. Both are required to follow the National Standards for teaching and in order to meet the Standards they need to be employed in an accredited and registered education entity. Yet pay and entitlements have not followed the requirements for an undergraduate degree. Early Childhood Teachers whilst qualified and having the same responsibilities to educate children from birth to five years of age, are still not being recognised as commensurate with their School peers.

Further research is required into how the Cogs of Education can assist with the establishment of this equity and therefore acceptance as a profession. With the republishing of Johnson's research in 2017, there has been renewed interest in occupational controls and professionalism tropes. Appendix A charts this renewed growth in citations from 2018-2020. Finally, the impact of the COVID-19 Pandemic will affect the professional standing of Early Childhood Teachers and School Teachers alike. As work has been lost or being casualised, Early Childhood Educators have been re-established as babysitters so that women can return to work when required. The ideologies of professionalism are volatile. This thesis has tracked an historical moment in Early Childhood education. There has been movement from a vocation to a profession, and from babysitting to a curriculum. COVID-19 confirms that this movement is neither linear nor stable. By revisioning Johnson's model, this history has a theory, and this theory has a political agenda for occupational justice and social change.

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APPENDICES

Appendix A

This Appendix provides the chronological list of citations that have used the work of Terry Johnson's, (1972) *Professions and Power*. This documentation has been gathered by a Google Scholar report that was completed on April 3, 2020. As can be seen the impact of this book has endured throughout half a century and will continue to impact the work on the professions, given that it was reprinted in 2016 as part of the Routledge Revival.

1972	McKinlay, J. B. (1972). On the professional regulation of change. <i>The Sociological Review</i> , 20(S1), 61-84.
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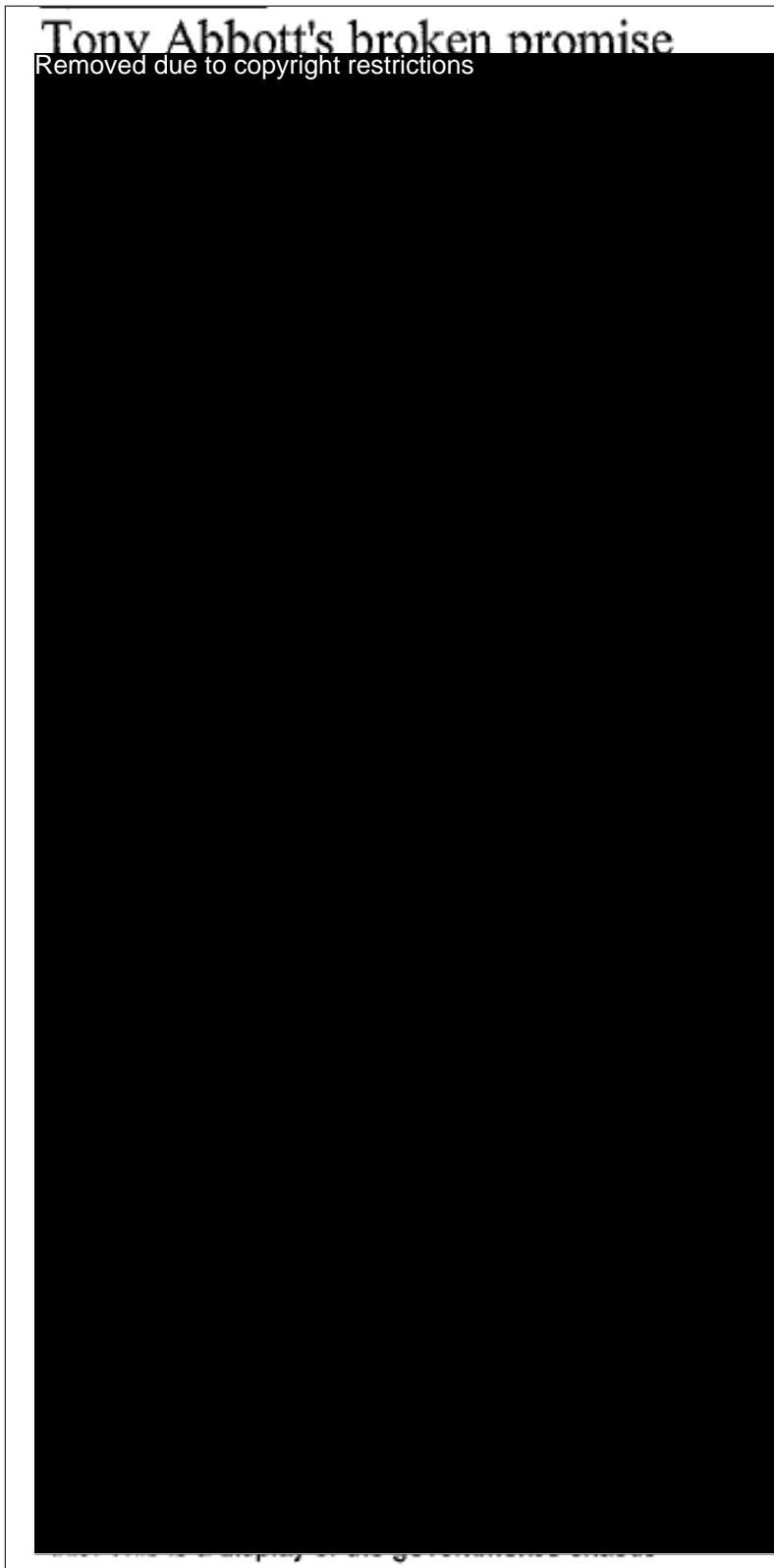
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2020	<p>Norwegian Public Theater Sector. <i>The Journal of Arts Management, Law, and Society</i>, 50(1), 52-66.</p> <p>Sampaio, R. L. S. M. F. d. (2020). <i>E além da confiança?: uma investigação sobre a deontologia dos relações públicas portuguesas na interação com os jornalistas</i>.</p> <p>Scott, J. (2020). Exploring British Society. In <i>British Sociology</i> (pp. 57-119): Springer.</p> <p>Smid, G. (2000) Opportunities for innovative roles of business schools.</p> <p>Stephansen, A. (2020). Neo-institutional perspective on the Norwegian coordination reform. <i>International Journal of Health Governance</i>.</p> <p>Tata, C. (2020). The Work of the Sentencing Professions: Animating Autonomous Individualism. In <i>Sentencing: A Social Process</i> (pp. 75-92): Springer.</p> <p>Thomsen, M. K., & Jensen, U. T. (2020). Service Professionals' Response to Volunteer Involvement in Service Production. <i>Journal of Public Administration Research and Theory</i>, 30(2), 220-239.</p> <p>Truxal, S. (2020). Agents and Agency in the Face of Austerity and Brexit Uncertainty: The Case of Legal Aid. <i>Contested Britain: Brexit, Austerity and Agency</i>, 73.</p>
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Appendix B



Newspaper Article noting Tony Abbot's broken promises to early childcare workers (Ellis, December 12, 2013)

Further article requesting childcare workers to hand back wage rise (Swan & Hall), October 12, 2013)

Childcare workers asked to hand back wage rise

December 10, 2013 Comments [Read later](#)

John **Removed due to copyright restrictions**



Appendix C

Expectation surrounding the implementation of the Early Years Learning Framework

INTRODUCTION

This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

The Council of Australian Governments has developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the Early Years Learning Framework (the Framework) will contribute to realising the Council of Australian Governments' vision that:

"All children have the best start in life to create a better future for themselves and for the nation."¹

The Framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development. It has been developed with considerable input from the early childhood sector, early childhood academics and the Australian and State and Territory Governments.

The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The Framework has been designed for use by early childhood educators working in partnership with families, children's first and most influential educators.

Early childhood educators guided by the Framework will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child (the Convention). The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The Convention also recognises children's right to play and be active participants in all matters affecting their lives.

This document may complement, supplement or replace individual State and Territory frameworks. The exact relationship will be determined by each jurisdiction.

More broadly, the Framework supports Goal 2 of the Melbourne Declaration on Education Goals for Young Australians², that:

All young Australians become:

- *Successful learners*
- *Confident and creative individuals*
- *Active and informed citizens.*

The Melbourne Declaration also commits to improved outcomes for Aboriginal and Torres Strait Islander young people and strengthening early childhood education.

The Council of Australian Governments is committed to closing the gap in educational achievement between Indigenous and non-Indigenous Australians within a decade³. Early childhood education has a critical role to play in delivering this outcome.

Recognising this, a specific document that provides educators with additional guidance on ensuring cultural security for Aboriginal and Torres Strait Islander children and their families will be developed and made available to educators.

Over time additional resources may be developed to support the application of this Framework

Children:

refers to babies, toddlers and three to five year olds, unless otherwise stated.

Educators:

early childhood practitioners who work directly with children in early childhood settings.

Play-based learning:

a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

1 *Investing in the Early Years - a National Early Childhood Development Strategy*, Council of Australian Governments

2 On 5 December 2008, State, Territory and Commonwealth Ministers of Education meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs, released the Melbourne Declaration on Educational Goals for Young Australians.

3 The Council of Australian Governments – Communique – 3 July 2008. *Indigenous Reform – Closing the Gap*.

Appendix D

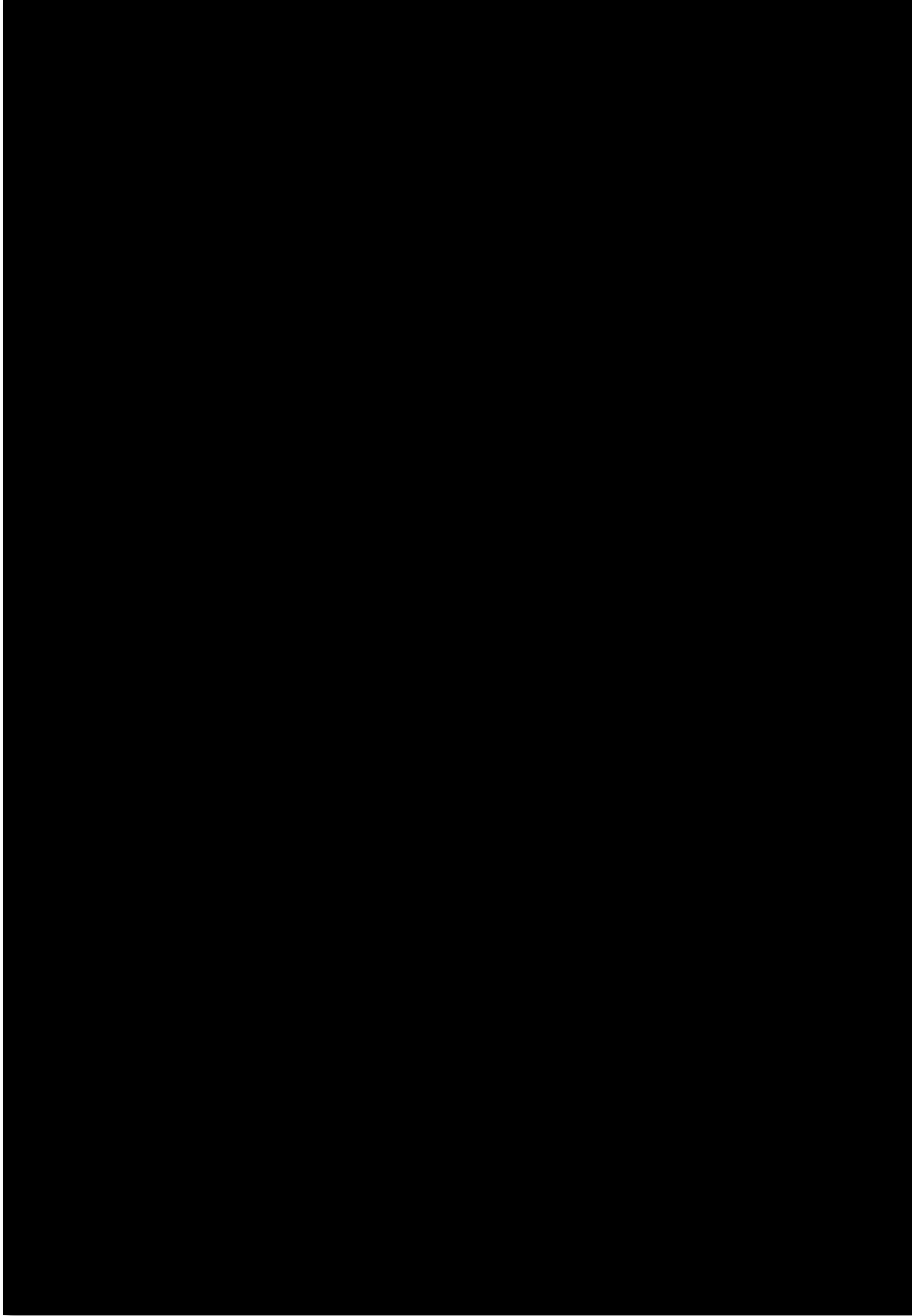
Classification of the roles, duties and qualifications of Early Childhood Teachers and

Educators

<i>Qualification</i>	<i>Duties</i>
<p><i>Certificate III level educator.</i></p> <p><i>(All people employed in an approved early childhood service should be actively working towards an approved Certificate III qualification).</i></p>	<p>Operates within kindergarten, long day care and outside school hour's care services and can take many forms, depending on the needs of the service. Generally these educators support and provide education and care to a group of children. They may also assist developing and delivering the early childhood educational program. The focus of the Certificate III educator is to work closely with the family of children in their care.</p>
<p><i>Diploma level educator</i></p>	<p>Operates within kindergarten and long day care services and can take many forms, depending on the needs of the service. Generally these educators, under the guidance of the educational leader, develop, plan and implement an early childhood educational program for a group of children. Furthermore they ensure compliance with policies and legislation</p>
<p><i>Early childhood teacher</i></p> <p><i>(By having a degree in Early Childhood Teaching, the qualification is nationally recognised by ACECQA)</i></p>	<p>As a degree trained teacher they are able to work directly with children and families. Furthermore they deliver specific learning programs, usually in long day care or kindergarten services.</p>
<p><i>Educational Leader</i></p>	<p>The role of the educational leader is to guide and mentor other educators in planning, implementing and reflecting on their learning program. For many services this may be the Director or Early childhood teacher currently employed at the service.</p>

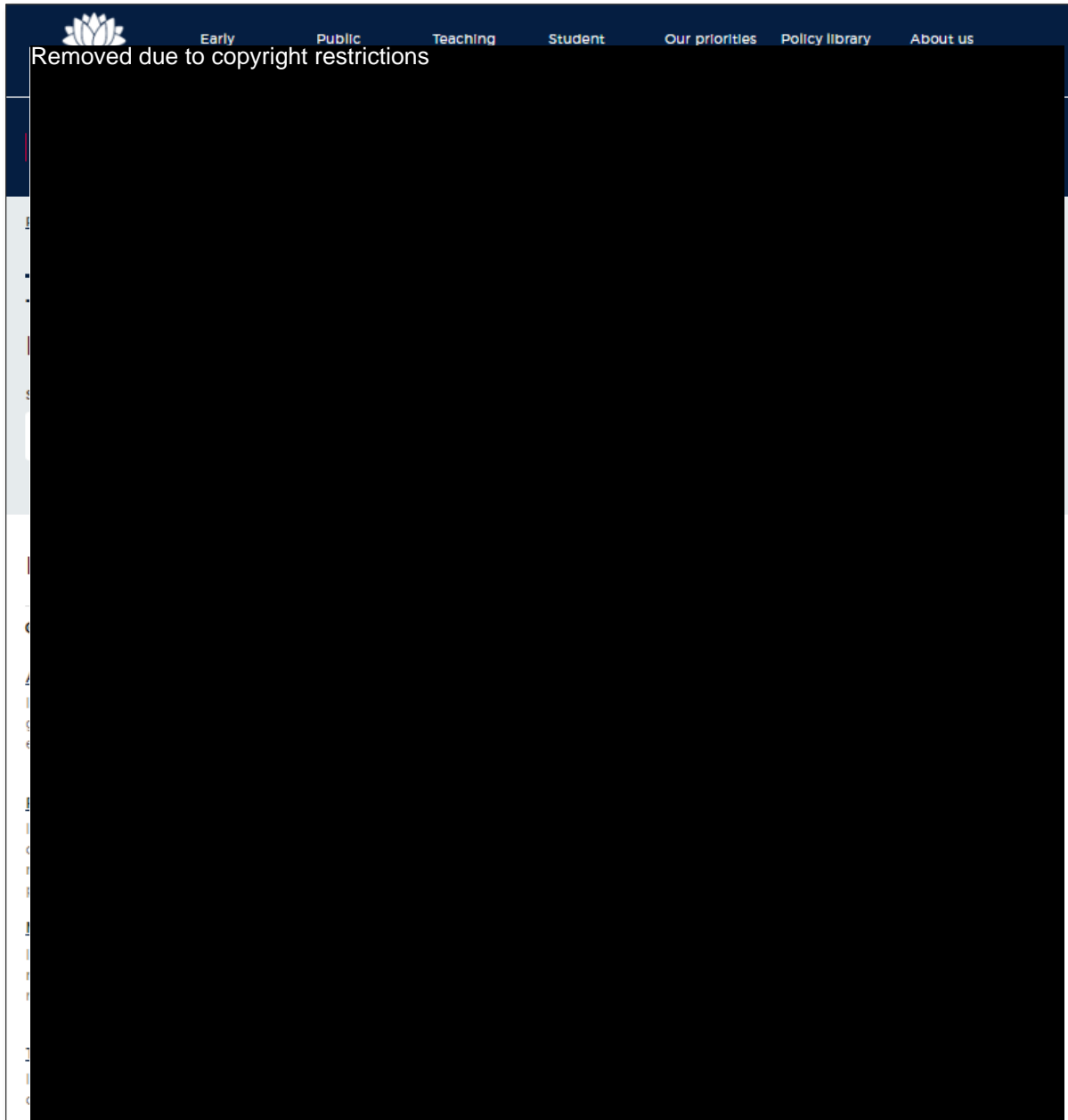
Appendix E

Prime Ministers and Education Ministers of Australia (Parliament for the Commonwealth of Australia, 2019)



Appendix F

Education Policy Library (NSW Department of Education, December 14, 2016)



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Early Public Teaching Student Our priorities Policy library About us

Appendix G

A response to Senator Leyonhjelm discussion on the Early Childhood Industry.

Chant, C. Sorry, a 'middle class perk' Letter to Senator Leyonhjelm (January 11, 2017)

Dear Senator Leyonhjelm,

~~These weeks I spent everything and spent an entire day of my personal unpaid time creating documents to be~~

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Appendix H

Childcare sector saturated small businesses at risk say industry group, ABC News (Malone, January 28, 2016)

Childcare sector saturated, small businesses at risk say industry groups

By Ursula Malone

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Appendix I

Goodstart Early Learning Policy Documentation

Goodstart Early Learning Australia, Policies and Procedures. (August 3, 2019)

The National Quality Framework has been designed to encourage continuous improvement of education and care services across Australia. One of its important features is that it sets out a series of National Quality Standards (NQS) against which all early childhood education and care services will be assessed and given a rating.

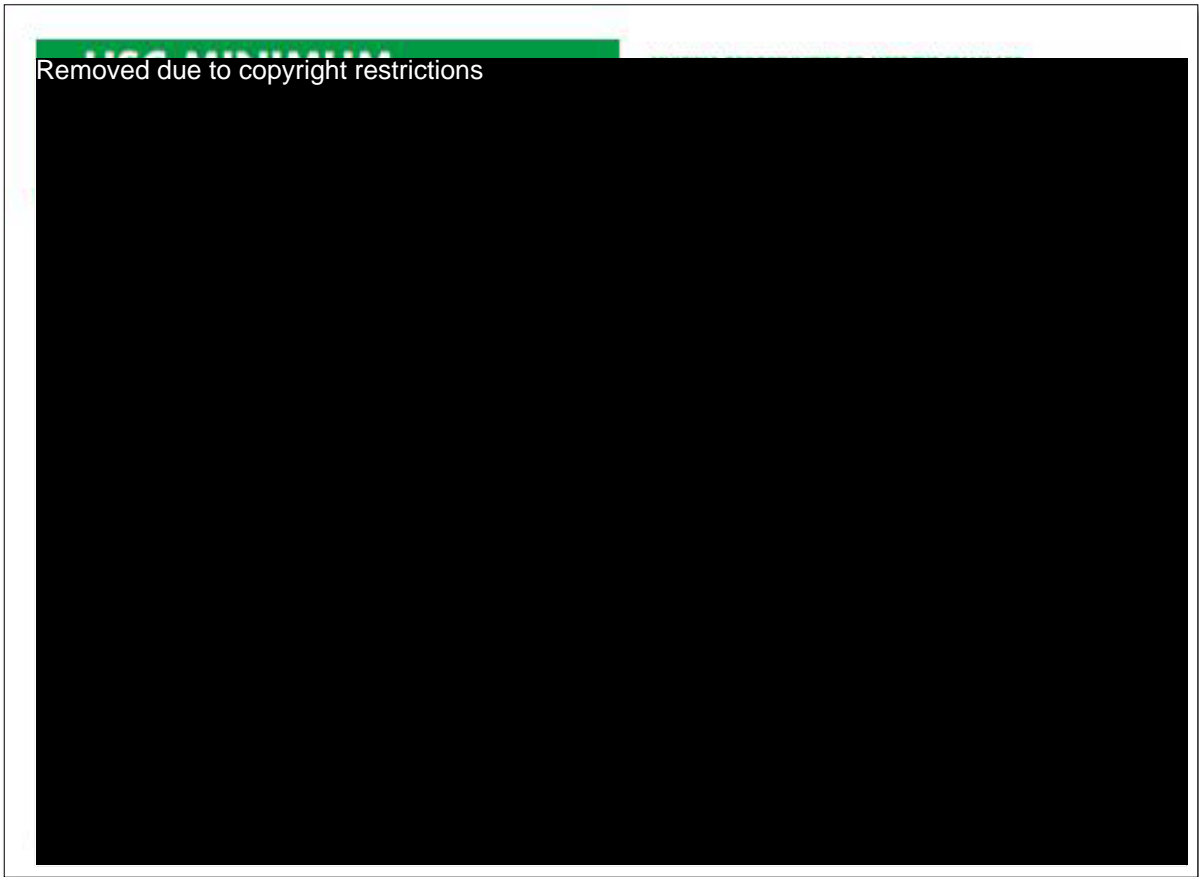
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Appendix J

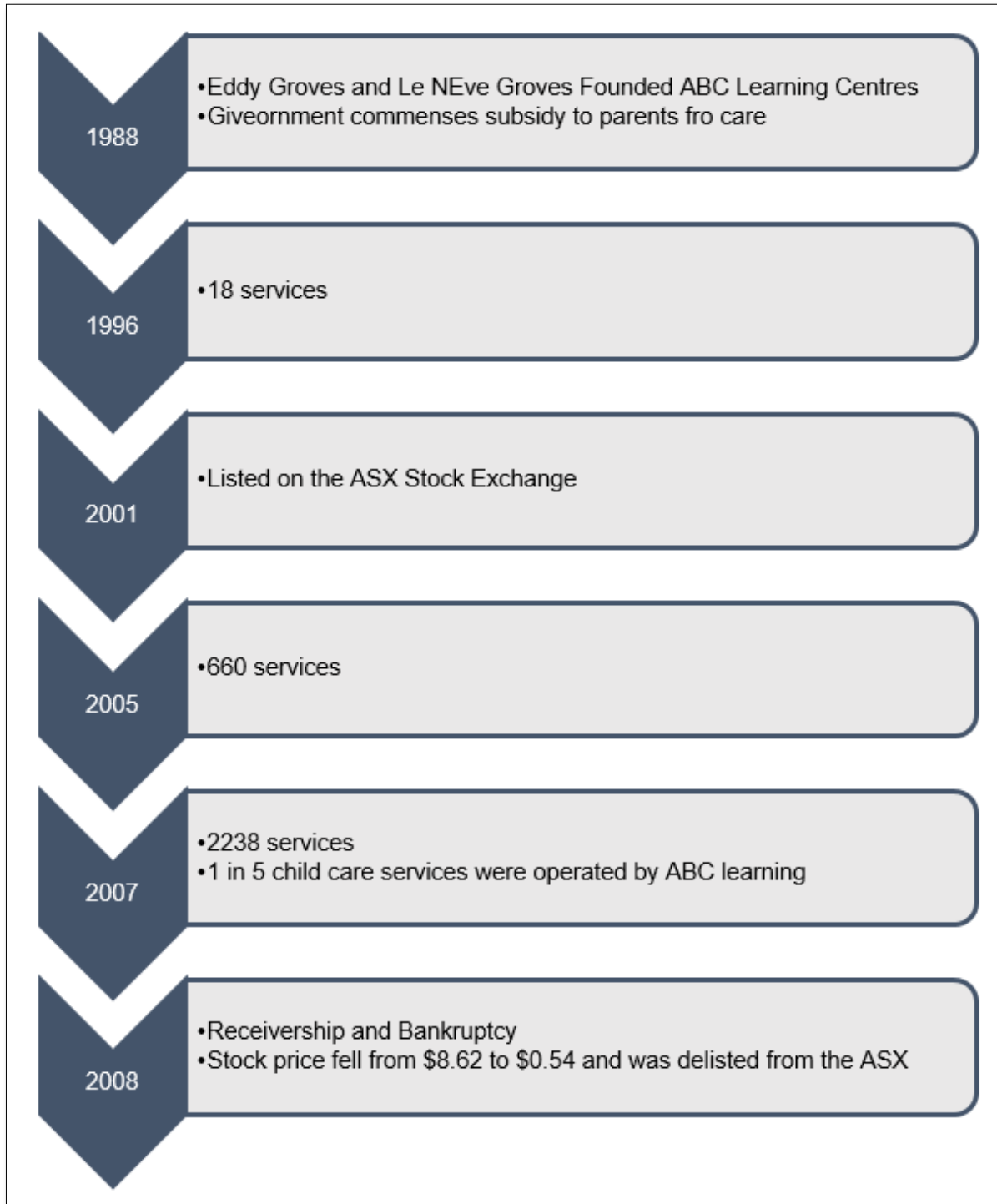
HSC Minimum Standard Brochure advice for Year 9 Students 2017 (NESA, March 2017)



Appendix K

The rise and fall of ABC Learning Centres

Timeline of ABC Learning Centres (McLeod, 2019)



Appendix L

Given the timing of this thesis it was important to document this journey in a digital means. Therefore, the following are the links to the audio through process and discussions around the journey that is unobtrusive research. Furthermore, these discussions document the academic journey around the professionalism of Early Childhood Teachers in Australia.

Thu, 23 May 2013

 [Anne McLeod 1 - a set up conversation for her PhD](#)

Tara talks with Anne McLeod about her PhD, which investigates the transforming nature of professionalism in Early Childhood education.

Direct download: [Anne McLeod - setting up a PhD.mp3](#)

Category: podcasts -- posted at: 2:17 AM

Fri, 7 June 2013

 [Anne McLeod 2 - what are unobtrusive research methods](#)

Anne talks with Tara about her PhD. They explore unobtrusive research methods and their appropriateness to educational research.

Direct download: [Anne McLeod 2 - what are unobtrusive methods.mp3](#)

Category: [podcasts](#) -- posted at: 1:40 AM

Mon, 24 June 2013

 [Anne McLeod 3 - Applying Unobtrusive Research Methods](#)

Tara Brabazon and Anne McLeod discuss how unobtrusive research methods are applied to the study of Early Childhood education in Australia.

Direct download: [Anne McLeod 3 - applying unobtrusive research methods.mp3](#)

Category: [podcasts](#) -- posted at: 8:10 PM

Sun, 7 July 2013

 [Anne McLeod 4 - time for visibility](#)

Anne McLeod and Tara are joined by Steve Redhead for this week's podcast. Anne explores the role of visibility in her PhD and probes strategies to enable analysis and interpretation, rather than description, of these rich materials.

Direct download: [Anne McLeod 4 - time for visibility.mp3](#)

Category: [podcasts](#) -- posted at: 12:46 AM

Fri, 19 July 2013


 [Anne McLeod 5 - doing semiotics](#)

Anne talks with Tara and Steve about the challenges involved in applying semiotics to education research.

Direct download: [Anne_McLeod_5_-_doing_semiotics.mp3](#)

Category: [podcasts](#) -- posted at: 6:40 AM

Sat, 10 August 2013


 [Anne McLeod 6 - Anchorage and Images](#)

Anne and Tara explore how anchorage operates on images. There is attention to the complex and contradictory relationship between images and meaning in the iconography of teaching and Teachers.

Direct download: [Anne_McLeod_6_-_Anchorage_and_Images.mp3](#)

Category: [podcasts](#) -- posted at: 9:22 AM

Fri, 16 August 2013

 [Anne McLeod 7 - Scoping the Proposal](#)

Tara talks with Anne for this seventh installment of her PhD podcast series. Three months into her doctorate, Anne's supervisors - Tara and Steve Redhead - are about to prepare her for writing the proposal. This podcast explores Anne's trajectory so far and enables her movement into the proposal. The questions to Anne are live and tough. Her answers are clear and inspirational.

Direct download: [Anne_McLeod_7_-_scoping_the_proposal.mp3](#)

Category: [podcasts](#) -- posted at: 2:25 AM

Fri, 13 September 2013

 [Anne McLeod 8 - Research Questions, Empiricism and Digitization](#)

Anne, Tara and Steve continue their discussion of Anne's thesis on the theories of 'professionalism' in Early Childhood education. Anne talks through her research questions, while Steve and Tara probe the consequences of empiricism and digitization on her research.

Direct download: [Anne McLeod 8 -](#)

[_Research Questions Empiricism and Digitization.mp3](#)

Category: [podcasts](#) -- posted at: 3:57 PM

Wed, 16 October 2013

 [Anne McLeod 9 Institutions and Professions](#)

Tara talks with Anne McLeod about her doctoral research, which investigates theories of professionalism in Early Childhood education. They discuss how theories of institutions, work and professionalism have transformed from the 1970s to the present.

Direct download: [Anne McLeod 9 - Institutions and professions.mp3](#)

Category:[podcasts](#) -- posted at: 11:26 PM

Sun, 27 October 2013

 [Anne McLeod 10 - Staying Connected](#)

Tara, Steve and Anne explore the shape of her research literature, while also pondering the shape of doctoral supervision.

Direct download: [Anne McLeod 10 - Staying Connected.mp3](#)

Category:[podcasts](#) -- posted at: 12:16 AM

Thu, 21 November 2013

 [Anne McLeod 11 - It's all about insignias](#)

Tara, Steve and Anne explore a pivotal breakthrough in her discussion of professionalism. Deploying semiotics on insignias, she demonstrates a great leap in her analysis of Early Childhood education.

Direct download: [Anne McLeod 11 - Its about insignias.mp3](#)

Category:[podcasts](#) -- posted at: 6:16 AM

Mon, 23 December 2013

 [Anne McLeod 12 - Reflections on a great year](#)

Tara and Anne - in this final podcast of the year - reflect on the first stage of their supervisory relationship and the progress in the research project exploring the notion of 'professionalism' in Early Childhood education.

Direct download: [Anne McLeod 12 - Reflection on a great year.mp3](#)

Category: [podcasts](#) -- posted at: 4:28 PM

Sun, 23 March 2014

 [Anne McLeod 13 - Time for an oral examination](#)

Anne, Tara and Steve are together again to talk about Anne's doctorate. But this is a special podcast, as Anne prepares for her conferment of candidature. And again, Tara and Steve enter the debate about whether Australia should have oral examinations for PhDs.

Direct download: [Anne McLeod 13 - Time for an oral examination..mp3](#)

Category: [podcasts](#) -- posted at: 6:02 PM

Sat, 29 March 2014

 [Anne McLeod 14 - Mock Time](#)

Yes, the time for Anne McLeod's mock exam is upon us! Steve, Tara and Anne rehearse the question-and-answer format for her confirmation of candidature for her PhD. Real time. Real answers. Weird things happened.

Direct download: [Anne McLeod 14 - Mock time.mp3](#)

Category:[podcasts](#) -- posted at: 3:19 AM

Wed, 23 April 2014

 [Anne McLeod 15 - The Mock Queen speaks](#)

Anne McLeod, Steve Redhead and Tara Brabazon review her performance in the mock.

Direct download: [Anne McLeod 15 - The Mock Queen speaks.mp3](#)

Category:[podcasts](#) -- posted at: 6:09 AM

Fri, 25 April 2014

 [Anne McLeod 16 - Jazzing a presentation](#)

Anne McLeod, Steve Redhead and Tara Brabazon work on developing the relationship between her written proposal and her oral presentation. It is time for a bit of jazz.

Direct download: [Anne McLeod 16 - Jazzing a presentation.mp3](#)

Category:[podcasts](#) -- posted at: 8:12 PM

Sun, 25 May 2014³

 [Anne McLeod 17 The Overscheduling of Anne](#)

Anne, Steve and Tara talk through the build up to Anne's confirmation of candidature.

³ From Number 17 Podcast – Number 22 after Endorsement of Candidature

Direct download: [Anne McLeod 17 - The Overscheduling of Anne.mp3](#)

Category: [podcasts](#) -- posted at: 5:54 AM

Sun, 25 May 2014

 [Anne McLeod 18 Tired and Emotional but Still Standing](#)

Anne and Tara review her confirmation of candidature. We are tired and emotional - but still standing.

Direct download: [Anne McLeod 18 - Tired and emotional but still standing.mp3](#)

Category: [podcasts](#) -- posted at: 6:11 AM

Tue, 27 May 2014

 [PhD by podcasts](#)

Tara introduces Anne McLeod's seminar on PhDs by podcasts, from the perspective of the doctoral candidate. The question time explores how doctoral writing and examination will transform as podcasting permeates doctoral education

Direct download: [PhD by podcasts.mp3](#)

Category: [podcasts](#) -- posted at: 6:36 AM

Sun, 8 June 2014

 [Anne McLeod 19 - Shaping Johnson](#)

Steve and Tara talk with Anne McLeod, exploring how she will theorize and shape her historiography of Terence Johnson's Professions and Power.

Direct download: [Anne McLeod 19 - Shaping Johnson.mp3](#)

Category: [podcasts](#) -- posted at: 11:46 PM

Wed, 18 June 2014

 [Anne McLeod 20 - Types and Tropes](#)

Anne, Steve and Tara are together in Bathurst. And what an explosive session. We talk about Weber and Johnson, types and tropes. A major moment in the thesis.

Direct download: [Anne McLeod 20 - Types and Tropes.mp3](#)

Category: [podcasts](#) -- posted at: 8:54 PM

Wed, 9 July 2014

 [Anne McLeod 21 Anne Finds A Data Spike](#)

Tara and Anne explore a change in terminology, that also is leading to a change in thinking - and policy - for Early Childhood education.

Direct download: [Anne McLeod 21 - Anne finds a data spike.mp3](#)

Category: [podcasts](#) -- posted at: 7:45 PM

Tue, 15 July 2014

 [Anne McLeod 22 - Living A Full Life With Anne](#)

Anne, Steve and Tara talk through the challenges of part-time doctorates. How do we fit a part-time PhD into a full life?

Direct download: [Anne McLeod 22 - Living a full life with Anne.mp3](#)

Category: [podcasts](#) -- posted at: 7:37 AM

[Anne McLeod 23 - Yes She Has Finished](#)

Aug 2, 2014

An exciting time. Anne has finished ... her PhD proposal. She offers advice for the PhD students who follow.

[Anne McLeod 24 - Making sure deadlines are not the death of you](#)

Sep 28, 2014

Anne McLeod talks with Steve and Tara about how to manage deadlines in her doctorate. How can deadlines be productive, rather than debilitating?

[Anne McLeod 25 - When too much theory is ummmm too much](#)

Nov 2, 2014

When do doctoral students have enough theory in their research? Can it be too much? Steve Redhead and Tara Brabazon talk with Anne McLeod about how to balance theoretical perspectives in her PhD.

[Anne McLeod 26 - Can you tweet your PhD?](#)

Nov 24, 2014

Anne talks with Tara and Steve about her professionalism research in Early Childhood education. This has been a crucial week. Anne has captured the key argument of her main theorist. She knows him so well, she can tweet her thesis statement.

[Anne McLeod 27 - Anne the archive rat](#)

Nov 26, 2014

Anne has entered the analogue and digital archive to follow the traces of Terence Johnson. Most famous for his book *Professions and Power*, Anne is exploring with Tara and Steve how much of this sociologist's career has survived in the present.

[Anne McLeod 28 - Time to get stroppy](#)

Jan 26, 2015

Anne and Tara talk through the changing context and environment of Early Childhood education, and the relationship between 'a service' and 'learning.'

[Anne McLeod 29 - What does Anne see from the balcony?](#)

Mar 16, 2015

Anne and Tara discuss the particularly difficult challenges of writing a doctorate in a rapidly changing policy environment for Early Childhood education.

[Anne McLeod 30 - Keeping Anne out of the crack den](#)

Apr 17, 2015

Steve, Anne and Tara are back together again, celebrating the completion of Anne's first chapter and foreshadowing her next chapter. We discuss methods, ethics and the role of curriculum studies in the formulation of professionalism, and the teaching profession.

Put another way, why is Anne using Unobtrusive Research...

[The role of performing and creative arts in building community partnerships](#)

Apr 28, 2015

Anne McLeod, from CSU's School of Teacher Education Dubbo campus, talks about the role of the creative and performing arts in Teacher education. She shows the significance of community partnerships and the value - at the level of skill and knowledge - in enabling the creative arts in higher education.

[Anne McLeod 31 - Dancing to Level 42](#)

May 9, 2015

Probably the greatest challenge in the completion of a PhD is reaching - and sustaining - the intellectual level of a doctorate. It is particularly tough to keep the level high while teaching undergraduate students. Anne McLeod, Steve Redhead and Tara Brabazon discuss this challenge. How do we stretch and move from.

[Anne McLeod 32 - Do Early Childhood Educators require personal development or professional development?](#)

Jun 13, 2015

Tara and Anne talk about the next stage and next chapter of her PhD. Particularly, we enter the terrain of professional development for Early Childhood Educators and Teachers? But - in this female-dominated profession - is there a promotion of 'personal' rather than 'professional'...

[Anne McLeod 33 - Deconstruction is not analysis \(repeat\)](#)

Jun 25, 2015

Anne, Steve and Tara consider the intellectual, political and social management of the binary opposition HOME and SCHOOL. What is the impact on this binary opposition for Early Childhood education? Steve proposes that Anne investigates Derrida and does deconstruction properly, rather than using it as a synonym for...

[Anne McLeod 34 - Debbie doesn't do deconstruction](#)

Aug 17, 2015

Anne, Steve and Tara continue their Derrida journey. Anne recognises the best use of deconstruction for her project.

[Professionalism, professional development and professional learning](#)

Sep 27, 2015

Anne McLeod explores the volatile and dynamic space of 'professional development' and 'professional learning' in Australian Teacher education.

[Anne McLeod 35 - Writing through the problem](#)

Oct 30, 2015

Anne, Steve and Tara discuss how to manage the cul-de-sacs of doctoral life. They talk about how to manage the complexity of theory in a thesis while writing in a volatile environment for Early Childhood education.

[Anne McLeod 36 - Enjoying the view but is back on the motorway](#)

Nov 7, 2015

Anne and Steve talk about the value of side roads in a doctorate - to gain experience and expertise - but also recognise why focus, clarity and a clear spine of argument is integral to a doctorate.

[Anne McLeod 37 - Juggling diverse writing styles in doctoral education](#)

Dec 4, 2015

A great challenge of doctoral education is balancing description, analysis and high theory. Anne McLeod discusses how to manage this challenge with Steve and Tara, her doctoral supervisors.

[Anne McLeod 38 - Anne and the sonic-led doctorate](#)

Feb 20, 2016

As Anne's work turns to the discussion of equity and the professions, Steve and Tara acknowledge Anne's fascinating andragogical strategies, using sound and sonic recordings to scaffold her argument.

[Anne McLeod 39 - Questions of consciousness](#)

Mar 27, 2016

Tara, Anne and Steve discuss Guy Standing's precariat and how the Early Childhood Educator fits into such a category and concept.

[Anne McLeod 40 - Children, disempowerment and equity](#)

Apr 18, 2016

Anne, Steve and Tara talk about the reasons for the disempowerment of children and Early Childhood Educators. Anne's focus is to think about equity and justice.

[Anne McLeod 41 - What is an agent of change?](#)

May 8, 2016

Steve Tara and Anne talk about models and theories to understand a 'social agent.' Steve works through the theories of Anthony Giddens to see if his approach has value in understanding Teachers and Educators in contemporary Australia.

[Anne McLeod 42 - Fleshing out agents of change](#)

May 13, 2016

Anne, Tara and Steve work through theories of agent and agency to enable Anne's discussion of early learning, equity and social justice.

[Anne McLeod 43 - Finding those precious 30 minutes](#)

Jul 17, 2016

Anne, Steve and Tara work through a key moment in Anne's candidature. Anne has three chapters that are nearly finished. She needs a strategy to get that work done. We explore the role of finding thirty minutes a day to ensure that a part-time PhD fits into a full-time life.

[Anne McLeod 44 - Writing those transitions](#)

Jul 24, 2016

Anne, Steve and Tara check on Anne's writing strategy to find 30 productive minutes each day. Particularly they explore how to write the transitions between complex ideas to ensure that fragmentation is minimized and smooth and productive arguments are developed.

[Anne McLeod 45 - Is an Educator a Teacher? Is a Teacher an Educator?](#)

Dec 12, 2016

Tara, Steve and Anne probe what it means when the word 'Educator' is replaced by

'Teacher'? Particularly, they probe the consequences of changing the language from

'Early Childhood Educator' to 'Early Childhood Teacher.'

[Anne McLeod 46 - Deskillling professionals](#)

Mar 8, 2017

Anne, Steve and Tara talk about deskillling, automation, professionalism and Early Childhood education.

[Anne McLeod 47 - One theorist and your PhD](#)

Mar 19, 2017

Anne, Steve and Tara probe the strengths and weaknesses in investigating one theorist in a

PhD. What is the value - and the problems - in applying an old theorist to a new

intellectual terrain?

[Anne McLeod 48 - What is interpretation?](#)

May 20, 2017

Very often in the doctoral space, it is assumed that PhD students understand how to interpret complex and intricate sources. As Anne moves into deep interpretation of Terry Johnson, Steve and Tara talk through strategies to enable high level scholarship.

[Anne McLeod 49 - Ripples](#)

Jul 12, 2017

Anne, Tara and Steve present some alternative modelling for Guy Standing's Precariat and Terry Johnson's theorization of professionalism.

[Anne McLeod 50 - Regulating the self - regulating the professions](#)

Jul 16, 2017

Tara, Steve and Anne align Terry Johnson's theories of the profession to a post-GFC economic and social climate.

