

EXPLANATORY NOTES – Preschool

Please read each question carefully and provide your best response. The explanatory notes provide definitions and clarifications for questions with this symbol ➡

SECTION A

Preschool Program

A preschool program is a structured, play based learning program, usually provided by a qualified teacher on a sessional basis. It is primarily aimed at children in the year or two before they commence full-time schooling, irrespective of the type of institution that provides the program or whether the program is government funded or privately provided.

Programs may be delivered in a variety of service settings, including separate preschools, early learning centres or kindergartens, long day care centres, in association with a primary school, etc.

The terms most commonly used to describe preschool programs in various states and territories are summarised in the table below.

	Focus of National Workforce Census		
	Year before full-time schooling	First year of full-time schooling	Second year of full-time schooling
NSW	Preschool Age 4 (by 31 July)	Kindergarten Age 5 (by 31 July)	Year 1
VIC	Kindergarten Age 4 (by 30 April)	Preparatory Age 5 (by 30 April)	Year 1
QLD	Kindergarten Age 4 (by 30 June)	Preparatory Age 5 (by 30 June)	Year 1
WA	Kindergarten Age 4 (by 30 June)	Pre-Primary Age 5 (by 30 June)	Year 1
SA	Preschool Continuous entry after 4 th birthday	Reception Continuous entry after 5th birthday	Year 1
TAS	Kindergarten Age 4 (by 1 January)	Preparatory Age 5 (by 1 January)	Year 1
ACT	Preschool Age 4 (by 30 April)	Kindergarten Age 5 (by 30 April)	Year 1
NT	Preschool Age 4 (by 30 June)	Transition Age 5 (by 30 June)	Year 1

Include preschool programs that are delivered to a mixed or composite class.

Exclude classes that are purely comprised of children in the first or second year of full-time school.

Notes for Questions

A1 Delivery of a preschool program

Refers to the face-to-face delivery by a primary contact worker of a preschool program that is a structured, play-based, educational program.

A2 University qualifications in a relevant early childhood education and care field

Relevant university qualifications include teaching (early childhood related), teaching (primary) or other teaching qualifications. 'Teacher' does not include education assistants.

A3 Approval(s), exemption(s), or other form(s) of formal permission enabling a position to be occupied by a staff member without holding the required early childhood education and care qualification(s)

Include the number of positions that have an arrangement where a service can employ a person with a lesser qualification than is required under state or territory regulations. An approval/exemption/other form of formal permission is given to a service to provide immunity from state or territory qualification regulatory requirements when there is a shortage of appropriate staff to work at that service. An exemption applies to a position within a service, not an individual's qualification levels.

Exclude those with 'grandfathered' qualifications. A 'grandfathered' qualification is where certain employment and educational experience is deemed to be equivalent to a certain level of qualification. For example, an individual, or group of individuals, may have an early childhood diploma and 10 years experience, but the government department or regulatory agency has recognised the individual's, or group of individuals, qualifications and experience as equivalent of a four year early childhood university degree.

A4d Number of children who need additional assistance that is related to an underlying long-term health condition or disability

The areas included are defined as follows:

Learning and applying knowledge, education – intentionally using senses to experience certain stimuli (e.g. watching, listening, touching, smelling and tasting); ability to imitate actions or behaviours; learning to read and write; ability to solve problems, make decisions or think; and ability to focus and maintain attention to specific stimuli or tasks.

Communication – understanding and/or responding to spoken messages or non-verbal messages such as symbols, signs or drawings; speaking and/or singing; making self understood in their most effective method of communication or language if applicable.

Mobility – ability to roll, crawl, walk, climb and move around within and outside of buildings; being able to stay in the same body position (e.g. sitting and standing) to play or carry out a task; performing coordinated actions of handling objects (such as picking something up, grasping a toy or throwing).

Self-care – caring for oneself by performing activities appropriate to age, such as washing and drying oneself, dressing, eating, drinking and toileting.

Interpersonal interactions and relationships – carrying out the tasks required for appropriate, basic and/or complex interactions with other people (including family members, friends, relatives, adults and strangers); creating and maintaining relationships in formal settings (such as child centre); behaving within acceptable limits; responding to the feelings of others and coping with own emotions.

Other – including general tasks (such as undertaking and carrying out single or multiple tasks or being able to follow and adapt to changes in routine, or managing behaviours or emotions in completing tasks); domestic life; community and social life (such as ability to

engage in groups or clubs for children that undertake activities such as play, games, sport and/or other hobbies).

SECTION B

Please complete this section for each individual staff member at your preschool.

Include all paid and unpaid staff members (include staff members engaged through an Inclusion Support Subsidy or with Flexible Support Funding) who undertake duties that mainly involve direct contact with children, management or administration tasks. Also include principals, deputy principals, executives, directors or administration staff members who are working at the preschool and/or are directly involved in the day-to-day management of the service. Any staff member providing support services such as cooking, cleaning or gardening is included.

Exclude staff members absent for the entire reference week (for example staff members on extended sick leave, annual or long service leave). Also exclude principals, deputy principals, executives, directors or administration staff members who are not based at this preschool location and have no involvement in its day-to-day management. Parent helpers are excluded.

Please make every effort to complete this section as thoroughly as possible.

B1 Staff member name

This information is only to assist with form completion. Names will not be kept with the data, will not be provided to the Department of Education, Employment and Workplace Relations, and will be destroyed by the Social Research Centre (the organisation contracted to collect and process Census data) once the collection is completed.

B2c Indigenous status

If this information is not held in administrative data, it is strongly recommended that staff members are asked directly about their Aboriginal or Torres Strait Islander origin.

B3 Paid or unpaid staff members

Paid staff members include those who receive wages or salary. They can include contract or relief workers.

Unpaid staff members include those who are not paid, but who may be receiving in-kind benefits in recognition or exchange for their work. Unpaid staff may include volunteers, unpaid work trainees, and students on work experience.

In-kind benefits, such as free child care or the reimbursement of work related expenses in full or part, are not regarded as payment of salary and people who receive these are considered to be unpaid staff members.

B4 Main type of work performed

For each staff member, please select a category that most closely reflects the main type of work performed during the reference week:

Primary contact – A 'primary contact worker' mainly has direct contact with children. This may include but is not limited to teachers, teachers' assistants/aides, specialist teachers and therapists.

Other contact – An 'other contact worker' has some duties involving direct contact with children, but deals mainly with staffing or management issues such as supervising staff and handling queries from parents. This may include but is not limited to principals, deputy principals, centre managers and coordinators.

Management/Administration only – A staff member who mainly performs management or administration work that contributed to the running of the preschool and has no direct contact with children. Work may include clerical or receptionist duties, filing, keeping financial records, staffing and management issues.

Other work - Any worker who provides support services such as cooking, cleaning or gardening. This may include drivers, cooks, cleaners and maintenance staff.

B5 Main role in the service

Please select the category that reflects the main work role undertaken by each staff member during the reference week:

Principal/Director/coordinator/educational leader – is a person with overall responsibility for managing the preschool.

Group leader/teacher – is a qualified early childhood teacher or educator/assistant responsible for a group of young children. This also includes advanced skilled teachers.

Assistant/aide – is an early childhood worker who helps a more senior and more qualified early childhood teacher or educator/assistant.

Other contact worker – includes people who provide additional or supplementary services for children, such as a dance teacher, music therapist, disability support worker, librarian or speech therapist.

Non-contact worker – is a worker who has no direct contact with children and primarily contributes to the running of the service or provides support services, including a management committee member.

B6 Total actual hours worked

Actual hours worked refers to time spent at work in this preschool during the reference week.

Include hours actually worked, including paid and/or unpaid overtime; and/or additional hours to those rostered; and time corresponding to short rest periods.

Exclude time spent working for another service; hours paid for but not worked, such as paid annual leave, public holidays or paid sick leave; time taken in lieu or flexi time; meal breaks; and time spent on travel to/from work.

B7 Hours spent in face-to-face delivery of the preschool program

Record the hours spent by each staff member in the face-to-face delivery of the preschool program for each day of the reference week. Preparation time / other hours worked that are not related to face-to-face delivery of the program should be included in B6 above.

During the reference week, if the staff member did not deliver a face-to-face preschool program please select the 'not applicable' category.