

The background image shows a lush green park scene. In the foreground, there's a blue metal bridge over a small stream or path. To the left, a large tree trunk is visible. In the background, there's a brick building with large windows, partially obscured by trees. The overall scene is bright and sunny.

What keeps Australian early childhood teachers working in long day care?

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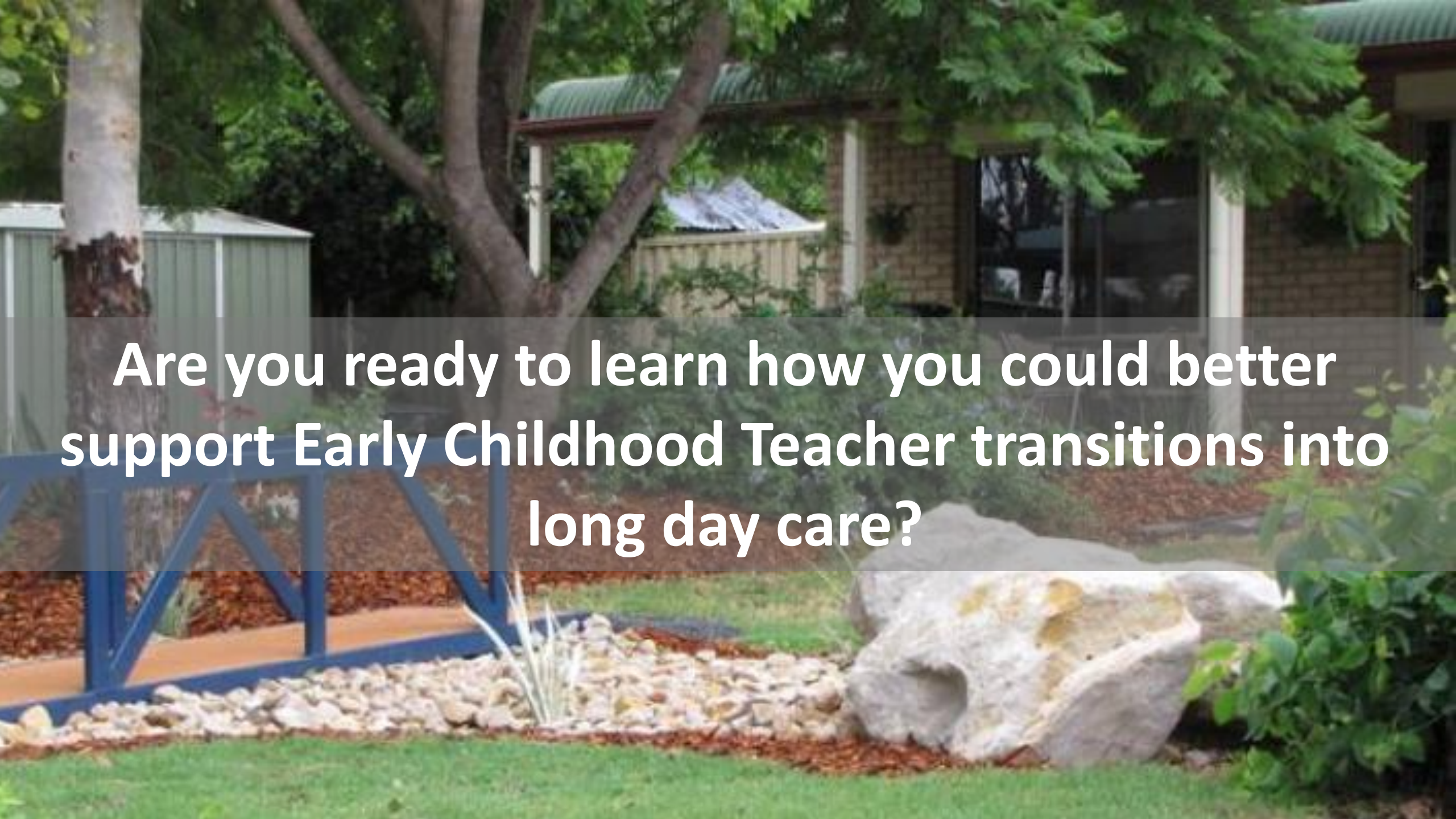
Supervisors:-

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CRICOS No. 00213J

A suburban backyard scene. In the foreground, there's a green lawn. A blue metal fence runs across the middle ground. Behind the fence is a garden bed with brown mulch, small white flowers, and a large, light-colored rock. In the background, there's a large tree, a green shed, and a brick house with a covered patio area.

**Have you ever wondered what attracts
Early Childhood Teachers to
work in long day care?**

A suburban backyard scene. In the foreground, there is a green lawn. Behind it, a blue metal fence runs across the frame. To the left of the fence is a small garden bed with light-colored rocks and a small plant. To the right is a large, light-colored rock. In the background, there is a large tree with green leaves, a green shed, and a house with a brick wall and a large window. The text "Are you ready to learn how you could better support Early Childhood Teacher transitions into long day care?" is overlaid in white on a semi-transparent dark grey background.

**Are you ready to learn how you could better
support Early Childhood Teacher transitions into
long day care?**

A suburban backyard scene. In the foreground, there is a green lawn. A blue metal fence runs across the middle ground. Behind the fence is a garden bed with brown mulch, small white flowers, and a large, light-colored rock. In the background, there is a large tree with green leaves and a house with a brick wall and a green roof. The text is overlaid on a semi-transparent grey band across the middle of the image.

**Have you ever wondered what keeps
Early Childhood Teachers
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What keeps
Australian early
childhood
teachers working
in long day care?





Conceptual framework and methodology

- Social constructivism (Raskin, 2002) and ecological systems theory (Bronfenbrenner, 1979)
- Case study (Merriam, 1998)
- Purposeful sampling (Glaser 1978; Morse, 1991; Stake, 1995)
- In-depth interviews (Glesne, 1999)
- Thematic analysis (Braun & Clarke, 2006; Creswell, 2008; Patton, 2002)
- Research rigour (Lincoln & Guba, 1985)



Lucy Bella Molly Sophie Zoe



Tell me about your early days as a teacher in long day care?

How did you come to work in long day care?

How was your transition to this work?

What do you enjoy about working in long day care?

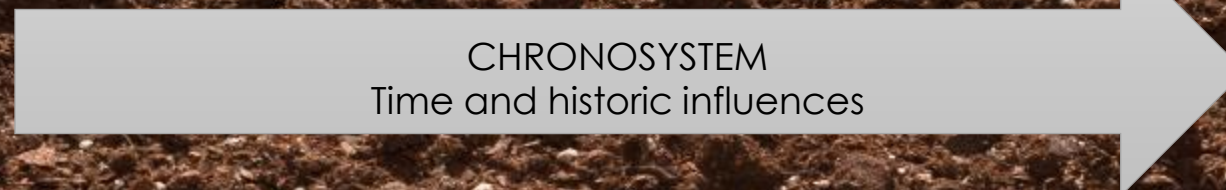
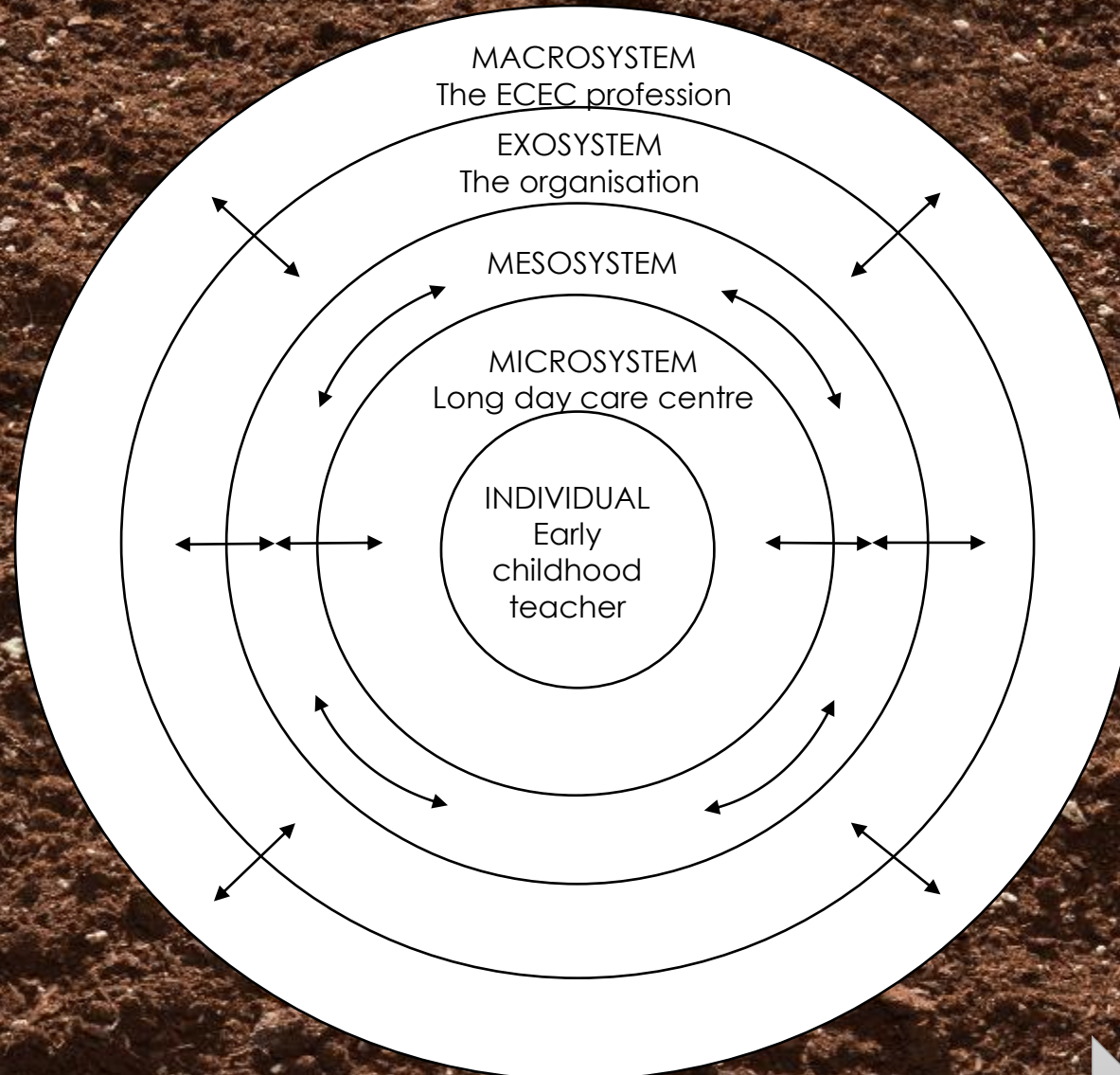
What don't you enjoy?

What could be changed to make it better?

What do we take for granted about early childhood teachers working in long day care?

What expectations did you have of working in long day care?

What qualities do you feel an early childhood teacher working in long day care needs?



(Bronfenbrenner, 1979)



challenges



enablers



What attracted these Early Childhood Teachers to long day care?

Job security/lack of
alternative employment

Passion for teaching

Opportunities to exercise
pedagogical leadership

I do have an
It's about teaching them the
skills to become resilient, to be
able to connect with others, to
be able to express themselves
and their concerns. (Zoe)

You have no one saying it's
Tuesday you should be on
page 9...It's the outcomes and
the skills that are important.
(Bella)

You kind of do have to have
that strong leadership. (Zoe)

What supports the transition to long day care?

I guess I went through the first year of just
You have your Centre Director and your
operational manager and your Assistant
and sometimes depending on numbers
if you don't get an Assistant. I guess getting
everything done and getting into the
routine of children arriving late, children
leaving early. (Lucy)

Prior knowledge and experience in long day care
Understanding the business and culture of long day care

A word cloud shaped like a heart, featuring various terms related to leadership and communication. The words are in different sizes and colors (blue, orange, and brown). The most prominent words are "passion", "communication", "understanding", "open", "skills", "adapt", "different", "strong", "leadership", and "empathy". Other words include "motivation", "initiative", "expectations", "conscientious", "creativity", "compassion", "believe", "standards", "realistic", "ideas", "respectful", "endurance", "friendly", "drive", "absolute", "ethic", "community", "love", "responsiveness", "genuine", "outgoing", "negotiate", "curriculum", "patience", "education", "flexible", "nurturing", "tolerance", "value", "knowledge", and "professionalism".

passion

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open

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realistic

ideas

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ethic

community

love

responsiveness

genuine

outgoing

negotiate

curriculum

patience

education

flexible

nurturing

tolerance

value

knowledge

professionalism



Why may these Early Childhood Teachers leave long day care?

Wages and conditions

Demands of the long day care context

...if I was offered a position in a school at the same year level with similar sort of freedom I would take it because of the school holidays and the length of day ... But it would be nice to reach a situation where if I was offered what was in the school I wouldn't move. (Bella)

Challenges

- lack of alternative employment
- no previous experience
- push down curriculum
- wages and conditions
- demands of the long day care context

Implications for policy and practice

Enablers

- job security
- passion for teaching
- pedagogical leadership
- prior knowledge and experience
- understanding the business and culture of long day care
- personal and professional qualities
- strong sense of professional identity
- collegial relationships
- centre and organisational leadership support



A yellow seesaw is positioned on a sandy playground. The fulcrum is a black tire. The seesaw has a black seat on the left side and a silver handle on the right side. In the background, there are other playground structures and greenery.

Individual early childhood teacher

Challenges

- Team resistance to change
- Lack of recognition as a real teacher
- Business pressures

Enablers

- Personal and professional qualities
- Opportunities for pedagogical leadership
- Sense of professional identity
- Commitment to play based teaching and learning
- Freedom of curriculum
- Prior long day care experience
- Long day care business understanding

A yellow seesaw is positioned on a sandy playground. A black tire is used as the fulcrum at the bottom. The seesaw has a black seat on the left side and a silver handle on the right side. In the background, there are other playground structures, including a swing set and a slide, and some greenery.

Microsystem long day care centre

Challenge

- No desire for professional growth
- Structured teaching philosophy
- Lack of long day care business understanding
- Weak professional identity

Enablers

- Collaborative team
- Supportive centre leadership
- Sense of belonging

A yellow seesaw is positioned on a sandy playground. The fulcrum is a black tire. The seesaw has a black seat and a silver handle. In the background, there are other playground equipment and yellow bushes.

Exosystem the organisation

Challenges

- Wages and conditions
- Business pressures

Enablers

- Employer of choice
- Mentoring programs
- Rewards and recognition
- Incentives
- Professional development

A yellow seesaw is positioned on a sandy playground. The fulcrum is a black tire. The seesaw has a black seat and a silver handle. In the background, there are other playground structures and greenery.

Macrosystem the ECEC profession

Challenges

- Policy context
- Regulations and legislation
- Disparity of wages and conditions
- Lack of funding

Enablers

- Professionalising the field
- Parity of wages and conditions
- Realistic funding
- NQF (NQS and curriculum)

Priorities for future research

Identifying effective strategies to grow and sustain a professional early years workforce study

Professional identity of Early Childhood Teachers working in long day care

Professionalising of the ECEC workforce



A close-up photograph of a green leaf with a water droplet, serving as a background for the text. The leaf is vibrant green and slightly curved, with a single, clear water droplet resting on its surface. The background is a soft, out-of-focus green, creating a natural and fresh atmosphere. The word "Questions?" is written in a clean, white, sans-serif font, positioned to the right of the water droplet.

Questions?