

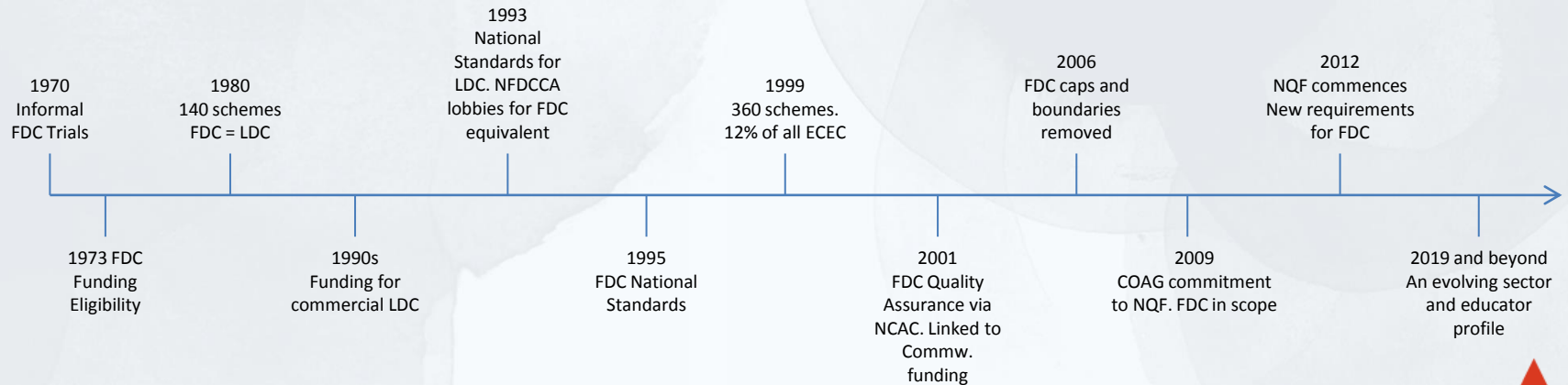
Attracting the Next Generation of Family Day Care Educators

FDCA Research Report



Family DAY CARE AUSTRALIA

Sector Evolution



Research Objectives

- Understanding the current and future FDC workforce:
 - who they are;
 - their motivations for becoming an educator;
 - the challenges and barriers they face;
 - the factors that make working in family day care both attractive/rewarding; and
 - the likely profile of future family day care educators.

Intended Outcomes

- Establish an evidence base from which to:
 - Provide guidance on the likely profile of family day care educators in the future
 - Determine target audiences or populations of potential educators
 - Explore the elements of family day care that are attractive to current and future educators
 - Understand the implications for recruiting the next generation of educators

Methodology

- Surveys:
 - 1,300 current FDC educators (0-3yrs, 4-10yrs, 10yrs+)
 - FDC co-ordination unit service managers
- Focus groups:
 - educators working in alternative early childhood education and care settings
 - students currently studying early childhood education and care

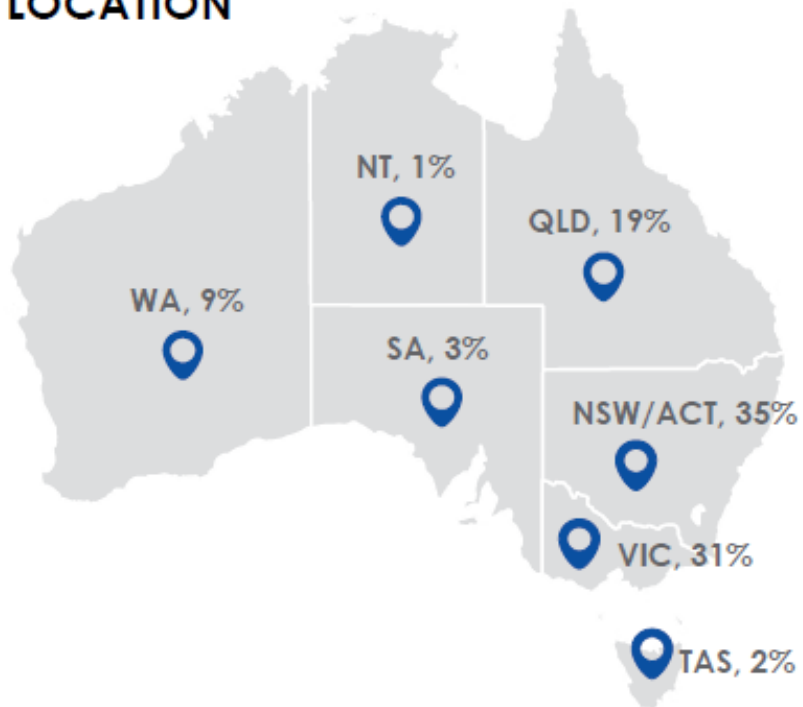
Key Findings: Demographics



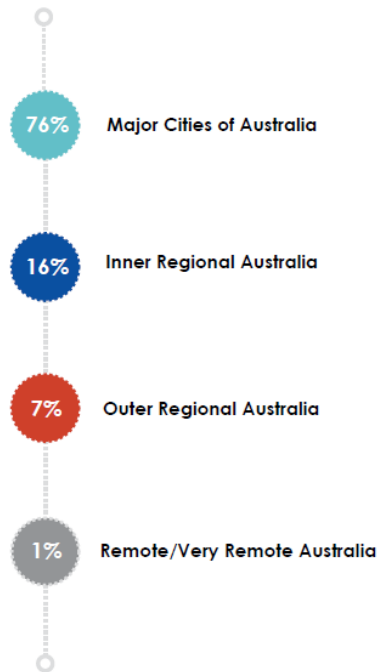
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Key findings - Geography

LOCATION



REGION



Key findings - Age

	2018 Survey	2010 Census
< 30 years	10%	8%
30-39 years	25%	28%
40-49 years	32%	31%
50+ years	32%	32%

Key findings - Qualifications

	2018 Survey	2010 Census
Working towards Certificate III	4%	3%
Certificate III	39%	36% *
Diploma	49%	16% **
Bachelors Degree	5%	2%
Masters Degree	1%	5%

* Includes Certificate III/IV

** Includes Diploma/Advanced Diploma

Key findings – Previous employment

	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
Long day care centre	45%	33%	16%
Kindergarten / Pre-school	12%	10%	4%
School based early learning centre	2%	3%	0%
Primary school	8%	5%	4%
Not previously employed	20%	24%	20%
Other	28%	37%	62%

*Multiple response question

Key findings - children

	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
Had pre-school children when became an FDC educator	32%	43%	60%
Had children when became an FDC educator	77%	90%	93%

Key findings – home ownership

	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
Own your home	65%	78%	88%
Rent your home	29%	19%	9%
Other	6%	3%	3%

Reflective Questions

Demographics



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Key Findings: Psychographics



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Barriers to becoming an educator

Table 5. Challenges Setting up a Family Day Care Business

	Total	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
The cost to set up a business as a family day care educator	38%	44% ↑*	38%	30% ↓
Finding enough children to fill the hours I want to work	33%	36%	36%	26% ↓
Balancing family and business responsibilities	33%	32%	30%	37%
Understanding the regulatory and educational programming requirements	31%	24% ↓	35%	38% ↑
The administration and knowledge/skills to set up and run a business in family day care	27%	32%	27%	22% ↓
Service and regulatory requirements for the care environment (home)	26%	22%	28%	29%

Reflective Questions

FDC Educators & Coordination Unit Staff

Do these barriers reflect your own experience in becoming an educator and/or in recruiting educators?

Are there others?

LDC Educators and Centre Staff

Do you think that these barriers prevent more current ECEC professionals from becoming FDC educators?

Are there others?

Challenges of being an educator

Table 7: Primary Challenges Working as a Family Day Care Educator	Total	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
Difficulty taking time off / having holidays	28%	33%	30%	19% ↓*
The increasing amount of administration required to run my business	20%	11% ↓	17%	35% ↑
Having to account for my own employment entitlements as part of running my business	10%	12%	10%	8%
Lack of recognition as a qualified professional	7%	5%	8%	8%
Fluctuating demand for family day care / Keeping the child care places I have available filled	5%	6%	4%	5%
Being alone with the children a lot of the time / Being isolated from others	4%	7% ↑	3%	3%
Not enough income	4%	4%	6%	2%
Compliance with quality standards / regulations	4%	2%	4%	6%
Difficulty balancing the needs of my own family and my role as a family day care educator	4%	3%	5%	3%

Reflective Questions

FDC Educators & Coordination Unit Staff

Are these challenges that you (and/or your educators) experience?

How are they managed?

LDC Educators and Centre Staff

From your perspective would you anticipate these types of challenges ?

Are there others?

Motivations for becoming an educator

Table 4: Primary Motivations for Becoming a Family Day Care Educator

	Total	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
To be able to work and have an income while at home with my own children	47%	37% ↓*	43%	64% ↑
I was working in childcare, but was not satisfied working in a centre-based environment	9%	13% ↑	8%	4% ↓
I wanted to use my skills and knowledge to develop individual care programs for children	9%	12%	10%	5% ↓
I wanted to work with children in small groups	9%	7%	10%	9%
I wanted to work from home	7%	9%	8%	5%
I wanted to run my own home-based business	5%	6%	6%	4%
I was working in another industry and wanted to work with children	5%	5%	5%	4%

¹G. Which of the following were most important in your decision to become a family day care educator?
Ranking Question Type, % Ranked No 1

* Significantly higher/lower than total



Reflective Questions

FDC Educators & Coordination Unit Staff

Do these motivations reflect your own experience in becoming an educator and/or recruiting educators?

LDC Educators and Centre Staff

Are these findings consistent with your own thoughts around the motivations for becoming a FDC educator?

Satisfaction

Table 6. Most Enjoy About Being a Family Day Care Educator

	Total	Early (0-3 years)	Mid (4-10 years)	Late (10+ years)
The strong bonds and good relationships I have with the children	39%	34%	39%	43%
Flexible working times, days, hours	18%	19%	17%	17%
The quality of care I am able to provide to the children	16%	15%	18%	16%
I am able to develop my own approach to early years learning programs	8%	11%	8%	4%
The flexibility to adapt my program depending on the needs of the children	6%	6%	6%	4%
The relationships I have with the families I work with	5%	5%	5%	6%
I feel empowered to do what I think is best for the children in my care	4%	5%	3%	6%

¹Q. What do you like most about working as a family day care educator?
Ranking Style Question. % Ranked No 1



Question

FDC Educators & Coordination Unit Staff

Do these motivations reflect your own experience in becoming an educator and/or recruiting educators?

LDC Educators and Centre Staff

Are these findings consistent with your own thoughts around the motivations for becoming a FDC educator?

Q&A



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Thank You



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