Position paper on Preschool Director Classification Review
and future considerations

Context
Leading up to the Enterprise Bargaining 2005 negotiations the Preschool Directors Association advocated for a review of preschool director classifications and the formula for calculating them. Through the establishment of a working party it has been acknowledged that the current preschool director classifications and the method for determining classification do not meet current needs and are overdue for review.

Guiding Principles
1. Preschool Directors' Association recognizes early childhood as an internationally acknowledged and specialized area of education and therefore supports high quality leadership as an essential provision in any (educational) service with children between the ages of 0-8.
2. Preschool Directors' Association is committed to models of early childhood leadership that support optimum learning outcomes for children.

Issues
- There have been extensive changes to the multi-faceted role of a preschool director since the classifications were last reviewed. The majority are full time teachers with planning and assessment responsibilities and in addition they are site managers with asset, financial, occupational health and safety, personnel and community responsibilities. Since local management has been introduced all Directors have increased and additional responsibilities. Some of these are listed
  - Staffing administration (liaising with staffing officer, HR related forms, greater involvement in selection of staff).
  - Performance Management line management responsibilities in all centres have increased with the addition of all preschool support and bilingual workers (previously managed in district and central office).
  - Change from Special Educator to Disabilities Co-ordinator has significantly increased responsibilities - the DC has little contact with children and less reporting, running meetings, assisting parents, writing programs for staff, consequently the Director is responsible.
  - Additional responsibilities related to financial management - scrutinizing of monthly reports, resource profile, staffing flexibility considerations, liaising with Finance Officer, voluntary treasurers, budget devising and monitoring.
  - Greater role within district; added responsibilities including working parties, Local Leaders Executive Group, panels, District groups (eg: succession planning, early literacy etc.)

1 PDA Position Paper on Early Childhood Leadership, June 2002
• Governing Council - need for maximum transparency in process and full consultation in all management issues (policy writing, financial, asset management – added difficulty with families ESL/Disabilities.
• Additional community consultation and documentation of site learning plans, policies & procedures.

• Since the last, or any significant, review of the Preschool Director Classification other significant increases in responsibilities include:
  • Additional requirements in Annual Report and data collection
  • Occupational, Health, Safety and Welfare documentation, policy/procedure writing.
  • New Protective Practices & Behaviour Code requirements significantly add to a Director’s responsibilities (individual plans & formal/informal discussions with parents – particularly complex for sites with parents who have ESL or children with disabilities).

• The role of a preschool director is becoming increasingly complex, for example new programmes and structures are being undertaken by preschools and new models for early childhood require consideration of the extension of the Preschool Directors Classification as these are a direct response to identified local and community needs and are being locally managed. These include:
  • Early Childhood Development Centres
  • Inclusive preschools project
  • Rural Care programmes
  • Occasional Care
  • Annexed kindergartens
  • Directors working across schools
  • Speech and Language Programmes

• Issues of complexity also include
  • Numbers of children with additional needs.
  • Numbers of staff, including preschool support workers and bilingual workers.
  • Numbers of children from non-English speaking background
  • Community programmes eg; Down Syndrome Early Intervention programme, Afghani Playgroup etc.
  • Level of enrolment
  • Numbers of families, which is increased significantly when Occasional Care and Child Care programmes are added.
  • Socio-economic factors.

• PDA is concerned given the short time frame for the current working party that all factors in relation to criteria and complexity factors will be duly considered.

**Recommendations**

• Where kindergartens exist as PSD3 centres consideration needs to be given to increasing their classification beyond this when significant changes are proposed to their working situation.
• That additional classification criterion is established to include Early Childhood Development Centres. (All centres with 30 or more long day care places).
• That complexity factors take account of the number of learners with additional needs and those on early entry and termly data collection procedures is altered accordingly.
• That complexity factors take into account the additional work responsibilities in all centre with only 2 full time staff and enrolments over 36.
• As school card is considered in complexity factors (for current PSD classification) but no school card funding is available to kindergartens that a review of this system, as it relates to early childhood centres be initiated with a view to providing funding to those centres along the same lines as local public schools.

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