

**IN THE FAIR WORK COMMISSION  
AT SYDNEY**

**MATTER:** AM2018/9

**INDEPENDENT EDUCATION UNION OF AUSTRALIA  
APPLICANT**

**SUPPLEMENTARY STATEMENT OF AMANDA SRI HILAIRE**

I, Amanda Sri Hilaire, of [REDACTED] of New South Wales, say:

*Day-to day work - 2001*

1. As set out in my first statement at [5], in 2001 I was employed as an ECT at Hideaway Preschool, Cooranbong.
2. My daily duties included keeping a written educational program for the room. This program was a simple proforma with headings such as “Dramatic Play,” “Manipulatives,” “Construction,” and “Fine Motor.” At Rest Time, while the children were on their beds, the second staff member in the room and I would discuss the activities to add to under each heading. This would form the following week’s program and gave broad opportunities for children’s play and learning across all developmental areas. Programming easily fit into one or two rest periods.
3. Also as described in my first statement at [5], I then worked as a primary school teacher from 2002 to 2015, with a break from 2006 to 2016 to be a stay at home parent.

*Day to day work – 2017-2019*

4. As set out in my first statement at [1], I returned to teaching in ECEC centers in 2017. I worked at the Kamelei Children’s Center until mid-2018. I have continued to work as an ECT at the Gumnut Preschool and Bundanoon District Community Preschool.

5. When I returned to early childhood teaching, I discovered the day to day role of Early Childhood Teachers had dramatically changed.
6. Following the introduction of the National Quality Framework, the programming requirements for early childhood teachers became significantly more complex. The room-based educational program proforma I discuss above changed to an EYLF outcomes based format, detailing both indoor and outdoor programs. These programs now required written evaluations reflecting on both philosophy and practice. In addition to this, I was now required to complete a detailed individual educational program for each child. The implementation of this individual educational program involves, on a daily basis:
  - a. collecting photographs and making written observations linked to EYLF outcomes the child is working toward, and an interpretation of the observation (which is the recording of what the child did) in light of the EYLF and current research into child development;
  - b. critically reflecting on each learning experience, including identifying the success or not of particular teaching strategies and evaluation of the learning;
  - c. daily informal critical reflection conversations with educators regarding pedagogy and practice, to ensure all educators are aware of and interact to support children to meet the programmed individual learning goals;
  - d. planning of further play-based learning experiences for the child;
  - e. recording and updating the Room program and children's individual programs.

- f. communicating with parents about outcomes and future planning;
  - g. updating the child's individual portfolio (digital or hard copy) with photographs, work samples and learning stories (which are formal observations re-written for families as the intended audience.) All of which are used as evidence of a child working towards or achieving EYLF outcomes for the biannual reports on individual children's learning.
7. Each child's portfolio and the Room's program is available for their parent or carer to view. Family input is now gathered to help shape and guide the program, either by informal conversations or formal data collection. This increased both the level and complexity of the day to day conversations I had with parents, as I was now required to explain and engage them in the learning process and underlying pedagogical theories in language accessible to the lay person.
8. Each day is different. Over one normal day, I might:
- a. set up the indoor and outdoor learning spaces, now including completing written safety checks, hazard and maintenance documentation based on detailed policies introduced to comply with the NQF;
  - b. program, lead and evaluate the effectiveness of two to three whole class "Group Times" throughout the day, or alternatively mentor educators to lead the group time program I developed and then assist them in reflecting on and documenting the success of their delivery;
  - c. work with children during individual play-based learning experiences, modelling and scaffolding educational conversation to develop children's cognitive capacities and vocabulary development to support meeting EYLF outcomes

in accordance with the I education plans I developed for individuals, small groups or the whole class;

- d. monitor individual children to ensure their personal sleep and rest requirements were met;
- e. pack up the indoor and outdoor learning areas;
- f. talk to parents about their child, meet prospective parents, return phone calls and perform other administrative tasks; and
- g. complete the documentation of the educational program, as well as future group and individual planning, discussed above.

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AMANDA SRI HILAIRE

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