

**INQUIRY INTO EARLY CHILDHOOD EDUCATION AND  
CARE SECTOR IN NEW SOUTH WALES**

**Name:** Name suppressed

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Partially  
Confidential

As a dedicated childhood educator room leader, I am writing to express my concerns regarding several significant challenges that not only impact the quality of education we provide but also the well-being of both staff and children in our care.

1. Educator Burnout: The demands placed on educators in early childhood settings have reached an unsustainable level. With increasing responsibilities, lack of support, and minimal resources, many educators are experiencing burnout. This not only affects our mental health but also the quality of care and education that we provide to children.

2. Service Cleanliness Responsibilities: It is disheartening to note that, instead of hiring professional cleaners, educators are often tasked with maintaining cleanliness in not only the rooms but the whole service. This additional responsibility detracts from our primary role of educating and caring for children, further contributing to stress and exhaustion.

3. Lack of Programming Time: Educators are often expected to deliver high-quality programming without being given adequate time to prepare and plan. The unrealistic expectations placed upon us lead to rushed and subpar educational experiences for the children, which is contrary to our mission of fostering a nurturing and enriching environment.

4. Support for Behavioral Challenges: Many of our children exhibit behavioral challenges that require specialized support. Unfortunately, management has not applied for Individual Support Services (ISS), despite having all necessary documentation. This lack of action leaves educators feeling unsupported and overwhelmed when managing these complex situations.

5. Untrained Staff: It is concerning to see individuals working with children who may not have received adequate training despite holding qualifications. This situation raises serious questions about the safety and quality of care being provided and can be alarming for both staff and families.

6. Neglect of Service Investment: There seems to be a tendency to focus on short-term gains rather than investing in the long-term quality and sustainability of our services. Often, improvements and resources are only allocated when an Accreditation and Review (A&R) is approaching, rather than as a consistent commitment to enhancing our educational environment.

7. Profit Over Well-being: A prevailing culture prioritizes profit over the well-being of both children and staff. This approach compromises the quality of education and the overall experience for everyone involved. It is crucial that we re-evaluate our values and commit to a model that prioritizes the holistic development of children and the well-being of those who care for them.

In conclusion, the challenges faced by childhood educators in our current environment are significant and multifaceted. It is essential that we address these issues collaboratively to create a more supportive, effective, and nurturing atmosphere for both educators and the children we serve.