



ORDER

Fair Work Act 2009

s.590(2)(c) - Order requiring a person to produce documents etc to the Fair Work Commission

Applicant(s):

Independent Education Union of Australia

v

Respondent(s):

Australian Childcare Alliance Inc.

Commission Matter No: C2013/6333

VICE PRESIDENT HATCHER

6 JUNE 2019

TO: Macquarie University
Balaclava Road, North Ryde
NSW, 2109

Pursuant to s.590(2) of the *Fair Work Act 2009* you are **ORDERED** to provide to the Fair Work Commission the documents, records and other information specified in the Schedule to this order before the Fair Work Commission at the following time, date and place:

Time: 12pm
Date: 11 June 2019
Place: By email, to chambers.hatcher.vp@fwc.gov.au



VICE PRESIDENT

Note:

- This order has been issued at the request of the Australian Childcare Alliance Inc.
- You can apply to have this order set aside or varied.
- Instead of attending to provide the documents etc. covered by this order at the time and

place specified above, you may produce them to an officer of the Commission at the place specified above not later than 4.00 pm on the day before the day specified above.

- If you have any queries in relation to this order please contact the associate to Vice President Hatcher on *chambers.hatcher.vp@fwc.gov.au*.

SCHEDULE

1. The thesis of Ms Emma Cullen. An abstract has been annexed at Annexure A to assist the University to locate the correct document.
1. The thesis was on, *“the perceptions of the similarities and differences between primary and early childhood teachers, from the point of view of primary qualified teachers who had returned to University to complete a Graduate Diploma in Early Childhood Education”*

Annexure A

Abstract

This study investigated the experiences and perceptions of teachers who had qualifications and work experience in both primary and early childhood education. Their dual qualifications and diverse backgrounds provided these teachers with a unique perspective from which they could offer comment about the two fields.

The study was guided by three research aims. The first of these was to ascertain these teachers' perceptions of the similarities and differences between early childhood and primary qualified teachers. The second was to identify the extent to which their professional practices changed as the result of study in early childhood, and the third was to explore changes to their sense of self-identity over the course of their professional career development.

A two-step qualitative methodology was employed. A survey was used to collect initial data from a cohort of 31 potential participants. Two in-depth interviews with eight participants followed. A broad, exploratory approach to data analysis was utilised, leading to the identification of emerging themes.

A metaphor, which presented the participants' professional career development as a journey, was used as a framework for presenting the findings and discussion. The participants identified significant differences between early childhood and primary teachers, pointing to a division between the two fields. The Graduate Diploma seemed to have a considerable impact on the participants, stimulating changes to some of their beliefs and practices. They also, however, retained some of their existing practices resulting in a unique integrated approach to teaching, utilising pedagogy from both early childhood and primary education. The participants also reported changes to their sense of self-identity throughout their teaching careers.

I suggest that by focussing on points of connection the divide between the two fields can be narrowed. I have presented recommendations for teacher education programs, teaching practice, educational settings and for further research.