

Supports to increase participation and success in block model in today's economic climate in the Bachelor of Early Childhood Teaching

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Exploring the challenges of accessing higher education for diverse student populations amidst today's economic landscape and considering university access and participation as a social justice issue, we embraced the opportunity to examine our image of the student and consider how to increase university access and participation. Workforce shortages in early childhood education are exacerbated when Diploma-qualified educators take time off to study, impacting the delivery of quality early childhood education to Victoria's children and women's workforce participation. Innovation was required to design course content, assessment, and delivery to support student success in life, study, and career.

This panel presentation brings together the voices of course designers, lecturers, and students in Victoria University's Bachelor of Early Childhood Teaching, sharing the components of the course that have supported their success. We continue to examine our image of the student as we consider consistent staffing for the development of relationships, leading to a deeper understanding of students' lived experience of caring, working, and studying simultaneously. We have found that lecturer support, partnerships with the Victorian Government and employers, class times, peer support networks, and assessment design and timing all support student access, participation, and success.