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Science and Training**

Pathways to a Profession

Education and training in
early childhood education
and care, Australia

Louise Watson

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FINAL REPORT

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Abbreviations and acronyms

ABS	Australian Bureau of Statistics
Adv.	Advanced
ANTA	Australian National Training Authority
ATSI	Aboriginal or Torres Strait Islander
ATSIE	Aboriginal or Torres Strait Islander Education
ATSIS	Aboriginal or Torres Strait Islander Studies
B	Bachelor
B.Ed.	Bachelor of Education
B.Teach.	Bachelor of Teaching
BA	Bachelor of Arts
Cert.	Certificate
CDU	Charles Darwin University
Child. Serv.	Children's Services
CIT	Canberra Institute of Technology
Comm. Serv.	Community Services
Dip.	Diploma
EC	Early Childhood
ECA	Early Childhood Australia
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
ECS	Early Childhood Studies
Ed. Supp.	Education Support
Gov.	Government
HE	Higher Education
ICT	Information and Communications Technology

IT	Information Technology
Jr.	Junior
K.	Kindergarten
Learn. Mgt.	Learning Management
LOTE	Language other than English.
LOTE	Language other than English.
n/a	Not available
n/app.	Not applicable
OOSHC	Out of School Hours Care
PLA	Performance Level Assessment
Pres.	Pre-service
Prim.	Primary
RCC	Recognition of Current competencies
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
Soc. Stud.	Social Studies
Sp. needs	Special needs
Teach. Ass.	Teacher Assistant
Uni.	University
UC	University of Canberra
VET	Vocational Education and Training

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Executive Summary

This report provides a survey of current practices in the delivery of qualifications across the broad field of early childhood education and care (ECEC).

Policy context

There is no systematic provision of ECEC in Australia, although all governments – both State and commonwealth – provide services at this level. As services for infants usually fall within health and community services portfolios rather than education, there is minimal policy coordination for early childhood education covering the 0 – 8 years age group. The scope for policy co-ordination at the national level is similarly constrained by the range of portfolios involved in providing early childhood services.

Education Departments have traditionally been restricted to the pre-school sector, with limited scope for expanding service provision. But given the impact of early childhood education on school-readiness and later educational attainment, more recognition is now being given to early childhood in education and training policy. ECEC is increasingly recognised as a sector in its own right, catering to children from 0-8 years of age.

Participation

Participation in formal childcare among young children in Australia has increased rapidly since 1993. In 2002, 44.5 per cent of children aged between birth and 4 years used formal childcare compared to 34 per cent in 1993. A further 20 per cent of young children participate in informal childcare. The biggest growth has been in the long day care sector that provides half of formal child care places and where private-for-profit providers now dominate provision. Participation in formal childcare increases as children grow up. Only seven per cent of children under the age of one are in formal childcare. This increases to 28 per cent for one year olds and to 42 per cent for two year olds. Sixty-six per cent of three-year-olds participate in formal childcare and 96 per cent of four-year olds attend formal childcare or pre-school in Australia.

Employment

ECEC professionals employed in the childcare sector receive lower wages, less professional status and poorer working conditions than their counterparts in the pre-school and school sector. Chronic shortages of qualified staff in childcare centres has led to pressure for the employment of more unqualified staff in positions of responsibility. Several government reports acknowledge that this trend poses a threat to the quality and viability of childcare services in Australia.

Differences between Vocational Education and Training (VET) and Higher Education (HE)

The expectation of a “seamless” pathway through education and training, particularly between the vocational education and training (VET) and higher education (HE) sectors places demands on learning institutions in each sector. Competency-based training has had an impact on the way in which training is delivered and the structure of most training courses differs significantly from the way education is delivered in universities. The fundamentally different approaches to course delivery in VET and HE compound the difficulties faced by course convenors in understanding how learning outcomes are achieved in the other sector.

The transition from VET to HE is not an easy pathway for many students. The majority of HE course providers we spoke to reported high rates of attrition among VET Diploma graduates compared to other students (those entering from Year 12 or as mature age students). However, VET graduates were also described as highly motivated students who were committed to working in the early childhood sector.

Credit Transfer and Articulation

Granting of credit for VET qualifications remains at the discretion of individual universities and departments within them. Most course convenors of three and four year Bachelor’s degree programs gave the equivalent of one year’s credit to Diploma graduates. Some universities have reduced their credit to VET graduates in response to perceptions about how they coped with academic literacy. However, the course convenors in the universities we spoke to that offered less credit than the norm (ie. six months or less towards a four year degree) did not report lower demand for their courses from applicants with VET Diplomas.

Articulation agreements between HE institutions and the VET sector provide some assistance to VET graduates making the transition to university but do not guarantee entry to Early Childhood degree courses for students with a VET diploma from signatory institutions. Many VET course convenors suggested that access to university courses had become more difficult in recent years because demand for places in teacher education (including early childhood) had risen and preference was being given to school leavers.

Academic literacy

Poor levels of academic literacy are reported as a significant problem for many students entering degree courses with a VET Diploma. Nevertheless, many HE course convenors reported that VET Diploma graduates – particularly those with work experience – were the most committed of all their students.

HE institutions differ in the extent to which they actively foster academic literacy skills among their students. The most common response is to refer students who are having difficulties to student support services. A second approach is to offer

tertiary enabling programs to students who need assistance, prior to their enrolment in a formal course of studies. An increasing number of early childhood degree programs offer academic literacy subjects as part of their first year studies.

Graded Assessment

There is no agreed policy on graded assessment in the VET sector between State and Territory governments, yet graded assessment is common in many institutions and jurisdictions throughout Australia. Course convenors in HE institutions argued that graded assessment in the VET sector would assist them to assess the suitability of VET Diploma graduates for HE entry. Course convenors in the VET sector also suggested that graded assessment was useful to motivate students to higher standards of performance. To be useful to HE course convenors, graded assessments should focus on areas of competence that are important for a successful transition, such as depth of subject knowledge, skills of critical analysis and skills in written communication.

Selection processes

There is some evidence that course-based selection processes assist in selecting the VET graduates most suited to studies in HE. Course convenors suggested that requiring the applicant to demonstrate a strong commitment to the course through the selection process reduced the rate of attrition from HE studies among VET graduates.

Work/life balance

The life circumstances of people working in the childcare industry were perceived as a barrier to the successful completion of studies at both the Diploma and Degree level. It was reported that most are mature age students working in the childcare industry (often full-time) who had family responsibilities in addition to their work and study. The cost of study was also cited as an additional barrier to undertaking studies in early childhood.

Course convenors tried to address these issues by providing flexible forms of delivery and external delivery modes with limited success. Scholarships for people in the industry were frequently cited as an effective way to provide incentives to engage in education and training.

Innovative models of course provision

We identify three innovative models of practice that attempt to bridge the divide between VET and HE in the field of ECEC. One model involves the broadening of curriculum in VET courses to provide a wider range of learning experiences for students. A second model is the sequential HE course that is designed specifically to build onto VET Diploma studies and is delivered in a mode that caters to the needs of Diploma graduates working in the field. A third model is the integrated dual sector concurrent award that successfully integrates both the VET and HE curriculum within a degree course structure, delivering the two

qualifications of the VET Diploma and HE degree within four years of full-time study.

The three models discussed represent good examples of how institutions can assist in constructing more seamless pathways for VET graduates. These models recognise the distinctive contribution of each sector, offer more credit for previous studies than other institutions and address some of the specific barriers faced by VET students in making the transition to HE.

But models of innovative provision are rare. The majority of students moving from VET to HE studies in the early childhood field must negotiate their own pathway. In spite of articulation agreements between the VET and HE sectors, VET Diploma graduates are not guaranteed university places, the credit transfer arrangements differ between institutions and VET graduates face a range of other barriers to the successful completion of a university degree.

Towards an ECEC Profession

There is a chronic shortage of qualified staff in the childcare sector as employees move to more highly paid jobs in other industries. The difficulties of working in the childcare industry are illustrated by the fact that pathways to early childhood education degrees are seen by the majority of students as a route out of childcare into the relatively well-paid and respected profession of teaching. Until the wages and working conditions in childcare improve, the pathways to university in early childhood will remain pathways *out of* childcare, rather than career pathways within the profession of ECEC as a whole.

The current regulatory environment does not support qualifications pathways in the childcare sector. There is little incentive for unqualified staff to obtain lower-level qualifications. The anomaly of Certificate III holders being classified as “unqualified” in most jurisdictions provides no incentive for childcare staff to obtain or complete an initial qualification in the field. But incentives to engage in relevant education and training at the appropriate level are unlikely to succeed unless the wages and conditions in childcare improve relative to other industries.

The different administrative and governance arrangements for childcare and education stand in the way of developing a coherent career path for professionals in the early childhood field. There is an imperative for more recognition of ECEC as a single policy jurisdiction. But early childhood professionals are concerned that the distinctive focus of the profession might be lost if the responsibility for ECEC policy and administration was co-ordinated within an Education Department.

One way to promote the coherent professional status of the people who work in ECEC would be to establish a self-governing professional association for all practitioners in the field. Such a body could act to unite the profession and raise the status of ECEC in the community. An independent professional association with powers of registration over all employees in ECEC would be well-placed to address many of the issues of professional status, governance, co-ordination, and qualifications pathways that have been raised in this report.

Introduction

This report provides a survey of current practices in the delivery of qualifications across the broad field of early childhood education and care (ECEC). In Australia, professionals in this field are educated in both the vocational education and training (VET) sector and in the higher education (HE) sector. Many early childhood professionals move from an initial VET qualification in children's services through to early childhood studies at the university level. We were asked to focus on this transition and to identify any barriers to the successful movement of students between the sectors. We were also asked to identify best practice in the provision of learning pathways for early childhood professionals in the Australian education and training system.

Methodology

The project team obtained information for this report through research with both primary and secondary sources. We undertook a brief review of the relevant literature and interviewed numerous participants in the field.

We mapped the course providers in early childhood education in the two sectors of VET and HE. The qualifications included Certificates and Diplomas of Children's Services, early childhood teaching degrees, degrees in junior primary and primary teaching, and courses for Indigenous Education Workers and Teacher Aides/Assistants. We also compiled a list of major stakeholders in government agencies and professional associations.

We identified HE providers from a web-based search of early childhood courses, in public and private universities. Stakeholders were identified with the assistance of the Department. In the VET sector, we contacted all TAFE providers of children's services diplomas, private providers in the field of multi-cultural education, and several major private childcare providers who – as Registered Training Organisations (RTOs) – deliver Children's Services training in the VET sector. Due to resource limitations, we did not map all non-TAFE training providers in the VET sector. There are several hundred organisations registered to deliver Certificates and Diplomas in Children's Services on the National Training Information Service (NTIS), many of which have minimal contact details and may not be current providers. One limitation of not surveying small providers is that we did not make contact with any providers in the adult and community education (ACE) sector.

The course information was entered on an excel spreadsheet for each provider by State. The information is organised under the headings of: provider; sector; course title; entry requirements; length of study; main components; arrangements for articulation, Recognition of Current Competencies (RCC), credit transfer and Recognition of Prior Learning (RPL); and course outcomes (qualifications and employment). We confirmed the information with course providers who agreed to participate, prior to transferring it to a word document that is attached to this report.

We sent letters to providers and stakeholders inviting them to participate in the project through interview. In total, we sent 112 letters requesting interviews to:

- 35 HE providers
- 6 dual sector providers
- 31 stakeholders
- 40 VET providers (TAFEs and private RTOs)

In addition, some of the people we interviewed referred us to other stakeholders in the field. They also put us in contact with students undertaking early childhood education courses who were making the transition between VET and HE. In all, we interviewed 67 people representing course providers, students and stakeholders in the field. We conducted these interviews – by telephone and in person – during June, July and August 2005.

In the interviews, we gathered specific information on courses and more general information on early childhood qualifications, including the barriers to and facilitators of good practice in providing career pathways. In the report, we quote people anonymously, except where we are referring to a specific program that would result in their being identified anyway. In these cases, we obtained the permission of the interviewee prior to publishing their comments.

Structure of report

Chapter One describes the changing policy context of ECEC in Australia and OECD countries. The barriers to learning pathways between the sectors of VET and HE sectors are discussed in Chapter 2. In Chapter 3, we identify examples of innovative provision and discuss relevant policy issues in ECEC.

1. The policy context of early childhood education and care

... policy makers have recognised that equitable access to quality early childhood education and care can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families

(OECD 2001: 3)

It is now widely acknowledged that the quality of a child's experiences in the early years has a significant impact on their life outcomes in terms of education, employment and wellbeing. This has raised the profile of ECEC in many countries. The provision of services during the early years of childhood is expanding and government involvement in this area is increasing. The changing nature of work participation means that increasing numbers of children spend several years in ECEC settings prior to commencing primary school. Governments are therefore interested in how policy and provision in the ECEC sector should be organised to benefit young children and to support working families.

Recent Research

International research on early childhood over the past two decades has demonstrated that high quality pre-school and early learning programs contribute to better educational outcomes from schooling. Children placed in high quality early childhood programs demonstrate better academic results, are less likely to repeat grades and are more likely to stay at school longer and proceed to HE than their peers in a control group. As young adults, children who have participated in high quality early childhood programs are more likely to delay their first pregnancy, more likely to be employed and or to attend a four year college program and are less likely to have been arrested or to have been on welfare (Barnett 1996, Currie 2001, Karoly et al.1998). One study estimated that for every dollar spent on early childhood education, \$7.16 is saved in the long term, through lower public expenditures on welfare, education and other services¹. A recent Australian study on the contribution of childcare to the Australian economy estimated that a dollar spent on childcare returns \$1.86 directly to the government's bottom line, in the form of increased taxation and reduced government outlays (Martin 2004). Although early childhood programs traditionally provide services from the age of three², new research suggests that greater benefits are obtained for vulnerable children if the intervention occurs much earlier, from birth. Recent neurological research demonstrates that the human brain achieves approximately 85 per cent of its adult size by the ages of two and a half years. Key developmental milestones – such as emotional

¹ Estimate derived from a longitudinal study of the Perry Pre-school Project (Barnett 1996)

² eg. the Perry Pre-school Project and Head-Start in the USA

regulation and attachment, language development and motor skills – occur during the first three years of life, so children’s earliest experiences and interactions are very important for their subsequent learning, health and behavioural development (Karoly et al. 1998, McCain and Mustard 1999, Shore 1997).

A large-scale Canadian study (Willms 2002) found that socio-economic factors have relatively weak effects on children’s outcomes compared with parenting styles, engagement, family functioning and maternal depression – factors that are only weakly related to social conditions. Professor Willms pointed out that eliminating poverty itself is not a sufficient policy response to substantially reduce vulnerability among young children. Willms argued for a broader policy response that would build “an infrastructure for a family-enabling society”.

The research indicates that the important factors are parenting skills, the cohesiveness of the family unit, the mental health of the mother, and the extent to which parents engage with their children; and that these features affect and are affected by the neighbourhood, the school and the wider community. The social-policy mandate is much broader, therefore, than simply offering parenting programs, increasing counselling for adolescents and parents, or building more parks and playgrounds. We need to envisage a family-enabling society and renew social policy such that families and communities receive the support they need to raise their children.

(Willms 2002: 366)

There is no relevant research on the scale of the international studies in Australia. However the Department of Family and Community Services (FaCS) recently funded the first national longitudinal study of Australian children commencing in 2004.

In summary, several decades of educational research and experimentation has demonstrated that the quality of a child’s early learning experiences has a significant impact on their life outcomes in terms of education, employment and wellbeing. This has raised the profile of ECEC in many countries. Governments are increasingly interested in co-ordinating the provision of services during the early years of childhood to benefit young children and to support working families.

OECD developments

In their communiqué on *Lifelong Learning for All* in 1996, OECD Education Ministers noted the role of ECEC in strengthening the foundations for lifelong learning. The Ministers suggested that governments needed to improve access to ECEC programs in partnership with families of young children. They also recognised that policies should extend beyond education and that governments needed to “develop stronger, more coherent partnerships with social service, health, housing and employment agencies and voluntary bodies and local, regional and national levels” (OECD 1996: 21).

In 1998, the OECD Education Committee launched a *Thematic Review of Early Childhood Education and Care Policy*, with the goal of providing cross-national information and analysis to improve policy making in this field. Australia was one of the twelve countries to participate in this project. The study took a broad and

holistic approach to studying children’s early development and learning, and examined all educational and care arrangements for children under compulsory school age, regardless of setting, funding, opening hours or program content. The review also examined the links between ECEC and family support, health, employment, and social integration policies.

In its report arising from the thematic review, *Starting Strong*, the OECD identified eight key elements of policy that would assist in promoting equitable access to quality ECEC services:

- A systemic and integrated approach to policy development and implementation based on a clear vision for children from birth to eight years of age;
- A strong and equal partnership with the education system to support lifelong learning from birth;
- A universal approach to access, with particular attention to children in need of special support, before the age of three years (as access to ECEC is more common after three years of age);
- Substantial public investment in services and infrastructure to support a sustainable system of quality, accessible services;
- A participatory approach to quality improvement and assurance that engages staff, parents and children, in all forms of ECEC provision;
- Appropriate training and working conditions for staff in all forms of provision to take into account the growing educational and social responsibilities of the early childhood profession;
- Systematic attention to monitoring and data collection on the status of young children and the ECEC workforce; and
- A stable framework and long-term agenda for research and evaluation in ECEC.

(OECD 2001:11)

The report noted that, as the ECEC sector expands, the recruitment and retention of qualified staff could become a major challenge for the field. The report noted that opportunities for staff training and professional development were uneven, and that staff at the lowest levels of initial training appeared to have the least access to professional development. Low pay, poor working conditions, limited access to training and limited opportunities for career mobility were also cited as a major concern, particularly for people working outside of formal settings. The report noted that most countries (including Australia) have a “split regime” approach to staffing, with more highly trained staff (usually teachers) working with children over the age of three years, and lower-trained workers caring for children from birth to three years (OECD 2001: 96-108).

The OECD argues that pedagogical frameworks in early childhood should extend from birth to eight years of age, and should focus broadly on children's holistic development and well-being, rather than on narrow literacy and numeracy objectives. The report contends that a pedagogical framework from birth to eight years promotes a more even level of quality across age groups and forms of provision, supports staff in their work with children, and facilitates communication and co-operation between staff and parents (OECD 2001: 110). Several countries participating in the review have developed pedagogical frameworks for all children under school age, at either the national or State level. In Australia, for example, the South Australian Education Department has developed a 0-18 curriculum with a strong focus on the early years. (OECD 2001: 109-116, Commonwealth of Australia 2000: 40)

In summary, the OECD Education Committee recognises the role of ECEC in strengthening the foundations for lifelong learning. In its recent *Thematic Review of Early Childhood Education and Care Policy* – in which Australia was one of twelve participating countries – the OECD examined all educational and care arrangements for children under compulsory school age. The Report of the Review argued for a holistic approach to ECEC for children between 0-8 years of age, supported by a comprehensive pedagogical framework. The OECD envisages that access to ECEC is likely to increase among children under three years of age, and that the expansion of ECEC services may lead to significant problems with the recruitment and retention of qualified staff in the field. In many OECD countries, ECEC staff experience low pay, poor working conditions, and have limited access to opportunities for education and career development.

Australia

This study takes place in the context of rapid change in the ECEC sector in Australia. Traditionally, government involvement in the provision of ECEC services has been limited to health and welfare services for babies and the provision of pre-schools for children at 4 years of age in most jurisdictions. Over the past three decades, the growth of the childcare sector has led to more government involvement in the ECEC field through the provision of financial support and the regulation and accreditation of service providers. But for most children under four years of age, there is no systematic provision of early childhood education and family support.

Early childhood providers

Many agencies are involved in the provision of ECEC. The sector has a long history of non-government provision in Australia

There is a relatively large informal sector of early childhood provision as young children are often cared for by relatives or family friends. Although it occurs in family homes, family day care services are defined as formal childcare provision by the Australian government. Most family day care providers are subject to some local or state-level regulation and family day care is also subject to Quality Assurance requirements. In South Australia, family day care providers are also

required to hold a Certificate III in Children's Services delivered by the Department of Education's RTO.

The kindergarten movement in the early 20th Century resulted in the establishment of many philanthropic and non-profit organisations involved in ECEC at the State level, such as the Free Kindergarten Association and the Creche and Kindergarten Union. These organisations have been involved in pre-school education for nearly a century and today provide a range of early childhood services and training at the State level. Many of these agencies are key stakeholders in the sector and have been "drivers" in the movement to gain policy recognition for ECEC as a sector and as an educational discipline.

Pre-school education generally refers to education that is provided for children in the year prior to the first year of full-time primary school. It is usually sessional and operates only during school terms for children aged between three years and school starting age. In some jurisdictions, pre-schools are referred to as "kindergartens". In other jurisdictions, the term "kindergarten" refers to the first year of primary level education (ie. the pre-Year 1 or preparatory year) in schools. For clarity, the term "pre-school" will be used in this report to refer to sessional education provision during school terms for children aged between three years and school starting age, prior to the first year of full-time primary schooling.

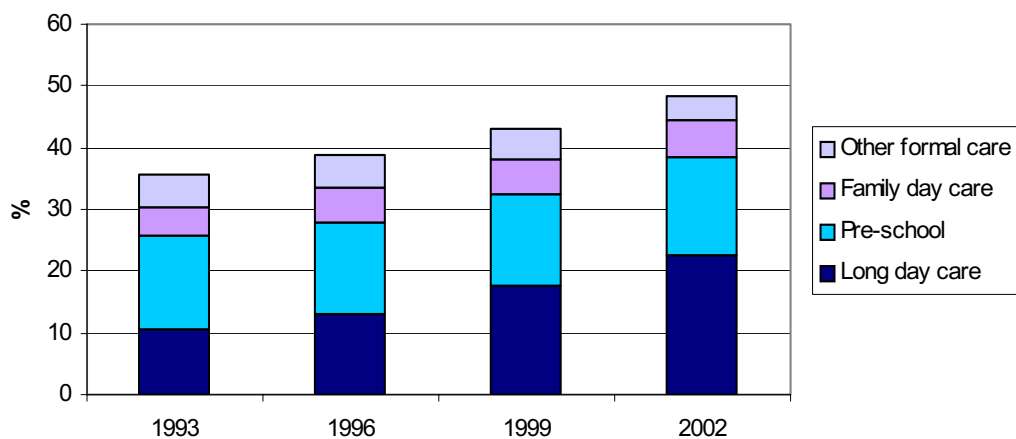
The newcomers in the field of early childhood education – long day care centres – have been established with government assistance since the 1970s. Traditionally provided by community organisations (often sponsored by local government) and some private agencies, long day care provision has grown rapidly in response to the changing labour market participation of women. In recent times, the number of private-for-profit centres has grown rapidly, and these providers now dominate the industry. In 1999, private-for-profit centres outnumbered community-based centres in Australia by two to one (AIHW 2002). Funded by the Commonwealth government, under the Family and Community services portfolio, long day care provision is different in origins and purpose to the organisations established due to the kindergarten movement. The main difference is that long day care was conceived to meet the needs of working families for childcare during working hours, whereas the kindergarten movement and its contemporaries in the early childhood field are focused on optimising child development in the early years, traditionally through pre-school provision. While the origins of child care were to meet the needs of working parents, Australian governments at the State and federal level have increasingly focused on the need for quality provision of services to meet a range of needs including early intervention, respite, and early childhood development, as well as workforce participation.

Today, over half a million young children (aged 0-4 years) are using formal childcare services in Australia³. A further 20 per cent of 0-4 year olds are placed

³ The data in this section are drawn from the 2002 Child Care Survey conducted by the Australian Bureau of Statistics (Cat. No. 4402.0), a household-based survey conducted every few years. The Commonwealth Department of Family and Community Services (FaCS) also produces a periodic census of the child care sector, based on a comprehensive survey of Australian government approved and funded childcare services. The most recent FaCS survey was conducted in 2004. The results of both surveys are broadly comparable but they differ in their level of detail. The FaCS census reports on 10 categories of childcare provider whereas ABS groups formal provision into six categories. The FaCS survey does not collect data on pre-schools nor report participation in informal care, both of which are included in the ABS Survey.

in informal childcare (ie. provided by family members or other adults in a non-regulated setting). The proportion of young children in formal childcare in Australia increased by ten percentage points between 1993 and 2002. The total number of children aged 0-4 years in Australia declined by 51,300 between 1993 and 2002, but the number of children in this age group using formal child care increased by 113,200, from 439,200 in 1993 to 552,400 in 2002. In 2002, 44.5 per cent of children aged between birth and 4 years used formal childcare compared to 34 per cent in 1993 (Figure 1).

Figure 1 Proportion of Children aged 0–4 years using formal childcare, 1993 to 2002, by sector, Australia



Notes: “Formal childcare” means regulated care away from the child’s home, such as before and after school care, long day care, family day care, occasional care and pre-school.

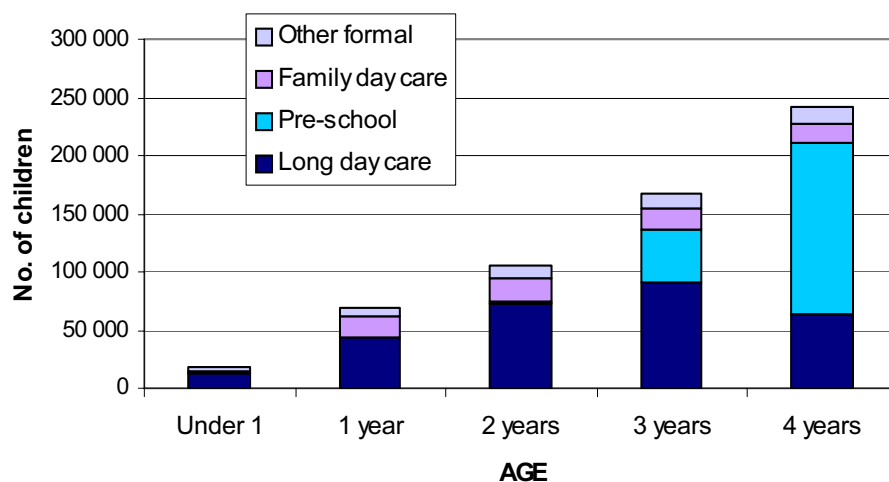
Source: ABS 2003. *Child Care Australia, June 2002*. Cat. No. 4402.0.

The biggest growth in formal provision has been in the long day care sector. In 1993, long day care centres catered for less than a third of young children in formal childcare (10.6 per cent of all 0-4 year olds) whereas in 2002 they accommodate more than half the children in formal care (22.7 per cent of the age group). Pre-school provision has remained constant, with the sector enrolling 195,400 children (15 per cent) in the 0-4 age group in 1993, and 195,200 (15.7 per cent) in 2002. Family day care provision has also increased from 4.8 per cent of 0-4 year olds in 1993 to 6.2 per cent in 2002 (Figure 1).

Participation in formal childcare increases as children grow up. Only seven per cent of children under the age of one are in formal childcare and five per cent of this age group are in childcare centres. Participation in formal childcare increases to 27 per cent for one year olds and to 41 per cent for two year olds. By three years of age, 63 per cent of children are participating in formal childcare. Eighty-three per cent of four-year olds attend formal childcare or pre-school in Australia. Long day care centres cater primarily for two and three year olds, whereas 71 per cent of the four year old age group attend pre-school, delivered through either the State Education Department or through a long day care centre. The number of children in each age group by type of care is illustrated in Figure 2.

Although the FaCS census for 2004 is the most recent data available, we have used the 2002 ABS survey in this report because it includes participation in pre-schools.

Figure 2 Number of children aged 0–4 years in formal childcare, by age, Australia 2002



Source: ABS 2003. *Child Care Australia. June 2002.* Cat. No. 4402.0.

It should be noted that some children attend more than one type of formal child care, such as long day care plus family day care, or long day care plus pre-school. The data reported in Figure 1 and 2 refer to all types of formal care used by the child in the reference week of the survey. This means that the proportion of children attending formal childcare in Figure 1 is slightly over-stated. In 2002, for example, 552,400 children aged from 0 – 4 years used some form of formal care, whereas the number of children reported in each category of formal care adds up to 600,800. Thus it appears that 48,400 children (3.9 per cent of the age 0-4 population) are participating in more than one type of formal care. Some 44.5 per cent of all children aged 0-4 attended formal care in 2002, whereas Figure 1 suggests that the total proportion is 48.3 per cent because of multiple use arrangements.

The use of more than one type of formal care increases with the age of the child. Among children under one year of age, less than one per cent of children is placed in more than one type of formal care during the reference week. This increases to 4 per cent of children who are one year old, 5 per cent of 2 year olds, 9 per cent of three year olds and 19 per cent of 4 year olds.

Policy and administration

In Australia today, all three levels of government are involved in the early childhood field. Service provision for young children and their families ranges across several portfolios of responsibility at the local, State and federal level.

Local governments are involved in the provision of many services to support families, such as libraries, parks, health facilities, play groups and occasional care centres. Many local governments directly or indirectly support the provision of long day centres within their communities.

At the State and Territory level, governments are responsible for the policy, regulation and funding of pre-schools, schools and some occasional care centres, and the quality assurance framework for family day care. Some State and Territory governments are also involved in out of school hours care, playgroups, long day care and other children's services. These responsibilities are usually split between departments of education and departments of family and community services. For example, policy and provision in regard to pre-schools is traditionally the responsibility of education departments, and in some jurisdictions, pre-schools are located on school sites. In some states, such as the ACT, pre-school provision is a government service, while in other jurisdictions, such as Victoria, pre-school provision is provided by community organisations that are subsidised and regulated by government. Consistent with the Federal division of responsibilities, childcare policy at the State level usually falls outside of education portfolios. In these jurisdictions, the childcare sector is regulated by departments of family/community/health services at the State level (Commonwealth of Australia 2000).

At the Commonwealth level, FaCS is responsible for the policy and administration of formal child care services. Although the main source of income for childcare is from families, FaCS helps families with the cost of child care through the payment of a child care benefit, which reduces the fees paid to the child care provider. FaCS also provides funded child care places and operational support for child care services in areas or circumstances where the market would otherwise fail to provide child care services, through its Community support payments. The Department also co-ordinates the implementation of the Quality Improvement and Accreditation process for long day care centres. The Commonwealth Department of Education, Science and Training (DEST) provides financial assistance for schools and has a limited involvement in funding early childhood provision prior to school through targeted programs of assistance.

The divisions in government responsibilities for ECEC at the State and Federal level reflect the historical development of the field. The involvement of education departments in early childhood has traditionally been limited to pre-school provision, whereas the newcomer – long day care – is associated with health and family services provision. For example, the main regulatory requirement for childcare centres in the early days of provision was that they were supervised by a qualified nurse. More recently, the increased recognition of the importance of the early childhood years has meant that the educational and developmental focus of childcare programs has increased. But the links between education departments and ECEC provision prior to 4 years of age are still relatively weak.

One of the obstacles to greater policy integration between education and care for children from birth to 8 years in Australia is the fact that early childhood is not well recognised as a sector in its own right. ECEC is an emerging discipline that has no natural policy “home” in the present division of responsibilities within government. ECEC stakeholders complain that when policy responsibility for early childhood is in a family services department, the educational aspects are not well understood. On the other hand, when ECEC responsibilities are placed in education departments, policy issues of child development and care often sit uneasily in a department that is centred on the delivery of formal learning through schools. In either agency, ECEC professionals tend to feel marginalised

by a dominant culture that is not familiar with the child-centred educational and development philosophy of ECEC.

Recent government inquiries into child protection have called for greater government responsibility and co-ordination in the delivery of early childhood services (eg. ACT 2004). In the ACT, this has resulted in children's services being moved out of the Department of Education and returned to the Department of Disability, Housing and Community Services (where it is located within the Office for Children, Youth and Family Support). But pre-school provision remains within the ACT Department of Education. In Queensland, the government has established a *Commission for Children and Young People and Child Guardian*. But the Commission is primarily focused on child protection issues. Regulation of the childcare sector in Queensland remains the responsibility of the Department of Communities while pre-school provision is in the Education Department. In Victoria, however, the Office for Children is now responsible for both pre-schools and child care, as well as maternal child health, local ECEC services, family and parenting services, primary school nursing services and services for vulnerable children (see Appendix B).

Qualifications and employment

In Australia, education and training provision for people who wish to work in the field of ECEC is provided across two sectors –VET and HE. The VET sector educates early childhood professionals who work in the child care sector, through the delivery of qualifications such as the Certificate III and Diploma in Children's Services. The HE sector educates people who work in pre-schools and schools and provides degree-level courses of three and four years' duration in education with an early childhood specialisation.

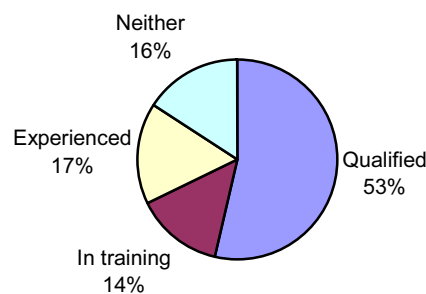
The qualifications and employment conditions for ECEC professionals vary depending on whether they are employed in childcare, pre-schools or schools. In all States and Territories except Victoria, a Bachelor of Education with an early childhood specialisation is the minimum qualification to work as a teacher in the early years of school (K-2) or as a teacher in a pre-school. In Victoria, early childhood teachers are only permitted to teach in preschools. In many States, early childhood teachers are permitted to teach throughout primary schools and sometimes in high schools. As pre-schools in most jurisdictions are funded and usually managed by education departments, pre-school teachers receive similar wages and working conditions to school teachers.

The nationally "recognised qualification" to work in childcare is "a two-year accredited post-secondary qualification in child care" (ie. a Diploma of Children's Services) and a three year accredited tertiary course in early childhood education (ie. an early childhood degree). While the "recognised qualification" to work in a childcare centre is a Diploma of Children's Services, centres are permitted to employ a proportion of unqualified staff and/or staff who are working towards a qualification⁴. The requirements regarding staff: child ratios and the number of

⁴ In 2000, Queensland introduced new legislation requiring mandatory Certificate III qualifications for all centre-based staff, supported by government-funded training places. Queensland now has a higher proportion of qualified staff in its long day care centres, but its non-completion rates for Certificate III students remain high.

staff holding “recognised qualifications” differ between States and Territories. These regulations are influenced by State and Territory regulatory policies and by relevant industrial awards. A summary of the licensing framework in each jurisdiction is provided in Appendix B. Acceptance of the principle that some positions in child care centres may be filled by unqualified staff⁵ means that in these jurisdictions, a staff member who possesses a Certificate III but is working in a position classified as “unqualified” is not automatically eligible for higher pay and may receive the same rate of pay as a member of staff who has no qualifications.

Figure 3 Employees with relevant qualifications in long day care centres, Australia 1999.



Notes: “Relevant qualifications” are defined as qualifications in early childhood and primary teaching, child care and nursing

Source: AIHW (Australian Institute of Health and Welfare) 2002. Trends in long day care services for Australian children, 1991- 99. AIHW Cat. No. CFS %. Canberra: AIHW (Children’s Services Series No. 4).

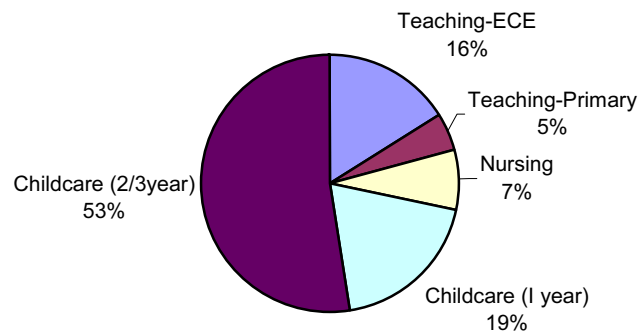
The proportion of unqualified staff working in childcare centres is much higher than in pre-schools and schools. Although pre-schools and schools employ a small number of teacher’s assistants, the professional workforce in these settings is largely comprised of three and four-year trained teachers with university degrees. In contrast, almost half of the professional workforce in childcare centres (ie. people who work directly with children) is unqualified, as illustrated in Figure 3.

In 1999, 54 per cent of the workforce in long day care centres held qualifications that were relevant to their work (ie, in early childhood and primary teaching, child care, nursing, other teaching). Of those with relevant qualifications, one-fifth held Certificate III-level qualifications. Forty-six per cent of staff had no relevant qualifications. Of the staff with no relevant qualifications, 14 per cent were undertaking education, 17 per cent had more than three years’ experience in the industry and 16 per cent were neither in training, nor had three years’ experience (Figure 3).

⁵Either due to exemptions or the expectation that the staff member is in the process of obtaining a qualification.

Of the long day care centre staff with relevant qualifications, half (53 per cent) held Diploma level qualifications of 2 or 3 years duration (ie. the Diploma or Advanced Diploma of Children’s Services). A further 19 per cent held childcare qualifications of one-year’s duration, such as the Certificate III in Children’s Services. The remaining 29 per cent were teachers or nurses, and about half of these (16 per cent) had majored in early childhood education (Figure 4).

Figure 4 Relevant qualifications held by employees in long day care centres, Australia, 1999.



Notes: “Relevant qualifications” are defined as qualifications in early childhood and primary teaching, child care and nursing

Source: AIHW (Australian Institute of Health and Welfare) 2002. *Trends in long day care services for Australian children, 1991- 99*. AIHW Cat. No. CFS %. Canberra: AIHW (Children’s Services Series No. 4).

The work responsibilities of unqualified staff in childcare centres vary depending on the structure of the centre and on local regulations that specify the number of qualified staff to be employed. The most recent workforce study of childcare reported that 80 per cent of the work by employees in long day care centres was classified as “direct contact with children” (AIHW 2002: 54). An indication of the responsibilities placed on unqualified staff in long day care can be obtained from the training package specifications for the Certificate III in Children’s Services, which is the minimum qualification available in ECEC, reprinted in Table 1.

Table 1 Responsibilities of a person holding a Certificate III in Children's Services (VET)

Children's Services

CHC 30402 Certificate III in Children's Services

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and to provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes.

Depending on the setting, workers may work under direct supervision or autonomously. In some settings, the worker may also have limited supervisory responsibilities of volunteers.

Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

Occupational names may include: Child Care Assistant; Family Day Carer; Nanny; Out of School Hours Care Assistant; Recreation Assistant; Unqualified Child Care Worker.

Source: ANTA 2003: 102

The responsibilities specified in the Certificate III training package indicate that childcare professionals holding a Certificate III are expected to work directly with children in a professional capacity in the sense that they plan activities and provide care to meet individual developmental needs of each child. Although they may work under the direct supervision of another member of staff, these staff members are also expected to work autonomously when required. In addition, they may have some supervisory responsibilities of volunteers and are expected to understand organisational policies and procedures, Indigenous culture and history, and how to work effectively with local communities.

There are significant disparities in wages and working conditions between early childhood professionals working in the childcare sector and those working in the education sector's schools and pre-schools. ECEC teachers in long day care receive lower pay, have a larger administrative load, fewer holidays and less preparation and planning time than their colleagues who are employed in schools. Childcare employees with Diplomas in Children's Services usually hold positions of significant administrative and supervisory responsibilities in long day care centres yet are paid less than three or four year trained teachers in schools. "Unqualified" staff – who comprise the majority of staff working directly with children in long day care centres – are expected to work more autonomously than the unqualified staff employed in schools. Across the board, employees in the childcare sector experience lower pay, less professional recognition, fewer opportunities for professional development, and poorer working conditions than their counterparts in schools and pre-schools. (Commonwealth of Australia 2000, Fenech, Sumison and Goodfellow 2004).

In the VET sector, RPL is recognised an important process for recognising informal learning as credit towards formal qualifications. This means that VET providers should have the capacity to recognise and give credit for competencies that students hold, regardless of how, when or where the learning occurred. In practice, research suggests that the extent to which RPL is implemented varies considerably between VET providers. The onus to obtain recognition of prior learning rests heavily on the individual student, who is expected to produce evidence of prior learning for the purposes of assessment. This expectation can disadvantage students from lower socio-economic backgrounds (Wheelahan, Miller and Newton 2002). Some jurisdictions are exploring the potential of RPL to alleviate the skills shortage in the child care industry by assisting students to obtain minimum qualifications such as the Certificate III through a combination of RPL and gap training as well as traineeships. However high rates of student attrition remain an issue with such initiatives.

In many jurisdictions, adult childcare workers receive no more than the minimum wage rate. The childcare industry has experienced a high staff turnover and is now reporting chronic staff shortages as experienced employees – both qualified and unqualified – leave for more highly paid jobs in other industries. This has resulted in further pressure to place unqualified staff in positions of responsibility in the industry (Warrilow and Fisher 2003). The Australian Background Report prepared for the OECD Thematic Review of Early Childhood Education and Care in 2000, warned that the poor wages and conditions of ECEC employees in the childcare sector and their limited career structure could lead to difficulties in recruiting qualified staff in the child care industry (Commonwealth of Australia 2000: 45). A Report to the Australian Government by the Child Care Workforce Think Tank in April 2003 noted concern about “the difficulty that services experience in recruiting and retaining qualified child care workers”, warning that “this issue has the potential to jeopardise the future of quality child care in Australia” (FaCS 2003: 3). States and Territories and the Commonwealth are developing a range of strategies to address this issue, such as the National Agenda for Early Childhood and the national workforce survey being conducted by the National Children’s Services Sub-Committee.

Summary

There is no systematic provision of ECEC in Australia, although all governments – both State and Commonwealth – provide services at this level. As services for infants usually fall within health and community services portfolios rather than education, there is minimal policy coordination for early childhood education covering the 0 – 8 years age group. The scope for policy co-ordination at the national level is similarly constrained by the range of portfolios involved in providing early childhood services.

Education departments have traditionally been restricted to the pre-school sector, with limited scope for service provision. But given the impact of early childhood education on school-readiness and later educational attainment, more recognition is now being given to early childhood in education and training policy. ECEC is increasingly recognised as a sector in its own right, catering to children from 0-8 years of age.

Participation in formal childcare among young children in Australia has increased rapidly since 1993. In 2002, 44.5 per cent of children aged between birth and 4 years used formal childcare compared to 34 per cent in 1993. A further 20 per cent of young children participate in informal childcare. The biggest growth has been in the long day care sector that provides half of formal child care places and where private-for-profit providers now dominate provision. Participation in formal childcare increases as children grow up. Only seven per cent of children under the age of one are in formal childcare. This increases to 28 per cent for one year olds and to 42 per cent for two year olds. Sixty-six per cent of three-year-olds participate in formal childcare and 96 per cent of four-year olds attend formal childcare or pre-school in Australia.

ECEC professionals employed in the childcare sector receive lower wages, less professional status and poorer working conditions than their counterparts in the pre-school and school sector. Chronic shortages of qualified staff in childcare centres has led to pressure for the employment of more unqualified staff in positions of responsibility. Several government reports acknowledge that this trend poses a threat to the quality and viability of childcare services in the long term.

2 Barriers to learning pathways within early childhood education and training

There are many career pathways for people employed in early childhood services in Australia. People working in childcare centres may move into positions of increased responsibility as room leaders or centre managers. Specialists who focus on the care of babies (aged 0-3) may move out of childcare centres into family and community care centres or hospitals working with mothers in pre- and post-natal care. Childcare professionals who like working with children over the age of three may move into teaching at the pre-school, junior primary or primary school level. There is a range of policy and administrative jobs for childcare professionals in regulatory agencies, accreditation agencies, family and community services, and departments of education and training at both the State and Federal level. These pathways through the profession are supported by education and training institutions, who certify early childhood professionals as qualified for different occupations through the award of educational qualifications. The nature and level of support provided by learning institutions in the delivery and assessment of early childhood qualifications is the subject of this report.

Education and training institutions are not the sole vehicles for supporting career pathways in the early childhood profession. Although the focus of this report is to examine the barriers to professional pathways for early childhood in the education and training sector, other factors play a role in determining career pathways in the early childhood sector. In particular, the regulatory environment, the industrial awards system and enterprise agreements have a significant impact on career pathways for early childhood professionals, whether they are employed in childcare centres, pre-schools, schools, hospitals or the community sector. The influence of these contextual factors is discussed later in this report.

In this chapter, we discuss issues in cross-sectoral collaboration between VET and HE with specific reference to how these issues impact on the learning pathways of people interested in ECEC.

Differences between VET and HE

Over the past decade, there has been a concerted effort in OECD countries to re-orient education and training systems towards meeting the needs of individual learners and to promote lifelong learning. The impact of new technology on the global workforce means that people are increasingly expected to participate in education and training throughout their lives. People now use education and training to change jobs, to build on their initial qualifications and to increase their productivity and employability. Most workers in the 21st Century need to be engaged in further education and training to remain in employment and the

prospects of better-paid work are linked to higher levels of education and training. Governments therefore see the need for an education and training system that supports all forms of learning beyond the compulsory years (OECD 1996, 2004).

The expectation of a “seamless” pathway through education and training, particularly between the VET and HE sectors places significant demands on learning institutions in each sector. It is not easy to provide multiple entry points and pathways to HE. As Australia’s system of education and training has existed for over one hundred years, in many respects, its structure still reflects 19th Century policy assumptions about the relationship between education and training and work. Our system was built to offer young people with “one shot” at initial education or training on the assumption that this would place them on a track to a form of lifetime employment.

Traditionally, it was not considered necessary to offer people continuing opportunities for further education or training, or to provide a range of pathways between schools and VET to HE. In the policy context of “front-end” provision, it did not matter that Australia’s VET and HE sectors evolved in different operational contexts because there was very little movement of students between them. As a result, there are significant differences between the VET and HE sectors today, in terms of mission and priorities, administrative structures, funding arrangements, curriculum and pedagogy. In the new policy context of “seamless” post-compulsory provision, these structural and cultural differences are now obstacles to the movement of students from training through to HE (Watson, Wheelahan and Chapman 2002, Wheelahan 2000, 2001).

Competency-based training (CBT)

A major difference in the delivery of courses between VET and HE in Australia is the use of competency-based training (CBT) in the VET sector. Introduced in the early 1990s within national training packages, CBT is a mechanism to provide national consistency in training outcomes for employers. Competency-based training is now entrenched in the national training packages that dominate government-funded VET provision. Training packages have benefits such as national portability, work-relevance and a consistent set of standards for measuring work-related competence. Under the CBT system, students are assessed on their performance in work-related competencies. All assessment of competencies under training packages must be in the workplace, or in a simulated workplace environment. The training and assessment is heavily task-oriented, in the sense that students need to demonstrate that they can perform specific tasks.

Competency-based training has been criticised for being too work-specific in focus and for not providing sufficient general education to support lifelong learning. On the other hand, university-level education is often criticised for failing to equip graduates with adequate work-related skills. A recent Victorian Parliamentary inquiry into teacher education argued that universities should pay greater attention to the practical aspects of teaching and should integrate more work-based experience into teacher education studies (Parliament of Victoria 2005). While in the VET sector, the work-related skills derived from study are explicitly stated as units of competence in each Training Package, in the HE

sector, the work-related outcomes of degree-level studies are rarely specified other than in general terms. In the VET sector, relevant employer groups endorse the course outcomes (in terms of units of competence) during the development of the Training Package (ie. *prior to* course delivery). In the HE sector –where employer bodies often endorse courses with professional outcomes – their involvement in course development is at “arms length”. Employers are likely to be consulted about changes in course content, and may be invited to endorse the course once it is developed, but their requirements do not *drive* course development in the same way as they do in the VET sector.

Competency-based training has had a significant impact on the way in which training is delivered and the structure of most training courses differs significantly from the way education is delivered in universities. Most VET providers structure their courses around the delivery of competencies, rather than subjects of study. This means that students are enrolled in many units of competence that may be taught sequentially or in groups. For example, the units study specified in the course guides of VET providers (see Appendix A) are usually the units of competence specified under the National Training Package (see Table D). In HE, courses are usually delivered through semester-long subject – based units of study with no specific link to work-place outcomes. Some TAFE institutes also offer subject-based studies. This means they enrol students in subject units (with titles such as *Child Development* and *Health and Safety*), rather than in units of competence. The TAFE institutes which deliver through subject units must still comply with competency-based training requirements by “mapping” the connections between the subject content and competency-based assessment.

It is also common for VET providers to specify the number of nominal training hours involved in the delivery of each unit of competence whereas universities usually talk about contact hours in terms of a proportion of a full-time “student load”. These differences reflect differences in the way institutions in each sector are funded. Publicly funded training dollars are allocated to VET institutions according to the nominal contact hours associated with each unit of competency multiplied by the number of students enrolled in each unit. Universities, on the other hand, are funded on the basis of their number of equivalent full-time student units (EFTSU) each year. Inevitably, for simplicity of administration and to meet public accountability requirements, institutions usually deliver courses in a way that is consistent with their funding system. But the differences in VET and HE funding are a further barrier to effective cross-sectoral collaboration. The fundamentally different approaches to course delivery in VET and HE compound the difficulties faced by course convenors in understanding how learning outcomes are achieved in the other sector. Our research revealed a consistent lack of understanding between course convenors in each sector of the requirements of their counterparts in the other sector. HE staff reported frustration at the learning outcomes in VET in terms of the students’ capacity to undertake university studies. Members of staff in TAFE institutes appeared bemused by the variation in the amount of credit offered by universities to applicants with a VET Diploma and felt that VET skills were not well understood or valued by university-based educators. These attitudes were common among VET teachers in both single sector and dual-sector institutions.

Competency-based training is usually a foreign concept to university educators and is often portrayed as an obstacle to mutual understanding between educators

in each sector (Hunter 2001). Before we discuss how these differences create obstacles to learning pathways between the sectors, we will provide more specific details of course provision in ECEC in the VET and HE sector.

Children's Services (VET sector)

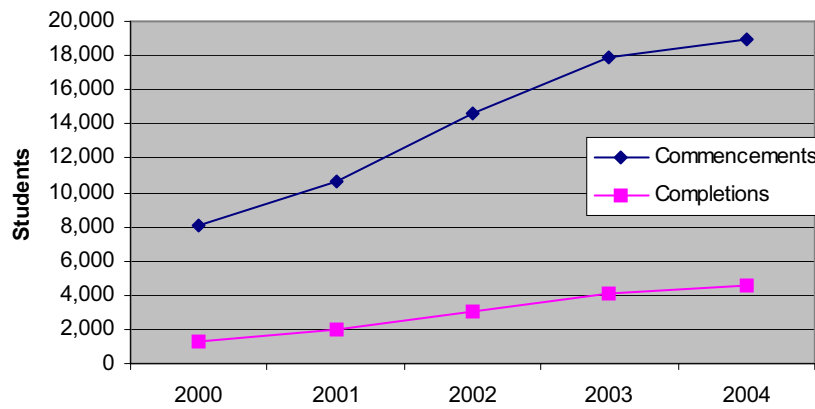
In the VET sector, early childhood education is referred to in terms of the industry it serves, namely "Child Care Services". Located within the Community Services Training Package (CHC02), the qualifications for working in Child Care Services are:

- CHC30402: Certificate III in Children's Services
- CHC40402: Certificate IV in Out of School Hours Care
- CHC50202: Diploma of Out of School Hours Care
- CHC50302: Diploma of Children's Services
- CHC60202: Advanced Diploma of Children's Services

Of these qualifications, the Certificate III in Children's Services and the Diploma of Children's Services are the most common courses of study in the child care services industry. Regulations governing the child care industry vary between the States and Territories, but in many jurisdictions, the Certificate III in Children's Services is the minimum qualification to work in a child care centre, or to operate a family day care centre. The Diploma of Children's Services builds onto the Certificate III and incorporates the compulsory units of Certificate III studies into the Diploma. In most jurisdictions, a Diploma is recognised as the minimum qualification to manage a child care centre, although the Advanced Diploma of Children's Services provides further training for people in management positions in the child care industry. The Certificate IV and Diploma in Out of School Hours Care are increasingly in demand in the context of increased regulation of before and after school care services in many jurisdictions.

Some VET providers also offer a graduate certificate in childcare studies for people with early childhood degrees who wish to work in childcare. This certificate focuses on caring for babies and toddlers (0-3 age group), a specialisation not usually covered in early childhood degrees, which typically focus on children aged 3 to 8 years.

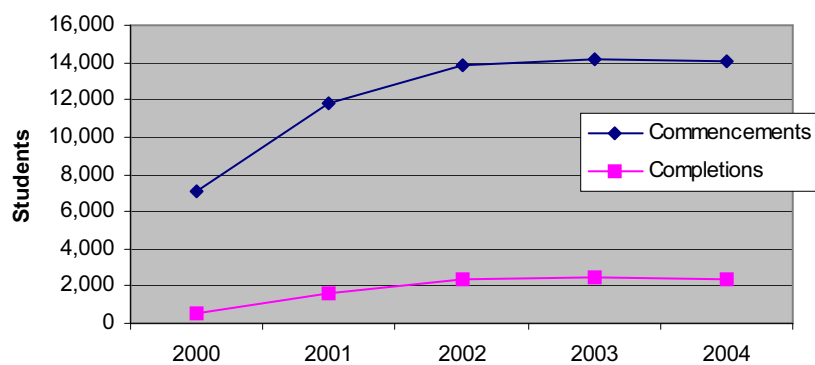
Figure 5 Commencements and Completions, Certificate III and IV in Children’s Services, Australia, 2000–2004



Source: National Centre for Vocational Education Research

As illustrated in Figure 5, the annual completion rate for Certificate III and IV students in the VET sector is low. Over 18,000 students enrolled in 2004 and just over 4,500 students completed course in that year. However, this level of completions is an improvement on 2000, when 8,000 students enrolled and only 1,300 completed the courses.

Figure 6 Commencements and Completions, Diploma and Advanced Diploma in Children’s Services, Australia, 2000–2004.



Source: National Centre for Vocational Education Research

The pattern is similar for the Diploma and Advanced Diploma in Children’s Services. In 2004, over 14,000 students enrolled in Diplomas or Advanced Diplomas and 2,300 students completed the qualification in that year (See Figure 6). Although these data do not indicate a completion rate for each qualification, it was reasonable to suggest that between one quarter and one fifth of commencing students complete their courses in this field.

In Training Packages, National Qualifications are created by packaging units of competency into combinations that are relevant to the needs of each industry. Thus qualifications for the childcare services industry, such as the Certificate III and the Diploma in Children's Services, are constructed from a combination of relevant competencies in the Community Services Training package. Rules govern the construction of each qualification. Training providers may construct their own qualifications from the competencies but these are not National Qualifications. Thus a number of state-specific qualifications are created under the National Training Framework to meet local needs, such as teacher's aides and educational support workers.

Table 2 Compulsory units of competence for a Certificate III and Diploma of Children's Services (VET)

Certificate III in Children's Services:	
HLTFA1A	Apply Basic First Aid (plus HLTFA2A Advanced First Aid in some jurisdictions)
CHCCN5C	Care for babies (in some jurisdictions)
CHCCN2C	Care for children
CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure
CHCCN1D	Ensure children's health and safety
CHCFC3C	Foster and enhance children's social, emotional and psychological development
CHCCHILD1C	Identify and respond to children and young people at risk of harm
CHCIC1C	Interact effectively with children
CHCORG3B	Participate in the work environment
CHCOHS301A	Participate in workplace safety procedures
CHCCN4D	Respond to illness accidents and emergencies
CHCFC1C	Support the development of children in the service
CHCRF11B	Work in partnership with families to care for the child
CHCCS301A	Work within a legal and ethical framework
Diploma in Children's Services:	
HLTFA2A	Apply Advanced First Aid
CHCPR2C	Arrange/organise experiences which facilitate and enhance children's development
CHCCN8B	Plan care routines
CHCFC2C	Foster and enhance children's development
CHCFC3C	Foster and enhance children's social, emotional and psychological development
CHCFC5C	Foster and enhance children's cognitive and language development
CHCIC10C	Establish and implement plans for developing responsible behaviour
CHCIC12C	Plan for the inclusion of children with additional needs
CHCOHS501A	Manage workplace OHS management systems
CHCPR10C	Design, implement and evaluate programs of the service
CHCPR2C	Arrange/organise experiences which facilitate and enhance children's development
CHCCN11C	Establish, manage and monitor the implementation of a safe and healthy environment
CHCPR9C	Document, interpret and use information about children
CHCCHILD2C	Support the rights and safety of children within duty of care requirements

Source: ANTA (Australian National Training Authority) 2002. *CHC02 Community Services Training Package Qualifications Framework*. Melbourne: Australian Training Products Ltd.

Training providers may also construct their own courses from the competencies in the training package, and issue graduates with a “statement of attainment” that lists the units of competence completed. Graduates may then use their statement of attainment to obtain advanced standing (credit) in other VET courses that involve the same units of competence.

In the National Community Services Training Package, both the Certificate III and the Diploma of Children’s Services are comprised of a number of compulsory units of competence with a few electives. In the Certificate III, the student must complete 11 compulsory units and four electives. At the Diploma level, students must complete 13 compulsory units and 7 elective units. The 13 compulsory units of the Certificate III are listed as pre-requisites for the Diploma qualification. The core units of competence required to achieve these qualifications are indicated in Table 2.

These VET qualifications reflect the specific requirements of the child care services industry – particularly child care centres – rather than the broader industry sector of ECEC. This limits the scope of employment for people with VET qualifications. Graduates with a Diploma of Children’s Services may hold a position of considerable responsibility in a child care centre, or be in charge of a pre-school room in a child care centre but is not permitted to work as a teacher in a pre-school. At best, a person holding a Diploma of Children’s Services may work as a pre-school assistant, which is an unqualified position in many jurisdictions.

Early Childhood Education (HE Sector)

In the HE sector, early childhood education is offered within the subject discipline of teacher education. The courses are usually four-year degree level courses with names like Bachelor of Education (Early Childhood). The courses usually focus on children from the age of three to eight years. A high proportion of students enrolled in these courses are external or using multi-modal course delivery, and a high proportion are part-time, as shown in Figure 7.

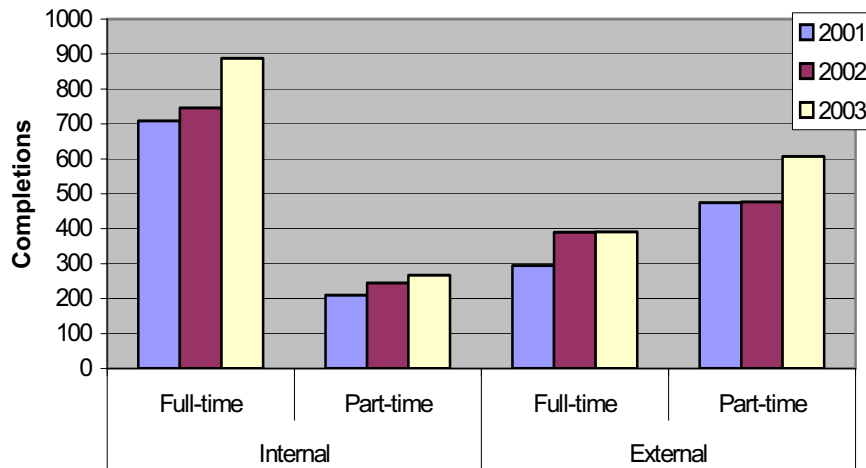
The total number of students completing courses in early childhood education increased from 1,688 in 2001 to 2,153 in 2003. Internal delivery is the most common enrolment type with 1,155 students graduating in 2003, however 998 students graduated from external and multi-modal delivery in the same year.

In 2005, some 30 Australian universities offer the early childhood specialisation with their Bachelor of Education Degrees Programs. These awards qualify graduates to work as pre-school teachers and teachers in the early years of primary school, usually from Years K (or P) through to Year 2. The exceptions are that some States allow early childhood graduates to teach throughout primary school and that in Victoria, early childhood graduates are only permitted to be employed in pre-schools.

Given their common interest in the education and care of young children, many people with VET Certificates or Diplomas in children’s services seek entry to early childhood degrees in the HE sector. Such a pathway offers a deeper knowledge of the early childhood field and extends their employment prospects

to schools and pre-schools. All of the HE providers of early childhood degrees whom we interviewed reported that they accepted VET Diploma graduates into their courses.

Figure 7 Award course completions in Teacher Education: Early Childhood, 2001 – 2003, Australia



Notes: External includes multi-modal

Source: Commonwealth Department of Education, Science and Training

The transition from VET to HE is not an easy pathway for many students in Australia, as several research studies have demonstrated (Dickson, Fleet and Watt 2000, Long 1994, McClelland and Kruger 1993). A study conducted in the 1980s indicated that TAFE graduates performed less well in their early years of tertiary study but improved their grades in later years (West 1988). The majority of HE course providers we spoke to reported high rates of attrition among VET Diploma graduates compared to other students (those entering from Year 12 or as mature age students). The HE providers suggested that VET graduates usually required specific types of support to succeed at university. Some of the course convenors who reported low attrition rates among VET graduates also described the range of support mechanisms their institution provided to assist this group of students. However, VET graduates were also described as highly motivated students who were committed to working in the early childhood sector. The obstacles they faced were not solely academic (ie. coping with HE studies), but came from their life circumstances. The fact that VET graduates were more likely to be employed (often full-time) and to have family responsibilities were frequently cited as barriers to their successful participation in HE. The difficulties in making the transition from VET to HE are discussed below.

Credit Transfer and articulation

The Australian Qualifications Framework defines the learning outcomes associated with qualifications at different levels. These learning outcomes are

summarised selectively below, but can be read in full in the source document (AQFAB 2002).

Certificate III is seen as an entry-level qualification to work in any industry. Nevertheless people holding Certificate III qualifications are expected to be competent at working in a variety of contexts, with some autonomy for making choices and exercising judgement. They may require limited guidance in the workplace, or broad guidance if working in a team. They are likely to have “responsibility for the work of others and/or team responsibility” (ANTA 2002, AQFAB 2002).

Table 3 The Australian Qualifications Framework

Schools sector	Vocational education and training sector	Higher education sector
		Doctoral degree
		Masters Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
Senior	Certificate IV	
Secondary	Certificate III	
Certificate of	Certificate II	
Education	Certificate I	

Source: Australian Qualifications Framework Advisory Board (AQFAB) 2002 *Australian Qualifications Framework Implementation Handbook Third Edition*. Melbourne: Curriculum Corporation: 1

Notes: Graduate certificates are also offered in the VET sector

A Diploma qualification indicates an “advanced skill worker” or a manager in the industry who has the capacity for the “self-directed application of knowledge with substantial depth in some areas” and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts. Diploma-holders are also likely to be responsible for the supervision of others, planning and management (ANTA 2002, AQFAB 2002).

A Bachelor’s degree, as defined in the Australian Qualifications Framework, indicates that the holder has acquired “a systematic and coherent body of knowledge, the underlying principles and concepts, and the associated communication and problem-solving skills”. Degree-holders will also have a capacity for research, self-directed learning, and the ability to build on, review, extend and apply knowledge and techniques learnt, in both a professional and other contexts. The degree-holder will also have inter-personal and teamwork skills appropriate to employment and/or further study (AQFAB 2002).

Under the Australian Qualifications Framework, the VET sector is responsible for providing qualifications that overlap with both senior secondary education and HE awards (Table 3). Where qualifications duplicate one another, there is an expectation that institutions will award credit (advanced standing) for prior studies undertaken at the same level.

The policy guidelines on Cross-sectoral Qualification Linkages issued by the Australian Qualifications Framework Advisory Board (AQFAB) advise institutions on the amount of credit that should be given when students move into a Bachelor degree course with a VET Diploma in the same field:

- 50% credit for an Advanced Diploma when linked to a three year Bachelor degree
- 37.5% credit for an Advanced Diploma when linked to a four year Bachelor degree
- 33% credit for a Diploma when linked to a three year Bachelor degree
- 25% credit for a Diploma when linked to a four year Bachelor degree

If a university followed these guidelines in respect of a VET graduate with a Diploma of Children's Services, the student would receive the equivalent of one year's advanced standing (credit) in a three year or four year Early Childhood degree program. The credit could take the form of an exemption from the entire first year of a course, or more commonly, exemption from specific units in first and second year that add up to the equivalent of one years full-time study.

Granting of credit for VET qualifications remains at the discretion of individual universities and departments within them, although some universities adopt blanket policies that govern all departments. Most course convenors of three and four year Bachelor's degree programs gave the equivalent of one year's credit to Diploma graduates. In two of the institutions we interviewed, credit was not routinely granted to VET Diploma graduates, but they could apply for it.

Universities appeared to change their credit arrangements in response to perceptions about how VET graduates were coping with academic literacy. Two institutions reported that they used to give one year's credit to VET Diploma graduates but found that the students were struggling, so the credit was reduced to six months. Some course convenors suggested that problems with academic literacy were particularly acute for Diploma students who were granted credit for the full first year of university studies and were placed in the second year of a degree course.

The Diploma graduates can be sitting in classes alongside Year 12 graduates who have come in with a high TER score and who have completed a full first year at uni. There's a huge gulf in experience.

(Convenor of Early Childhood degree course in a university)

In response to this issue, many course convenors reported that they had changed, or were changing the structure of the credit granted to Diploma students to ensure that they undertook some first year subjects at the outset of their studies.

While the students would receive the same amount of credit, it would be taken from a number of first and second year subjects rather than offered as an exemption from the first year of the course.

It is not clear whether differences in credit transfer arrangements are a barrier to the movement of students from VET to HE. Course convenors in the VET sector reported that they encouraged Diploma students to “shop around” for the most generous credit transfer arrangements offered by universities. And many of the people we interviewed cited the cost and time involved in undertaking further studies as a barrier to participation in HE among VET Diploma holders. If this is the case, then generous credit transfer arrangements would help to reduce the overall cost and time involved. However, the course convenors in the universities we spoke to that offered less credit than the norm (ie. six months or less towards a four year degree) did not report lower demand for their courses from applicants with VET Diplomas. This suggests that while reducing the cost/time of undertaking HE by seeking the most generous credit transfer arrangements may be a priority for many VET Diploma graduates, time and cost is not a barrier for some students.

Articulation agreements between HE institutions and the VET sector provide some assistance to VET graduates making the transition to university but their benefits are limited. Many (but not all) HE institutions have articulation agreements in place with VET providers, usually at the institutional or State level. Where students are confident that they will articulate into a university degree, it is possible that they would forsake a place the first year of a HE degree for the option of a VET Diploma course, with its financial advantages of lower course costs and the opportunity to work while studying. VET Diplomas are also an important “fall-back” option for students who miss out on their first choice of place in an early childhood degree. But in most cases (with some exceptions), articulation agreements do not guarantee entry to Early Childhood degree courses for students with a VET diploma from signatory institutions. Course convenors in VET institutes that were signatories to this type of articulation agreement reported frustration that the agreements did not translate to automatic entry for their Diploma graduates.

I feel a bit of a hypocrite when I tell students that there are pathways to further study in early childhood because I know there are so few places available.

(Course convenor in VET Institute that has an articulation agreement with a metropolitan university)

These VET course convenors suggested that access to university courses had become more difficult in recent years because demand for places in teacher education (including early childhood) had risen. They thought that as the tertiary entry cut-off scores had increased, many universities were restricting the number of places available to VET Diploma holders and giving precedence to school leavers. Inevitably, when demand for a limited number of places increases, universities must introduce some system of ranking applicants for the courses. In the absence of genuine and strong links between VET institutes and universities, course convenors in the VET sector appear to have little leverage in the decision-making process regarding selection for university places, even when articulation agreements are in place.

Academic Literacy

Assessment of learning outcomes under competency-based training packages differs significantly from the assessment of learning outcomes in HE. In the VET sector, students are assessed on their performance in work-related competencies. All assessment of competencies under training packages must be in the workplace, or in a simulated workplace environment. The training and assessment is heavily task-oriented, in the sense that students need to demonstrate that they can perform specific tasks, rather than demonstrate an understanding of why it is necessary to perform those tasks in a particular way. In contrast, HE courses usually assess students on their written work and academic presentations. Although some elements of Early Childhood degree courses involve the assessment of performance in the workplace (ie. the practicum), the demonstration of knowledge and understanding through written assignments and presentations remains the predominant assessment tool in HE courses. This form of assessment in HE demands specific levels of literacy – particularly academic literacy – on the part of students.

Literacy needs are highly context-specific. While the traditional definition of literacy is simply the ability to read and write, contemporary definitions argue that literacy is also “the ability to comprehend, interpret, analyse, respond, and interact with. . . complex sources of information” (Sensborough 1990, pp7-8, cited in DEST 2004). As effective literacy involves interacting with complex sources of information, different literacies are required to perform in different environments, such as the workplace, a social context, or a university (Wickert 1989). Academic literacy – or “tertiary literacy” – places a heavy emphasis on writing as a tool for developing skills of critical thinking and analysis. Although research suggests that academic literacy evolves during the course of university studies (Taylor *et al.* 1988), some HE lecturers expect students to arrive at university with academic literacy and do not see it as their role to teach these skills (Fiocco 1996).

My professional writing was a real problem. Work that received good marks at TAFE was failed at uni.

(VET Diploma graduate enrolled in Early Childhood degree part-time)

A frequent comment from early childhood course providers in HE about students who have entered their courses with VET Diplomas was that they struggle with the academic literacy requirements such as writing skills, developing arguments, self-directed critical reflection, research skills and the use of theoretical concepts to inform their practice. For example, students in both sectors are required to observe young children as a tool for understanding their developmental needs, but the practice of observation is different between VET and HE:

They (the Diploma holders) think they know how to undertake observations of children – and they do, in a way – but they don’t know how to draw on theory and research to inform their observations. It’s harder than they think

(Convenor of Early Childhood degree course in a university)

In our interviews with university providers, difficulties with academic literacy were frequently cited as a reason for attrition among early childhood students who have entered the course with a VET Diploma. Although these students experience other pressures such as work and family commitments that limit their access to university resources, struggling with academic literacy is cited as a significant pressure by both staff and students.

Academic literacy was reported as a particular problem for external students, who have little or no access to support services on campus. Research suggests that studying externally is related to lower academic achievement and higher failure rates among university students generally (McLelland and Kruger 1993, Long 1994). A recent Australian study of TAFE graduates' experience of a core second-year unit in an early childhood degree confirmed impressions that external students are disadvantaged by limited interaction with other students and course convenors, as well as limited access to library facilities (Dickson, Fleet and Watt 2000)

Course convenors also pointed out that not all VET Diploma students were alike. To the contrary, significant variation in abilities was more typical of the VET cohort.

Some of our weakest students come from TAFE and some of our strongest students come from TAFE. If they're committed, they eventually make it through, but it just takes them a little longer.

(Convenor of Early Childhood degree course in a university)

Research suggests that students' competence in academic literacy, particularly their writing skills, usually improves during the course of their university studies. However, Fiocco (1996) found that the majority of university teachers in her study did not think supporting students' literacy development was part of their job. The majority expected students to possess adequate skills in academic literacy when they entered the university and blamed high schools for 'not doing their job' when students' literacy was inadequate.

Fiocco (1996) argues that as literacy is context-specific, the development of academic literacy should be considered a role of university teachers and be adequately supported.

With the ever-increasing diversity in class, gender and culture on our campuses, it can no longer be taken for granted that students arrive with the necessary skills and readily adapt to the social cultural environment of tertiary institutions. Because of this diversity, the needs of tertiary students have changed over the last twenty years and therefore teaching practice must reflect these changes.

(Fiocco 1996: 7)

The HE course convenors we consulted differed in the way in which they catered for the academic literacy needs of students who entered early childhood studies with inadequate skills in this area. In the majority of institutions, students struggling with academic literacy were referred to generic academic support services offered on campus, rather than catered for within the course. One course convenor who reported low attrition rates among VET graduates said that they addressed the issue of academic literacy with the student's first assignment.

We can see from the first assignment if the student is having difficulty with the organisation of concepts, general literacy, or time management. And if so, we refer them to the university support services, which are very good.

(Convenor of Early Childhood degree course in a university)

A problem with the “referral to student support services” approach is that Diploma students, in general, were reported as experiencing more pressures on their time than other students. One student we interviewed acknowledged that the university provided extra help for students who were struggling with academic writing, but pointed out that getting extra help was “very hard to fit in, on top of study and when you are working full-time”. University providers also noted that VET Diploma students were more likely to be in the workforce than students who entered from Year 12, and that many had family responsibilities. These factors were cited as contributing to attrition rates among Diploma holders and limiting the time they had to address specific problems, such as academic literacy.

It would be fair to say that our Diploma students have lower access overall to the resources of the university than other students.

(Convenor of Early Childhood degree course in a university)

Another approach to academic literacy is to establish pre-university courses (or bridging programs) in academic skills for students who may have difficulty with academic literacy. At the University of Notre Dame, students seeking entry to the university through non-Year 12 pathways are tested on literacy and numeracy skills and if they fail, are required to undertake a Tertiary Enabling Program of one semester’s duration. In this program, students are taught learning skills, literacy competencies, academic writing, research skills and information literacy, mathematical competencies, information technology for academic purposes and applied learning skills. The Program gives students a taste of academic study and a chance to experiment with academic study, prior to undertaking tertiary study. Although many HE course convenors favoured this approach, they mentioned that cost was a barrier to the provision of academic skills courses in addition to regular course provision.

Some HE course convenors said that they provided academic skills training within their courses, and saw it as their role to assist students in this area. For example, one of the first year units in the early childhood education degree at Notre Dame University is “Presentation Skills in Early Childhood Education”. The University of New England provides a professional skills unit as the first unit of study for students making the transition from the VET sector into their sequential HE course. At the University of Canberra, all students undertake a compulsory unit of literacy and a unit of numeracy in their first year that is focused on personal skill development. At Charles Darwin University (CDU), all commencing students in Bachelor’s Degree programs in the Humanities or Social Sciences are required to complete an Academic communication unit entitled “Academic Literacies” during their first year of study. The aim of the unit is to help students succeed in their studies by strengthening their skills in critical analysis, academic communication, research and computing. However, most students in the Bachelor of Education (Early Childhood) degree at CDU are exempt from this unit. Only VET Diploma graduates who have not received

graded competency assessments of Merit level or higher are required to complete the Academic Literacies unit of study.

An alternative or complementary approach is to increase the academic literacy content of VET Diploma courses. However VET providers differ significantly in the way in which they deliver training packages, and their methods of delivery may result in different learning outcomes for students. Many VET providers require students to undertake research and writing assignments that help to inform their practice in the workplace and also develop their study skills and capacities for independent learning. Other VET providers – particularly those who provide a high proportion of training on the job – are more likely to simply teach students how to be competent at specific task. If students undertake most of their training on the job, they are less likely to be encouraged to explore the research and theory that underpins their practice in a way that would foster academic literacy.

We interviewed one course convenor in the TAFE sector who mentioned that in her institute, they assessed students' academic literacy skills early in the course and provided additional support if needed. We do not know how common this practice is in other institutions in the VET sector.

The extent to which academic literacy is promoted in VET programs depends on the extent to which this skill is valued by teachers in the VET sector. Although many of the TAFE teachers we spoke to held university degrees in early childhood, this is not a required qualification for teaching in the VET sector. The minimum requirements for teaching in the VET sector are: 5 years in the industry; a Diploma relevant to the subjects being taught; and a Certificate IV in workplace training and assessing.

Academic literacy was also associated with graded assessment in our conversations with course providers. Many of the TAFE institutes interviewed for this study provided graded assessment in all or part of the Diploma-level studies. In Queensland, the VET system has recently trialled Performance Learning/level?? Assessment (PLA) – a system for grading competency-based training outcomes. One course convenor in a Queensland TAFE institute commented that when graded assessment was introduced in her course, “there was a marked difference in the quality of the students' assessment work”.

Graded Assessment in VET

Even in circumstances where TAFE institutes have a course curriculum and require written assessments from students, the transition of Diploma students to university courses may be hampered by the absence of graded assessments in the VET sector. Under competency-based training packages, VET providers need only assess students as competent or not competent. One of the defining features of competency-based training is that assessment of student performance is against industry standards, using endorsed assessment guidelines in each training package. Graded assessment, in contrast, refers to the practice of assessing and reporting on varying levels of quality in student performance, and is generally used to recognise excellence. There are many different systems of grading student performance, such as scoring within a set range (eg. 0-100),

percentages, identifying performance levels (eg. pass, credit, distinction), or awarding alphabetical grades, such as A to E. Grades can be determined by comparing students to one another (norm-referenced), or by comparing students to a set of performance criteria (criterion-referenced).

Course convenors in HE institutions interviewed for this study frequently mentioned that the absence of graded assessments made it difficult to assess the suitability of applicants with VET Diplomas for university-level studies, and that this contributed to higher rates of attrition among these students. When there is a high demand for places, universities have little or no basis for differentiating between applicants with VET Diplomas, compared to Year 12 graduates who are graded according to a tertiary entrance score (AV-CC 2001). Some universities address this issue by requiring applicants with VET Diplomas to have graded assessments or requiring them to sit an entry test, such as The Bachelor of Education Childhood Studies (pathways) course at the University of Melbourne.

There is no agreed policy on graded assessment in VET between State and Territory governments, yet many VET providers offer graded assessments in competency-based training courses. Recent reviews acknowledge that graded assessment practices are common in the VET sector but that there is very little consistency or transparency the forms of assessment used by institutions (Schofield and McDonald 2004, Williams and Bateman 2002). The information we obtained during our research supports this view. Many of the TAFE course convenors we interviewed were aware of the usefulness of graded assessments in supporting students' transitions to HE and made an effort to provide it in some form. For example, some providers offer grading for specific subjects within the Diploma of Children's Services, but not for the whole qualification. Others mark student assignments out of 100 and compile a grade for written work (which is reported separately to the competency-based assessment). One VET course convenor used her contacts with a university to award students "informal" gradings through personal references in support of their applications.

Statewide trials of graded assessment in VET have occurred in Western Australia and in Queensland, and the issue is under consideration in Victoria (Department of Employment and Training 2005, Learning Australia 2005, VQA/GTA 2005, Williams and Bateman 2002). In the Western Australian trial, the graded assessment criteria are applied to student performance over a "cluster" of units, while individual units remain graded as competent/not competent. Students' overall performance for the cluster of units is assessed according to Mayer key competencies and reported on a four point scale: not yet competent; competent; performance with merit; and performance with distinction (Williams and Bateman 2002). In Queensland, PLA is applied at the unit level, but not all units are assessed. The students' performance is assessed according to one of three grades: proficient; advanced; and exceptional, and is reported separately (Department of Education and Training 2005). Systems of graded assessment for VET developed by individual institutions (eg. the University of Ballarat and Charles Darwin University) follow similar principles, in that the graded assessments are awarded on the basis of a different set of criteria and are reported in addition to competency-based assessments.

A major issue in the implementation of graded assessment is the question of cost. The consensus that graded assessment should be supplementary – and therefore separate – to competency-based assessment has resource implications for VET providers. It means that assessors are required to learn and apply a different set of assessment criteria *in addition to* the process of competency-based assessment. A system of moderation would also be part of any quality process of graded assessment. Research suggests that graded assessment offers the benefit of rewarding excellence, motivating students, providing more information and improving confidence in the assessment process (Williams and Bateman 2002). The question for the VET sector is how to implement a graded assessment system that balances “the desire for quality and consistent assessment reporting and the importance of minimising costs” (Learning Australia 2005: 21). Schofield and McDonald (2004) point out the absence of national policy direction has resulted in highly inconsistent practices and argue that a model of graded assessment should be provided within training packages as supplementary reports. In response to the review by Schofield and McDonald the National Training Quality Council (NTQC) resolved to investigate supplementary reporting systems (Learning Australia 2005).

The Queensland government recently released a discussion paper proposing seven principles for a system of graded assessment in VET:

1. There must be a clear need and purpose for graded assessment
2. Graded assessment must be criterion referenced, reflect good assessment practice and align with the Standards for RTOs
3. Graded assessment must be cost effective
4. Graded assessment must be applied once competency is determined
5. Graded assessment must be conducted and reported consistently
6. Grading must be underpinned by quality assurance measures designed to produce quality and consistent assessment outcomes
7. Graded assessment should be available to all learners in all qualifications but be optional for the learner

(Department of Education and Training 2005).

Graded assessment in the VET sector can serve many different purposes, meeting the needs of employers, students and other education and training institutions. To support learning pathways for early childhood students in the transition from VET to HE, graded assessments could serve two purposes: a motivational and confidence-building tool for students; and a means of signalling to universities which students are most likely to be most suitable for further studies. To serve the latter purpose, graded assessments would need to be based on criteria that the universities consider important for a successful transition, such as depth of subject knowledge, skills of critical analysis and skills in written communication.

Selection Processes

All course convenors reported strong demand for their courses, from both Year 12 graduates and people with VET Diplomas or who were employed in childcare. But there was considerable variation between institutions in the extent to which course convenors were involved in student selection.

In the universities where course convenors had little or no involvement in student selection, the convenors expressed frustration with their (lack of) selection processes for VET students. They pointed out that demand from VET Diploma graduates was increasing and VET was now well-recognised as an alternative pathway into university among Year 12 graduates. Increasing numbers of young people who failed to gain entry to an early childhood course on the basis of their Year 12 tertiary entrance score, would try again after completing a Diploma in Children's Services. In universities that had agreements with the TAFE sector to offer places to Diploma students, course convenors in early childhood complained that:

- they had no basis for differentiating between applicants from the VET sector (in the absence of graded assessments);
- the skills and commitment of VET Diploma graduates varied considerably; and
- the drop-out rate among VET Diploma graduates was relatively high, particularly if they were external enrolments.

In other universities, course convenors had much greater control over the selection of students for early childhood programs. Several course convenors reported that they demanded graded assessments from applicants with a VET Diploma seeking entry to an early childhood degree program. One university said that if graded assessments were not supplied, the applicant had to sit an admissions test. Some universities required other types of information as well. At RMIT University, for example, the Graduate Diploma of Education Early Childhood coordinator reported no attrition among students enrolled in the Early Childhood specialisation, and attributed this to the quality and rigour of their selection processes in this early childhood course.

Our course is so difficult to get into, that the students have to think hard about why they want to do it. They need to put a lot of effort into getting the information together so only the most committed apply.

(Anne Wilks, Senior Lecturer, Early Childhood Education, RMIT University)

The selection process for the Graduate Diploma of Education Early Childhood degree program is implemented at the program level. Applicants are required to submit documentation to support their application in the following five areas:

1. Academic evidence (particularly graded assessments of previous study);
2. Evidence of skills in working with people from diverse backgrounds (ie. in communities or workplaces);

3. Commitment to working with children;
4. Unsuccessful applications for admission to the course in previous years;
5. Written References from two sources, such as a VET lecturer and an employer.

Applications are scored in these five areas and the scores are compared to determined selection into the program. Other universities offering sequential awards reported similar selection procedures as discussed in the following chapter.

Work/life balance

Almost all of the course convenors interviewed for this project mentioned that the life circumstances of people working in the childcare industry were a barrier to the successful completion of studies at both the Diploma and Degree level. They pointed out that most of their mature age students were working in the childcare industry (often full-time) in roles that were physically demanding. Many employers would not release staff to attend an educational institution during working hours, so the burden of studies fell on the students in the evenings and at weekends. A second factor was that many students had children and family responsibilities in addition to their work and study. Finally, the cost of study was cited as an additional barrier to undertaking studies in early childhood. As childcare work is poorly paid, many students found it difficult to meet the cost of studying. In all, the combination of a physically demanding job, family responsibilities and the cost of study, often meant that students did not complete their studies at the Diploma or Degree level.

VET course convenors tried to address these issues by providing flexible forms of delivery, usually teaching in the evenings or for a block in one day on the weekend. HE courses involve less face-to-face teaching but course convenors were concerned that VET graduates did not have adequate access to study skills support or library facilities because they spent so little time on campus during working hours. While external studies were popular with students working in childcare, the course convenors reported a high drop-out rate among this group, because they had relatively little access to the university's academic and student support services.

There was little course convenors could do to address the issue of family responsibilities among their students. They pointed out that work/life balance issues were common among young women in their 20s and 30s, simply because it was their childbearing years, and they could understand why study "was the first to go" when the pressures became too great.

In some jurisdictions, governments provide scholarships to assist childcare staff to complete their studies. The Tasmanian Branch of Early Childhood Australia (ECA) administers a scholarship program on behalf of the Tasmanian Department of Education to assist individuals to gain early childhood qualifications to meet government licensing standards. Concerned about the lack of staff with Diplomas in licensed childcare centres, the Tasmanian government

allocates \$35,000 per year to assist people working in Children's Services to gain a qualification, with priority given to those who are acting in qualified positions. The scholarship is worth between \$400 and \$1,000 to the individual student. Diploma – level qualifications are currently a priority due to the shortage of these skills in the industry. A survey-based evaluation of the scheme in 2002 and 2003 suggests that the scholarships provided an incentive for students to complete the qualification, as half of the respondents reported that would not have undertaken the studies without the scholarship. Ninety-four per cent of the survey respondents reported that they had subsequently obtained a further qualification (ECA Tas 2005).

Current research

In two universities, the course convenors mentioned that they were undertaking research on the barriers faced by VET graduates in their early childhood courses.

The University of South Australia has had a TAFE articulation agreement in place since 1982. Under this agreement, TAFE diploma graduates from the Diploma in Children's Services (child care) may apply via the South Australian Tertiary Admissions Centre to enter the early childhood degree course and are granted one year's credit (advanced standing) towards the four-year degree. Upon acceptance, these students have the option of studying in either internal or external mode. The course convenors are concerned about the high attrition rate among students who have come through the TAFE diploma pathway, many of whom have chosen to study externally and may live a long distance from the university. Although the university provides mentoring and study skills support for students, the staff suspect that many external students do not benefit from these arrangements or simply find external mode study too difficult. In association with TAFE South Australia, the University of South Australia is undertaking a study of articulation students' experiences with a view to modifying the programs in both sectors to develop a smoother pathway between the respective programs. The study is due to be completed by December 2006.

At the University of Western Sydney, the convenors of the early childhood program are also concerned about the high attrition rate among students who have come via a VET pathway. With the assistance of an internal research grant, the convenors have conducted focus groups with staff in both sectors, with students and with employers to improve their understanding of transition issues and to identify ways in which the university could better support this group of students. The research has identified issues such as different expectations regarding teaching and learning, problems with academic literacy, and issues associated with balancing work/family responsibilities with study. The course convenors now teach VET Diploma students separately from other students in their first year, are considering a range of possible student support mechanisms and are examining the possibility of delivering some studies off campus.

Summary

The expectation of a “seamless” pathway through education and training, particularly between the VET and HE sectors places demands on learning institutions in each sector. Competency-based training has had an impact on the way in which training is delivered and the structure of most training courses differs significantly from the way education is delivered in universities. The fundamentally different approaches to course delivery in VET and HE compound the difficulties faced by course convenors in understanding how learning outcomes are achieved in the other sector.

The transition from VET to HE is not an easy pathway for many students. The majority of HE course providers we spoke to reported high rates of attrition among VET Diploma graduates compared to other students (those entering from Year 12 or as mature age students). However, VET graduates were also described as highly motivated students who were committed to working in the early childhood sector.

Granting of credit for VET qualifications remains at the discretion of individual universities and departments within them. Most course convenors of three and four year Bachelor’s degree programs gave the equivalent of one year’s credit to Diploma graduates. Some universities have reduced their credit to VET graduates in response to perceptions about how they coped with academic literacy. However, the course convenors in the universities we spoke to that offered less credit than the norm (ie. six months or less towards a four year degree) did not report lower demand for their courses from applicants with VET Diplomas.

Articulation agreements between HE institutions and the VET sector provide some assistance to VET graduates making the transition to university but do not guarantee entry to Early Childhood degree courses for students with a VET diploma from signatory institutions. Many VET course convenors suggested that access to university courses had become more difficult in recent years because demand for places in teacher education (including early childhood) had risen and preference was being given to school leavers.

Poor levels of academic literacy is reported as a significant problem for many students entering degree courses with a VET Diploma. Nevertheless, many HE course convenors reported that VET Diploma graduates – particularly those with work experience – were the most committed of all their students.

HE institutions differ in the extent to which they actively foster academic literacy skills among their students. The most common response is to refer students who are having difficulties to student support services. A second approach is to offer tertiary enabling programs to students who need assistance, prior to their enrolment in a formal course of studies. An increasing number of early childhood degree programs offer academic literacy subjects as part of their first year studies.

There is no agreed policy on graded assessment in the VET sector between State and Territory governments, yet graded assessment is common in many institutions and jurisdictions throughout Australia. Course convenors in HE institutions argued that graded assessment in the VET sector would assist them

to assess the suitability of VET Diploma graduates for higher HE entry. Course convenors in the VET sector also suggested that graded assessment was useful to motivate students to higher standards of performance. To be useful to HE course convenors, graded assessments should focus on areas of competence that are important for a successful transition, such as depth of subject knowledge, skills of critical analysis and skills in written communication.

There is some evidence that course-based selection processes assist in selecting the VET graduates most suited to studies in HE. Course convenors suggested that requiring the applicant to demonstrate a strong commitment to the course through the selection process reduced the rate of attrition from HE studies among VET graduates.

The life circumstances of people working in the childcare industry were a barrier to the successful completion of studies at both the Diploma and Degree level in that most are mature age students were working in the childcare industry (often full-time) and had family responsibilities in addition to their work and study. The cost of study was also cited as an additional barrier to undertaking studies in early childhood.

Course convenors tried to address these issues by providing flexible forms of delivery and external delivery modes with limited success. Scholarships for people in the industry were frequently cited as an effective way to provide incentives to engage in education and training.

3 Innovative provision and policy issues

As alternative models of dual-sector provision in the early childhood field are relatively rare in Australia, most of our discussions with stakeholders focused on the barriers students face undertaking traditional pathways into HE from the VET sector. These issues were discussed in the previous chapter. In this chapter, we describe some examples of innovative course provision that appeared to address the traditional barriers to learning pathways between VET and HE in the early childhood field, and discuss issues for policy and debate.

Innovative Provision

In undertaking this research, we identified three forms of innovative provision:

- Broadening the focus of VET curriculum;
- Sequential HE courses for VET graduates; and
- Integrated Dual Sector Concurrent Awards

These forms of provision are distinctive in that they are innovative attempts to overcome sectoral limits and create a bridge between the ECEC provision in VET and HE. The bridges are intended to support student movement between the sectors and to assist in providing a more “seamless” pathway for students.

Broadening the focus of VET curriculum

There are no pathways out of VET. VET is all about meeting industry needs, not providing learning pathways for students

(ECEC Course convenor in a dual-sector institution)

The competency-based training system in the VET sector aims to ensure that graduates are ready to work in the industry for which they were trained. The content of the Children’s Services training package is therefore highly work-relevant and assessment is heavily task-oriented, in the sense that students need to demonstrate that they can perform specific tasks in a workplace context. Competency-based training has been criticised for being too work-specific in focus and for not providing sufficient general education to support students’ further learning or to encourage their transition into HE.

Several of the VET providers we interviewed made a conscious effort to encourage their Diploma students to consider options for further study. They provided support through mentoring individual students, the provision of information about relevant university courses and assistance in compiling applications. Many course convenors said that they provided graded assessments to assist students in applying for further study. Through these activities, most

course convenors reported that they encouraged a proportion of Diploma students in each year's cohort to apply for university entrance.

Course convenors at the New England Institute of TAFE in Armidale actively encourage their Diploma students to consider undertaking further study at either the University of New England, Armidale or other HE providers. The TAFE staff provide their students with brochures and information about further study and “spend the two years talking about further study and showing them their options”. The course convenor invites the Early Childhood convenor from the University of New England to talk to students about the early childhood course. The content of the Diploma course at the New England Institute of TAFE has been broadened to support students in making a transition to university. The students are expected to undertake independent research and to produce high standards of written work with appropriate referencing.

Another VET course convenor mentioned that her institute deliberately tried to broaden the focus of their VET curriculum in the area of early childhood studies by increasing the range of settings in which students undertook professional experience. There is a large professional experience component in Certificate III and Diploma studies. This time is usually spent in childcare centres or out-of-school hours centres. But at the South West Institute of TAFE in Victoria, the course convenors aim to ensure that their students' work places are as diverse as possible. In addition to work placements in childcare centres and out-of-school hours providers, the Institute places students in pre-schools under the supervision of a pre-school teacher, in play sessions with family day care operators, and in children's activities at community festivals. The course convenor, Donna Lumb argues that there are several benefits to this approach: the students gain a broader learning experience; they realise that they have a range of employment options and learning pathways; the local community benefits from the support; and it increases community recognition of the early childhood courses provided by the TAFE Institute.

Sequential HE course for VET graduates

The granting of credit for previous studies is the dominant qualifications pathway for VET graduates with a Diploma in Children's Services to a HE Bachelor's degree. But there are other models that provide Diploma graduates with access to HE, which offer more credit in a different package and are customised to meet the needs of VET graduates.

A sequential degree program is designed specifically for VET Diploma graduates and does not accept other students. These courses aim to build on the VET Diploma course by providing a customised degree to meet the particular needs of those students. The courses also address some of the barriers identified in the previous chapter of this report, by offering studies part-time and through flexible delivery and external study modes. These approaches minimise face-face contact hours and assist students who are working full-time in the industry and/or have family responsibilities.

We found four examples of this type of course in the Early Childhood field in Australia. All of the courses lead to three-year teaching degree that qualifies the

graduate to teach at the pre-school level. And one course (at the University of New England, Armidale) provides an opportunity to continue through a fourth year to become qualified as an early childhood teacher in primary schools.

The Bachelor of Early Childhood Studies (Pathways) program at the University of Melbourne is designed to give holders of a TAFE Diploma of Children's Services the opportunity to upgrade their qualification to degree level. The course is offered externally and on a part-time basis over five years. Students entering the program receive 150 points credit towards the Bachelor of Early Childhood degree and complete the remaining 250 points part-time over the five years. Thus TAFE Diploma graduates receive 37.5 per cent credit towards a three-year (EFT) Bachelor's degree. The program specialises in the 0-6 age group and qualifies students to become pre-school teachers in Victoria. Selection criteria for the program specify that applicants must have graded assessments in their VET Diploma, or must sit an entry test to help to determine suitability.

The Bachelor of Arts (Early Childhood Education) degree at Victoria University is designed for students who possess a two-year TAFE Diploma of Children's Services or an Associate Diploma of Social Sciences (Child Care) plus a year's experience working in the field. The course is offered over three semesters (one and a half years) so TAFE Diploma holders effectively receive credit for 50 per cent of a three-year (EFT) Bachelor's degree. Delivery is flexible, with face-to-face lectures in the evening and home-based assignments. The selection criteria specify academic ability, graded transcripts of VET studies, and may include a selection interview. The program specialises in the 0-6 age group and qualifies students to become pre-school teachers in Victoria.

The Bachelor of Teaching (Birth to 5 years) at Charles Sturt University admits students with a two-year VET Diploma of Children's Services into the third and final year of degree-level studies. In effect, students are offered two years credit (66 per cent of a three year degree) in recognition of their existing diploma qualifications. Delivery is external and part-time over two years. The selection process is rigorous as demand is high. Applicants must provide evidence to support their application in the form of:

- A one page letter explaining their reasons for applying, evidence of ability to study by distance education mode, skills or commitment to gain skills in information technology communication, and commitment to complete all professional experience aspects of the course.
- A half-page statement of their philosophy of early childhood education.
- A current CV detailing education, employment and in-service experience.
- Two items of evidence of hand written planning documentation used in their current position.

The Bachelor of Teaching (Early Childhood Education) offered by the University of New England Armidale is a third year of external university study building on a two-year VET Diploma in Children's Services. Students must have at least one year's work experience in the field. Similar to the sequential degree course at Charles Sturt University, this course qualifies graduates for employment as a pre-

school teacher and offers 66 per cent credit towards a three-year degree. It is offered externally and there is strong student demand for places – 200 students are selected from more than 700 applicants each year. The course differs from the other sequential degrees in that it offers a fourth year of study leading into primary teaching. After completing the three-year Bachelor of Teaching (Early Childhood Education), graduates may apply to continue studying for a Bachelor of Education (Early Childhood Education), which involves a fourth year of study and qualifies them to teach in the early years of primary school. Thus students receive the equivalent of two years advanced standing (50 per cent credit) towards a four-year Bachelor of Education (Early Childhood Education) degree.

As these sequential programs are offered in universities, they do not involve any systematic collaboration between the VET and HE sector. However we were informed that the course offered by the University of New England was established in 1998 in consultation with the local New England Institute of TAFE and there remains a strong level of communication between convenors in both sectors.

In all of the sequential programs, course convenors reported high demand for places (and thus a high rejection rate of applications). They also reported that their attrition rates were relatively low, and attributed this to their selection procedures and the fact that course delivery was flexible/external and part-time. The problems encountered by VET Diploma students in coping with external delivery that were mentioned by HE providers delivering traditional four year degree programs (discussed in Chapter 2) do not appear to be issues in sequential degree programs. To the contrary, the course convenors of sequential programs argue that external and flexible delivery is a strength because it enables students to continue working while they complete their studies.

Integrated Dual Sector Concurrent Awards

An integrated dual sector concurrent award is one where a VET qualification and a HE qualification are delivered within the one course. Subjects of study meet the learning outcomes of both sectors and the student graduates with both awards. The benefits of such a structure include minimising duplication of subject matter, and reducing the cost to students by enabling them to complete two awards in the minimum amount of time.

In the early childhood field, we found two examples of this type of course in Australian HE:

- Bachelor of Education in Early Childhood Teaching offered jointly by the University of Canberra (UC) and the Canberra Institute of Technology (CIT); and
- Bachelor of Education (Early Childhood specialisation)/Diploma of Children's Services course offered by Charles Darwin University (CDU).

University of Canberra/Canberra Institute of Technology

The Bachelor of Education in Early Childhood Teaching offered jointly by the University of Canberra (UC) and the Canberra Institute of Technology (CIT), which has been in place since 1998. This integrated dual sector concurrent award is a four-year qualification from which students graduate with both a Diploma of Children's Services and a Bachelor's degree.

During the first two years of the course, students attend classes on both campuses of CIT and UC, studying towards both qualifications. Reciprocal credit transfer arrangements between CIT and UC minimise duplication of course content. For example, components of the Diploma subjects offered by CIT earn students credit towards the Bachelor's degree and components of the Degree subjects offered by UC earn students credit towards the Diploma. After the first two years of study, students graduate with a VET Diploma in Children's Services from CIT. The third and fourth year of the course are offered by the UC. Upon completion of the fourth and final year, the students graduate with a Bachelor of Education in Early Childhood Teaching from the UC. Annual post-course evaluations conducted by the UC indicate a high level of student satisfaction with the dual course and its employment outcomes.

Table 4 UC Bachelor of Education in Early Childhood Teaching (CIT): typical course structure

Year	Semester 1	Semester 2
1	Education Foundations	Indigenous Education: What Works
	Literacy for Teachers	Language Education 1
	Introduction to Early Childhood Teaching	Reconstructing Maths Understanding
	Health Practices in Early Childhood	Human Development and Early Childhood Pedagogy 1
2	Responding to Individual Needs in Education	Promoting Positive Learning Environments
	Science Education 1	Mathematics Education 1
	Arts Education 1	Early Childhood Curriculum Studies
	Human Development and Early Childhood Pedagogy 2	Human Development and Early Childhood Pedagogy 3
3	Curriculum Studies	Information Technology and Education
	Technology Education	Social and Environmental Education
	Health and Movement Education 1	Arts Education 2
	Professional Experience	Professional Experience
4	Teaching Internship	Socio-cultural Politics of Education
	Mathematics Education 2	Science Education 2
	Language Education 2	elective
		elective

Notes: shaded units are provided by CIT on their campus

Source: University of Canberra website.

The system of reciprocal credit transfer between the joint convenors of the UC/CIT course minimises duplication of course content and makes it possible for students to obtain both a two-year VET Diploma and a four-year Bachelor's degree within four years of full-time study. As the course is provided jointly, these credit arrangements do not apply to students who already hold a Diploma of Children's Services. In other words, VET Diploma graduates cannot enter the course and receive the equivalent of two years' credit towards their university degree. VET Diploma graduates (from CIT and elsewhere) apply to the UC for admission to the course and usually receive the equivalent of one year's credit (advanced standing) towards the four-year Bachelor of Education in Early Childhood Teaching degree, consistent with the AQFAB guidelines.

Charles Darwin University

The second example of an integrated dual sector concurrent award is the Bachelor of Education (Early Childhood specialisation)/Diploma of Children's Services course offered by Charles Darwin University (CDU). A dual sector institution, CDU has developed a Bachelor of Education degree course in which early childhood specialist students study approximately four semesters of the Diploma of Children's Services as part of their four-year degree program. The course convenors have mapped the curriculum and competencies of the Children's Services Diploma to the Bachelor of Education Degree and provide exemptions from Education units accordingly. Students receive a Diploma of Children's Services upon completion of the first two years of study and a Bachelor of Education (Early Childhood) after four years. Under reciprocal credit transfer arrangements, students are exempt from 11 out of the 32 semester-long units of study for the degree (based on their Diploma studies) and are exempt from studying four specific competencies at the Diploma level (based on their degree studies).

The CDU course differs from the UC/CIT course in the way in which the VET curriculum is delivered. At CIT, the Diploma-level studies are delivered within subject units that are structured around curriculum content, with titles such as "Introduction to Early Childhood Teaching" and "Early Childhood Curriculum Studies" (see Table 4). Competency-based training is incorporated into the units and students are assessed in the workplace or simulated workplace environments, as requires by the Training Package. But the studies at CIT are delivered as semester-based subject units in the same way as the subjects taught by UC.

At CDU, the Diploma-level studies in childcare are delivered on a competency basis. Competencies are grouped in blocks under Streams with titles such as "Programming Stream", "Child Health Stream" and "Workplace Management Stream". Each block of competency-based training runs for 8 to 15 weeks, according to the nominal contact hours specified for each competency in the training package. Students enrol in individual competencies according to their previous experience (eg. some students would receive RPL for some competencies) and to fit around the Bachelor of Education timetable.

Table 5 CDU Bachelor of Education (Early Childhood)/
Diploma of Children’s Services: typical course
structure

Year	Semester 1	Semester 2
1	Child care studies (Exempt: Academic Literacies)	Child care studies (Exempt: Northern Perspectives)
	Child care studies (Exempt: Inter-disciplinary studies 1)	Child care studies (Exempt: Inter-disciplinary studies 2)
	Technology Education	Essential Learner (5 day school experience)
	Literacy and Numeracy – text focus	Literacy and Numeracy – IT focus
2	Child care studies (Exempt: Inter-disciplinary studies 3)	Child care studies (Exempt: Inter-disciplinary studies 4)
	Child care studies (Exempt: Understanding Children’s Development – 10 day practicum)	Child care studies (Exempt: Situated Learner – 10 day practicum)
	Creating positive relationships	Science Education
	Introduction to Aboriginal and Torres Strait Islander studies	Indigenous Education
3	Language Pedagogy and Difference	Studies of Society and the Environment
	Arts Education	Maths Education
	Languages and Literacy and Learning	Health and Physical Education
	Community of Learners (20 day practicum)	The Accountable Teacher
4	(Exempt – Specialist Elective 1)	(Exempt – Specialist Elective 2)
	Inclusive Education	(Exempt – Specialist Elective 3)
	Transformative Education	The Pre-Service Teacher – 50 days practicum or 30 days EC specialisation.
	EAL for Inclusion	The Teacher-Researcher

Notes: shaded units are VET Diploma studies and exempt HE units. Parentheses indicate exempt HE units (ie. for enrolled students and Diploma graduates with Merit grades or higher in specified modules)

Source: Charles Darwin University website.

Another difference between the award offered by CDU and the UC/CIT, is the amount of credit given to students already holding a VET Diploma who apply to enter the course. At the UC, VET Diploma graduates entering the course are given one year’s credit towards a four-year degree. At CDU, VET Diploma graduates are also given one year’s credit towards a four-year degree *unless* they have a Diploma with graded competencies achieving competency with merit or above in Diploma level child development and planning modules. Diploma graduates with the relevant graded competencies at Merit level or above are awarded the same subject exemptions as students in the combined course – 34 per cent or the equivalent of 1.3 years credit towards a four-year degree. As a RTO, CDU implements graded assessments in many of its VET courses, awarding grades of competent pass, competent with merit and competent with high merit.

Discussion

In key areas, there are more similarities between the two integrated dual-sector concurrent awards than differences. Both programs are unique in that they:

- offer students the opportunity to achieve a Bachelor of Early Childhood Education and a Diploma of Children's Service within four years of full-time study;
- are based on shared enrolments (in both VET and HE) during the first two years;
- offer concurrent studies in VET and HE during the first two years
- have reciprocal credit transfer arrangements, where students receive credit towards both the VET Diploma and the HE degree, from their studies in the other sector.

These models of dual sector provision aim to address many of the problems associated with the transfer of students with VET Diplomas to HE degrees. They offer more credit for VET studies than other courses and provide a stronger bridge between the sectors. There are financial benefits to students from spending less time enrolled in tertiary education (and for spending some of that time in the less expensive VET sector).

The delivery of joint programs requires a high degree of collaboration, goodwill and understanding between course convenors in both VET and HE. In the UC/CIT joint program, for example, the course convenors meet formally every six months and informally each month to discuss program management issues. The UC/CIT joint program was the product of 18 months of discussion between the course convenors during the development stage.

Improving cross-sectoral collaboration in ECEC

Improved collaboration between the VET and HE sectors is an important issue for policy, if Australian education and training systems are to meet the changing needs of the new economy. In 2001, the Business/Higher Education Roundtable argued,

It is becoming increasingly clear that the kinds of education background that many jobs are now requiring cannot be delivered adequately by any single pathway. In this connection one area for further development is the system of double awards and credit transfers that encourage TAFE and university to work together, in combination, interchange or in sequence.

(Business/Higher Education Round Table 2001)

A recent DEST Discussion Paper, *Varieties of Learning*, argued that it was crucial to establish "clear and easy pathways between vocational education and training and higher education" in the interests of building a "flexible and adaptable labour force" (DEST 2002).

Although Australian government policy has emphasised the need to improve cross-sectoral collaboration between VET and HE for over five years, it is difficult to find evidence of substantial progress in this area in ECEC. Our research confirms that the practice of effective cross-sectoral collaboration is far more difficult to achieve than policymakers might have expected not only because the operational structure and delivery mode of each sector is so different, but because of a lack of understanding, goodwill, and communication between staff in both sectors.

The Australian National Training Authority/Australian Vice-Chancellors Committee study on cross-sectoral partnerships in 2000 suggested that attaining a “holistic approach” to post-secondary education would require a far deeper and profound change in attitudes and understanding across both sectors, to support a deliberate and sustained cross-sectoral collaboration (ANTA/AVCC 2000). It is widely acknowledged that a great deal of work needs to be done at the institutional level for effective cross-sectoral partnerships to emerge.

As our study has shown, in the field of ECEC, there are only two examples of successful cross-sectoral collaboration in the provision of dual sector awards – the integrated dual sector concurrent awards offered by the University of Canberra (UC) in partnership with Canberra Institute of Technology (CIT) and by Charles Darwin University, a dual sector institution. Our research revealed that the UC/CIT course was the product of committed and sustained communication between course convenors in both sectors for eighteen months prior to implementation. The success of the course over time also requires ongoing communication and negotiation at both the formal and informal level. Although there is a strong institutional commitment to the course, its viability remains in the hands of the course convenors and is highly dependent on their commitment to collaboration at a day-to-day level. The difficulty in developing and implementing this type of course was foreshadowed in a report commissioned by the Higher Education Council in the mid-1990s.

The newer kinds of integrated courses pose challenges to institutional thinking, culture and behaviours of a far deeper kind. At stake is not simply smooth administrative processes for inter-sectoral transfer, but a re-thinking of the way in which the curriculum is constructed, the nature of learning, and the kinds of learning support needed for a more diverse student population. Teaching staff on both sides of the sectoral divide are ill-equipped for this pedagogic task, operating as they do within taken-for-granted assumptions about curriculum organisation and the teaching process.

(Sommerlad, Duke and McDonald 1998)

Our research suggests that very little productive interaction between course convenors in the VET and HE occurs in the field of ECEC. Even in dual sector institutions, the quality of the relationship between VET and HE course convenors appeared to be no different to the relationship between staff in single sector institutions. When we explored the reasons for this lack of communication, course convenors usually cited lack of institutional support for such interaction (on one or both sides) and lack of time on the part of staff, many of whom are employed on a sessional basis. There appear to be very few opportunities for staff – particularly teaching staff – in each sector to meet and develop a shared understanding of fundamental issues related to curriculum,

student learning, teaching strategies and assessment. Without such opportunities to interact, the degree of shared understanding necessary for effective cross-sectoral collaboration will never develop.

... any significant shift towards closer integration of the two sectors will require a substantial commitment of resources to staff development, student learning support and an institutional process of cultural change.

(Sommerlad, Duke and McDonald 1998)

Given the absence of facilitated interaction between teaching staff across the sectors, it is not surprising that we found only two examples of integrated dual sector awards in ECEC. The two other innovative models of provision – broadening VET curriculum and offering sequential HE awards – represent efforts of course providers to bridge the divide within the constraints of their sector. The way in which many HE course providers support VET graduates in their studies – described in the previous chapter – are also examples of sector-specific initiatives to bridge the divide.

An Early Childhood Profession

We are an industry in crisis. Society assumes that it's OK for young children to be cared for by people with minimum qualifications but also expects a high standard of care. Childcare staff are paid minimum rates while corporate profits from the sector go to shareholders. There is very little public recognition of the significance of the early years to children's lives and on the ground, day-to-day, we struggle to deliver children's services to the standard we want to.

(ECEC stakeholder)

There is a chronic shortage of qualified staff in the childcare sector. Course convenors in the VET sector informed us that they lost many students to more highly paid jobs in other industries, such as retail or finance. The people we interviewed in this study suggested that the industry has a high “burn-out” rate because the work is very demanding and the pay is relatively poor. One course convenor said that her students come back “shell-shocked” after work placements in long day care centres and began looking for ways out of the industry. The employees remaining in the sector were described by one stakeholder as a “frustrated and resentful workforce”.

The difficulties of working in the childcare industry are illustrated by the fact that pathways to early childhood education degrees are seen by the majority of students as a route out of the childcare sector into the relatively well-paid and respected profession of teaching. UC conducts annual post-course evaluations among students graduating with a Bachelor of Education in Early Childhood – a degree which provides study and experience in both the childcare and education sectors. In all cases, students report that they do not intend to work in the childcare sector, but will seek employment in pre-schools and schools. The reasons cited include more respect (from society), higher pay and better working conditions.

If you tell people you work in childcare, they just think ‘babysitting’. If you say you’re going to be a school teacher, it’s entirely different.

(VET Diploma graduate enrolled in Early Childhood degree)

Until the wages and working conditions in childcare improve, the pathways to university in early childhood will simply be pathways *out of* childcare and into education, rather than career pathways within the profession of ECEC as a whole. The gulf between the childcare and education sectors in terms of professional status, wages and working conditions contributes to divisions between education providers in each sector. Course convenors in the VET sector complain that the quality of their applicants has declined because of the poor status and pay of the childcare industry, while course convenors in HE face rising demand for education courses from more highly qualified applicants.

Many course providers in the VET sector mentioned that the qualifications pathways in ECEC were poorly structured. Several course providers lamented the abolition of the Certificate II in Children's Services in the last review of the training package. They described the Certificate II as a good "taster" for students to find out if they are really interested in childcare as a profession. Providers who deliver training in remote Indigenous communities also argued that the Certificate II had been a useful initial qualification for staff who might have poor literacy skills and who work in services where many employees are not qualified above Certificate III level⁶.

The current regulatory environment does not support qualifications pathways in the childcare sector. A common complaint among the people we interviewed was the anomaly of Certificate III holders being classified as "unqualified" in most jurisdictions. They pointed out that this was a real disincentive for childcare staff to obtain or complete an initial qualification in the childcare field. They argued that the regulations governing childcare should provide staff with incentives to engage in relevant education and training at the appropriate level, by requiring that all staff employed in childcare hold relevant qualifications. However such an initiative is not likely to work unless the rates of pay are adjusted accordingly. The recent initiative by the Queensland government to require Certificate III as a minimum qualification – and to finance course provision at that level – has had some success in terms of increasing the number of qualified staff in childcare but the completion numbers in Queensland remain relatively low⁷.

The different administrative and governance arrangements for childcare and education stand in the way of developing a coherent career path for professionals in the early childhood field. There have been some notable efforts to overcome the education/childcare divide in government. For example, the ACT Education Department recognises years of service in the childcare sector as years of service in education when it employs pre-school teachers. The South Australian and Tasmanian Education departments have developed 0-18 curriculum documents that incorporate ECEC. But progress towards more coherent career pathways for early childhood professionals is likely to remain slow as long as the governance of childcare and education remains within separate policy and regulatory environments. There is an imperative for more

⁶ The Industry Training Board points out that VET providers do have the freedom to structure their own certificates at any level from the competencies in the training package or to offer stand-alone competencies with a statement of attainment.

⁷ According to data supplied by NCVET, over the five years 2000-2004, there were 20,039 commencements and 2,752 completions in Certificate III and IV in Children's Services in Queensland, compared to 70,307 commencements and 15,091 completions for Australia as a whole.

recognition of ECEC as a single policy jurisdiction. The OECD Thematic Review suggests that this should occur within the Department of Education.

Integration under education auspices may strengthen the conceptual and structural links between ECEC and primary schools by recognising ECEC as an important part of the education process. This strategy acknowledges that early childhood services are a public good, like the compulsory schools, and that all children should have the right to access quality ECEC before starting school... Closer co-operation with the education system supports a lifelong learning approach which recognises early childhood – from birth to 8 – as an important phase for developing important dispositions and attitudes toward learning.

(OECD 2001: 128)

In some jurisdictions in Australia, such as South Australia and Tasmania, the Education Department has developed a 0-18 curriculum that has been well received by the early childhood sector. But early childhood professionals are understandably wary of their field being adequately recognised in education departments that have a strong tradition of focusing on the delivery of formal education. There is concern in early childhood circles about the extent to which the K-2 curriculum in schools has been captured by the standards movement with its focus on formal learning outcomes. In our research on course provision, several stakeholders mentioned that in some double degrees in early childhood/primary education, the early childhood component was gradually reduced as course convenors were obliged to accommodate the demands of education systems regarding curriculum content for the higher levels of primary teaching. This is symptomatic of a general lack of recognition of the distinctive character of ECEC.

... there is a risk that increased co-operation between schools and ECEC could lead to a school-like approach to the organisation of early childhood provision. Downward pressure on ECEC to adopt the content and methods of the primary school has a detrimental effect on young children's learning. Therefore, it is important that early childhood is viewed not only as a preparation for the next stage of education (or even adulthood) but also as a distinctive period where children live out their lives. Stronger co-operation with schools is a positive development as long as the specific character and traditions of quality early childhood practice are preserved.

(OECD 2002: 129)

One way to promote the coherent professional status of the people who work in ECEC would be to establish a self-governing professional association for all practitioners in the field. Such a body could act to unite the profession and raise the status of ECEC in the community. All States and Territories are currently in the process of establishing professional associations for teachers in Australian schools, and a national body for teachers was recently established by the Commonwealth government⁸. Some of these bodies could include pre-school teachers, but such a move would further divide the early childhood profession. There is currently no independent registration authority representing all early childhood professionals in Australia. Early Childhood Australia (ECA) is a professional association for the field with branches in every State and Territory

⁸ The National Institute for Quality Teaching and School Leadership

but it does not have the powers of a registration authority. An independent professional association with powers of registration over all employees in ECEC would be well-placed to address many of the issues of professional status, governance, co-ordination, and qualifications pathways that have been raised in this research.

Summary

We identified three innovative models of practice that attempt to bridge the divide between VET and HE in the field of ECEC. One model involves the broadening of curriculum in VET courses to provide a wider range of learning experiences for students. A second model is the sequential HE course that is designed specifically to build onto VET Diploma studies and is delivered in a mode that caters to the needs of Diploma graduates working in the field. A third model is the integrated dual sector concurrent award that successfully integrates both the VET and HE curriculum within a degree course structure, delivering the two qualifications of the VET Diploma and HE degree within four years of full-time study.

The three models discussed represent good examples of how institutions can assist in constructing more seamless pathways for VET graduates. These models recognise the distinctive contribution of each sector, offer more credit for previous studies than other institutions and address some of the specific barriers faced by VET students in making the transition to HE.

But models of innovative provision are rare and the majority of students moving from VET to HE studies in the early childhood field must negotiate their own pathway. In spite of articulation agreements between the VET and HE sectors, VET Diploma graduates are not guaranteed university places, the credit transfer arrangements differ between institutions and VET graduates face a range of other barriers to the successful completion of a university degree.

There is a chronic shortage of qualified staff in the childcare sector as employees move to more highly paid jobs in other industries. The difficulties of working in the childcare industry are illustrated by the fact that pathways to early childhood education degrees are seen by the majority of students as a route out of childcare into the relatively well-paid and respected profession of teaching. Until the wages and working conditions in childcare improve, the pathways to university in early childhood will remain pathways *out of* childcare, rather than career pathways within the profession of ECEC as a whole.

The current regulatory environment does not support qualifications pathways in the childcare sector. There is little incentive for unqualified staff to obtain lower-level qualifications. The anomaly of Certificate III holders being classified as “unqualified” in most jurisdictions provides no incentive for childcare staff to obtain or complete an initial qualification in the childcare field. But incentives to engage in relevant education and training at the appropriate level are unlikely to succeed unless the wages and conditions in childcare improve relative to other industries.

The different administrative and governance arrangements for childcare and education stand in the way of developing a coherent career path for professionals in the early childhood field. There is an imperative for more recognition of ECEC as a single policy jurisdiction. But early childhood professionals are concerned that the distinctive focus of the profession might be lost if ECEC policy and administration was co-ordinated within an Education Department.

One way to promote the coherent professional status of the people who work in ECEC would be to establish a self-governing professional association for all practitioners in the field. Such a body could act to unite the profession and raise the status of ECEC in the community. An independent professional association with powers of registration over all employees in ECEC would be well-placed to address many of the issues of professional status, governance, co-ordination, and qualifications pathways that have been raised in this report.

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Pathways to a Profession

Education and training in
early childhood education
and care, Australia

Louise Watson

August 2006

APPENDIX A

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Appendix A: Courses in Early Childhood Education and Care

This appendix provides details of the courses offered in ECEC in Australia, in both the VET and HE sectors. The material was obtained from institutional web-sites which are constantly changing.

Each institution is listed in alphabetical order, by State and Territory, according to the index on the following pages.

In mid-2005, we collected information on the title of the course, the length of full-time study, entry requirements, articulation and credit transfer arrangements, and the professional outcome of the qualification, in terms of employment. This information is summarised on the first page relating to each institution. Details about course content are provided on subsequent pages.

Index of Institutions

Australian Capital Territory

ACT	Canberra Institute of Technology
ACT	University of Canberra/CIT

National

NAT	Australian Catholic University
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New South Wales

NSW	Charles Sturt University
NSW	Goulburn Ovens Institute of TAFE
NSW	Macquarie University
NSW	Southern Cross University
NSW	TAFE NSW
NSW	University of New England
NSW	University of Newcastle
NSW	University of Technology Sydney
NSW	University of Wollongong
NSW	University of Western Sydney

Northern Territory

NT	Batchelor Institute
NT	Charles Darwin University

Queensland

Qld	ABC Early Childhood Training College
Qld	Barrier Reef Institute of TAFE
Qld	Bremer Institute of TAFE
Qld	Brisbane North Institute of TAFE
Qld	Central Queensland University
Qld	Central Queensland Institute of TAFE
Qld	Cooloola Sunshine Institute of TAFE
Qld	Creche and Kindergarten Association of Queensland
Qld	Griffith University

Qld	James Cook University
Qld	Logan Institute of TAFE
Qld	Moreton Institute of TAFE
Qld	Mount Isa Institute of TAFE
Qld	My Other Mum Childcare
Qld	Open Learning Institute of TAFE
Qld	Queensland University of Technology
Qld	Southbank Institute of TAFE
Qld	Southern Queensland Institute of TAFE
Qld	Tropical North Queensland Institute of TAFE
Qld	University of Southern Queensland
Qld	Wide Bay Institute of TAFE
<u>South Australia</u>	
SA	Douglas Mawson Institute of Technology
SA	Organisation and Professional Development Services
SA	Regency Institute of TAFE
SA	TAFE South AUstralia
SA	University of South Australia
<u>Tasmania</u>	
Tas	Institute of TAFE Tasmania
Tas	University of Tasmania
<u>Victoria</u>	
Vic	AMES
Vic	Bendigo Regional Institute of TAFE
Vic	Box Hill Institute of TAFE
Vic	Central Gippsland Institute of TAFE
Vic	Chisholm Institute of TAFE
Vic	Deakin University
Vic	East Gippsland Institute of TAFE
Vic	Gordon Institute of TAFE
Vic	Holmesglen Institute of TAFE
Vic	Kangan Batman Institute of TAFE
Vic	La Trobe University
Vic	Monash University
Vic	Northern Melbourne Institute of TAFE
Vic	RMIT University
Vic	South West Institute of TAFE
Vic	Sunraysia Institute of TAFE
Vic	Swinburne University of Technology
Vic	University of Ballarat
Vic	University of Melbourne
Vic	Victoria University
Vic	Wodonga Institute of TAFE
<u>Western Australia</u>	
WA	Edith Cowan University
WA	Murdoch University
WA	TAFE WA Central
WA	Curtin University of Technology
WA	University of Notre Dame

ACT

Canberra Institute of Technology

Courses/VET

- A. Certificate III in Children's Services
 B. Diploma of Children's Services

Course	A. Cert. III Child.Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	<p>Students must turn 20 in first year of study and must be able to demonstrate maturity and experience to cope with the academic and professional requirements of the program. Early in program, students' literacy skills are reviewed. If students cannot read and write documents to the level needed, they are enrolled in additional subjects to help build the skills needed to successfully complete the program.</p> <p>Students will be given preference if they:</p> <ul style="list-style-type: none"> ▪ have a T-Major in English in ACT Year 12 Certificate (or equivalent) ▪ provide verified evidence of work experience (paid or unpaid) in the children's services/community services area ▪ provide evidence of previous study within the children's services sector. 	
Articulation/ Credit/ RCC/RPL	<p>Recognition processes at CIT include:</p> <ul style="list-style-type: none"> ▪ Credit transfer ▪ Mutual recognition ▪ Recognition by assessment 	<p>Credit Transfer: The Diploma provides credit into:</p> <p><u>University of Canberra</u></p> <ul style="list-style-type: none"> - Bachelor of Education in Early Childhood Teaching - Bachelor of Education in Primary Teaching - Bachelor of Community Education <p>Arrangements are currently under negotiation for credit from the Diploma into:</p> <p><u>Australian Catholic University Signadou Campus</u></p> <ul style="list-style-type: none"> - Bachelor of Education (Primary) <p>One years' credit given at University of Canberra (Bachelor of Education in Early Childhood Teaching)</p>
Professional outcome	<p>Employment in Children's Services as a trained assistant as a Level 2 Child Care Worker under the Child Care Industry (ACT) Award 1998. This could be in Centre Based Long Day Care or Occasional Care, Outside School Hours Care or as a Home Based Child Care Worker in a Family Day Care Scheme.</p>	<p>Child care worker, team leader, group leader, program leader, service manager, service director, special needs inclusion worker</p>

Course Details: A. Certificate III in Children's Services

Ensure children's health and safety
Participate in workplace safety procedures
Identify and respond to children and young people at risk of harm
Effective interactions with children
Participate in the workplace
The lifespan
Play 1
Practicum 1 overview
Meeting children's care needs
Respond to illness accidents and emergencies
Cross-cultural communication
Develop an understanding of children's interests and developmental needs
Plan care routines
Play 2
Practicum 2
First aid

Course Details: B. Diploma of Children's Services

As above plus:
Support the rights and safety of children within the duty of care
Establish and implement plans for developing responsible behaviours
Inclusive practices
Child development 0-3
Child development 4-12
Designing learning 1
Designing learning 2
Use music as a medium to enhance children's experience and development
Provide experiences which facilitate children's expressive experience
Practicum 3
Establish and manage occupational health and safety in the workplace
Prepare nutritionally balanced food in a safe and hygienic manner
Maintain an effective work environment
Manage an accreditation process
Plan the inclusion of children with additional needs
Provide experiences which enhance children's development and learning
Practicum 4
Optional Electives
Preparing for recognition
On-line learning in your program

Courses/HE

A. Bachelor of Education in Early Childhood Teaching (CIT)

Course	A. B.Ed. Early Childhood Teaching (CIT)
Sector	HE
Length of study full-time	4 years (8 semesters full-time, equivalent part-time) for Year 12 entrants; 3 years (6 semesters full-time, equivalent part-time) for entrants with a CIT Diploma of Children's Services.
Entry Requirements	Year 12 Applicants must have completed the VCE or equivalent. Pre-requisite VCE studies are: a study score of 25 or above in Units 3 and 4 of English and a pass in Units 1 and 2 one of general mathematics or mathematical methods. Non VCE applicants or applicants who have completed VCE prior to 2001 may be accepted using alternative criteria.
Articulation/Credit/RCC/RPL	This is a joint course provided by the University of Canberra and CIT. Students are enrolled at and attend both institutions during the first two years of the program. Subjects are provided by both CIT and UC staff and mutual credit arrangements exist between both institutions. Students entering with a UAI of 75 or above complete the course in four years and graduate with both a Diploma of Children's Services and a Bachelor of Education in Early Childhood. Students entering the course with a Diploma of Children's Services from CIT are granted one year's credit (advanced standing) towards the Bachelor's degree and must complete three years of full-time study to obtain the HE award.
Professional outcome	Teaching in childcare, pre-school and primary school (K-2) settings

Course Details: A. Bachelor of Education in Early Childhood Teaching (CIT)**Year 1 Semester 1**

Education Foundations
 Literacy for Teachers
 Intro to Early Childhood Teaching: CIT*
 Health practices in Early Childhood: CIT*

Year 1 Semester 2

Indigenous Education: What Works
 Language Education 1
 Reconstructing Maths Understanding
 Human Development Early Childhood Pedagogy 1: CIT*

Year 2 Semester 1

Responding to Individual Needs in Education
 Science Education 1
 Arts education 1
 Human Development Early Childhood Pedagogy 2: CIT*

Year 2 Semester 2

Promoting Positive Learning Environments
 Mathematics Education 1
 Early Childhood Curriculum Studies: CIT*
 Human Development Early Childhood Pedagogy 3: CIT*

Year 3 Semester 1

Curriculum Studies
 Technology Education

Health and movement Education 1
Professional Experience ECP3

Year 3 Semester 2

Information Technology and Education
Social and Environmental Education
Arts Education 2
Professional Experience ECP4

Year 4 Semester 1

Teaching Internship
Mathematics Education 2
Language Education 2

Year 4 Semester 2

Socio-cultural Politics of Education
Science education 2
Elective
Elective

* These units are studied externally at the Canberra Institute of Technology

NAT

Australian Catholic University

Courses/HE/VET

- A. Bachelor of Education (Primary), (Aboriginal and Torres Strait Islander Studies)
- B. Bachelor of Arts - Bachelor of Teaching
- C. Bachelor of Education (Primary)
- D. Diploma in Aboriginal and Torres Strait Islander Education

Course	A. B.Ed. Primary. AT SIS	B. B.A. / B.Teach.
Sector	HE	HE
Length of study full-time	2 years	4 years
Entry Requirements	Successful completion of 3 year Diploma of Aboriginal and Torres Strait Islander Education.	In Units 3 and 4, a study score of at least 25 in English (any); and in Units 1 and 2 in Mathematics (any) "Mature Age" applicants must also complete an ACU Additional Information form Special Admission: for applicants who have completed previous tertiary studies, for non-Year 12 applicants, and for Aboriginal and Torres Strait Islander applicants. Applicants whose educational qualifications do not satisfy the requirements for admission to the course, but who have a sound and sufficient basis for application supported by documentation, may be granted admission.
Articulation/ Credit/ RCC/RPL	N/a	N/a
Professional outcome	Graduates are enabled to teach in schools or work with communities where there are significant numbers of Aboriginal students, and in schools offering Aboriginal Studies to all students.	Graduates will be able to teach at Catholic, government and non-government schools.
Course	C. B.Ed. Primary	D. Dip. ATSIE
Sector	HE	VET
Length of study full-time	4 years	3 years part time
Entry Requirement	NSW recommended studies: Strathfield - English (any) and Mathematics (any), Watson - English (any) and Mathematics (any) <u>Qld prerequisites:</u> English (SA, 4 semesters) Qld recommended studies: Mathematics (any) at Years 11 and 12 <u>Vic Prerequisites:</u> Units 3 and 4 a study score of at least 25 in English (any) Extra requirements: "Mature Age" applicants must also complete an ACU Additional Form	This course is specifically designed for, and is only open to, Australian Indigenous people.

Articulation/ Credit/ RCC/RPL	N/a	N/a
Professional outcome	Graduates are eligible for employment in both government and non-government schools. Studies in religious education and theology are included to enable graduates to obtain accreditation for religious education in Catholic schools. There is also a Lutheran strand of religious education	n/a

Course Details: A. Bachelor of Education (Primary), (Aboriginal and Torres Strait Islander Studies)

The programme gives an increasing emphasis to indigenous pedagogy and to the community context in which Aboriginal education is offered

Education Foundation Studies (2 units)

New South Wales

- Children at Risk
- Australia in an Asian Context

Queensland

- Catholic Education and Schooling
- Environmental Studies

Elective Sequence (5 units)

New South Wales

- Australian History in an Indigenous Context
- Foundations of Christian Ethics* or Social Justice and Legal Issues
- The World and Literature of the Bible or Indigenous Spirituality 1
- Introduction to Religion and Theology or Professional Ethics in Education
- The Sacramental Life of the Church or Reflective Education

Queensland

- Australian History in an Indigenous Context
- Introduction to Christian Theological Ethics* or approved elective
- The World and Literature of the Bible* or Indigenous Spirituality 1*
- Introduction to Religion and Theology* or Indigenous Spirituality 2*
- The Sacramental Life of the Church* or approved elective

* compulsory units for students wishing to gain accreditation to teach Religious Education in Catholic schools

Professional Studies (11 units)

New South Wales

- Creative Arts Education: Drama /Dance
- English Education 3
- Mathematics Education 3

Creative Arts Education 2 : Music
Personal Development, Health and Physical Education 2
Religious Education 1* or Early Childhood Education 1
Religious Education 2* or Early Childhood Education 2
Science and Technology Education
Teaching Students with Special Needs
Primary Teaching and Classroom Management 2/Field Experience
Curriculum Design and Evaluation/Field Experience

Queensland

Integrated Creative Arts Education 2
Field Experience 3
English Education 3
Mathematics Education 3
Personal Development, Health and Physical Education 2
Science and Technology Education
Teaching Students With Special Needs
Teaching and Classroom Management 2
Curriculum Design and Evaluation/Field Experience
Religious Education 1* or approved alternative unit
Religious Education 2* or approved alternative unit

Course Details: B. Bachelor of Arts - Bachelor of Teaching

The course is designed to facilitate the education of those preparing to be effective beginning teachers. In keeping with the University's mission, all students must undertake at least one unit in Theology or Ethics from an approved list. Education Sequences provide social and contextual knowledge. Professional Studies contains Curriculum Studies and Teaching Studies which provides pedagogical knowledge skills and attitudes needed for teaching in primary schools. Professional Experience Units: students must successfully complete a minimum of 100 days gaining experience in classrooms and schools.

Arts Sequences

12 units

The Elective Major Sequence is intended to further the liberal education and intellectual growth of the student.

The Elective Minor Sequence in Theology is included as necessary preparation for teachers in religious education. Students not seeking accreditation to teach Religious Education can choose from an approved list of minor sequences. All sequences chosen must be relevant as background for teaching in schools.

Compulsory Unit

In keeping with the University's mission, all students must undertake at least one unit in Theology or Ethics from an approved list.

Education Sequences (9 units)

The Education Minor Sequence and Curriculum focussed studies provide social and contextual knowledge necessary for an understanding of education and schooling. Students study major concepts and theories which inform teaching and professional studies. Content knowledge underpinning curriculum studies is also covered.

Professional Studies (12 units)

Professional Studies contains the strands Curriculum Studies and Teaching Studies. Students acquire the pedagogical knowledge, skills and attitudes required for teaching all curriculum and key learning areas of the primary school. Strong links are provided between theory and practice as students gain experience in planning and facilitating learning in the primary school.

There are also 3 Professional Experience units.

To satisfy registration requirements, students must successfully complete a minimum of 100 days (80 supervised and 20 observation) gaining experience in classrooms and schools. During the four years of the course students are engaged in a variety of teaching and learning experiences mainly in primary schools. In addition to formal field experience, opportunity is also given for students to undertake voluntary community service of an educational kind in non-school settings.

Elective Sequences (12 units)

- Major studies sequence (8 units)
- Minor studies sequence (Theology)

The World and Literature of the Bible #
God, Faith and the Search for Meaning #
Foundations of Christian Ethics #
Christian Symbol, Ritual and Sacrament #

Education Minor Sequence (4 units)

Education and Society *
Learning *
Catholic Education and Schooling *
Child and Adolescent Development: Individual Differences and Special Needs

Curriculum Focussed Units (5 units)

Computing Concepts and Issues
Exploring Mathematics
Science and Technology
Written Communication
Australian Indigenous Peoples: Past and Present

Professional Studies

Curriculum Studies (10 units)

These units cover all the major areas of the primary school
Creative Arts Education: Visual Arts and Music
English Education 1
English Education 2
Mathematics Education 1
Mathematics Education 2
Personal Development and Health Physical Education 1
Religious Education 1 #
Religious Education 2 #

Studies of Society and Environment
Science and Technology Education

Teaching Studies (2 units)

Teaching and Classroom Management 1
Teaching and Classroom Management 2

Professional Experience (3 units)

Introduction to Professional Practice
Professional Practice
Reflection on the Practice of Teaching

Course Details: C. Bachelor of Education (Primary)

The course has an early childhood specialisation, which applicants apply to enter after completing the first two units. Roughly one-third of the student intake are accepted into the early childhood specialisation.

Education Foundation Studies

(Queensland and New South Wales 9 units), (Victoria and Australian Capital Territory 8 units)

Indigenous Cultures and Peoples¹
Education and Society²
Human Development
Learning
Catholic Education and Schooling
The Nature and Development of Language
Exploring Mathematics
Australia in an Asian Context (NSW only)
Science and Technology
Social Transformations in Asian Societies (Qld only)
Social Justice Elective (NSW only)

¹ Students in Victoria take Australian Indigenous Peoples Past and Present

² In New South Wales, students choose either Catholic Education and Schooling OR Education and Society. In New South Wales students who are not seeking accreditation to teach in Catholic Schools are required to choose two units from Catholic Education and Schooling, Education and Society and Professional Ethics in Education.

Elective Sequence

Students not seeking accreditation to teach in Catholic Schools are required to take an approved alternative Elective Sequence. Students seeking to teach in Lutheran schools in Queensland undertake approved alternative Lutheran units.

Queensland (4 units)

The World and Literature of the Bible
God, Faith and the Search for Meaning
Foundations of Christian Ethics
Christian Symbol, Ritual and Sacrament

New South Wales (4 units)

The World and Literature of the Bible
God, Faith and the Search for Meaning
Foundations of Christian Ethics
Christian Symbol, Ritual and Sacrament

Australian Capital Territory (7 units)

The World and Literature of the Bible
God, Faith and the Search for Meaning
Foundations of Christian Ethics
Christian Symbol, Ritual and Sacrament

plus

Compulsory Liberal Studies elective sequence (3 units) from either the Faculty of Education or the Faculty of Arts and Sciences.

Victoria (7 units)

The World and Literature of the Bible
God, Faith and the Search for Meaning
Christian Symbol, Ritual and Sacrament

plus

A discipline-based elective sequence (4 units)

Professional Studies

Queensland (18 units)

Integrated Creative Arts Education 1
Integrated Creative Arts Education 2
English Education 1
English Education 2
English Education 3
Mathematics Education 1
Mathematics Education 2
Personal Development, Health and Physical Education 1
Personal Development, Health and Physical Education 2
OR Early Childhood Education 2
OR Middle Schooling Studies 3
Religious Education 1*
Religious Education 2*
Studies of Society and Environment
Science and Technology Education
Information Technology and the Classroom
Primary Teaching and Classroom Management 1/Field Experience
Primary Teaching and Classroom Management 2/Field Experience
Teaching Students with Special Needs/Field Experience
Curriculum Design and Evaluation/Field Experience

plus

5 discipline-based electives chosen from
Early Childhood Education 1
Early Childhood Studies 1
Early Childhood Studies 2
Early Childhood Studies 3
Middle Schooling Studies 1
Middle Schooling Studies 2
LOTE Education 1
LOTE Education 2
Mathematics Education 3
Environmental Studies

New South Wales (23 units)

Creative Arts Education : Visual Arts
Creative Arts Education: Dance/Drama
Creative Arts Education : Music
Social Analysis and Community Outreach
Reflective Education
English Education 1
English Education 2
English Education 3
Mathematics Education 1
Mathematics Education 2
Mathematics Education 3
Personal Development, Health and Physical Education 1

Personal Development, Health and Physical Education 2
Religious Education 1*
Religious Education 2*
Studies of Society and Environment
Science and Technology Education
Information Technology and the Classroom
Teaching Students with Special Needs
Primary Teaching and Classroom Management 1/Field Experience
Primary Teaching and Classroom Management 2/Field Experience
Curriculum Design and Evaluation/Field Experience

plus

1 approved elective

Australian Capital Territory (22 units)

Creative Arts Education : Visual Arts
Creative Arts Education : Music
Field Experience 1
Field Experience 2
Field Experience 3
Field Experience 4
English Education 1
English Education 2
English Education 3
Mathematics Education 1
Mathematics Education 2
Personal Development, Health and Physical Education 1
Religious Education 1 *
Religious Education 2 *
Studies of Society and Environment
Science and Technology Education
Information Technology and the Classroom
Teaching Students with Special Needs
Teaching and Classroom Management 1
Teaching and Classroom Management 2
Curriculum Design and Evaluation

Plus 3 electives chosen from:

Creative Arts Education: Dance and drama
Technology and Learning
Numeracy in the Early years
Mathematics Teaching and Curriculum 1
Computers in Education
Creating and Evaluating Education Resources for the Internet
Australian Literature: An Introduction
An Introduction to Australian History

Victoria (21 units)

Creative Arts Education: Visual Arts
Creative Arts Education: Music
English Education 1
English Education 2
Mathematics Education 1
Mathematics Education 2
Personal Development, Health and Physical Education 1
Religious Education 1*
Religious Education 2*
Studies of Society and Environment
Science and Technology Education
Information Technology and the Classroom
Teaching Students with Special Needs

Teaching and Classroom Management 1
Teaching and Classroom Management 2
Introduction to Professional Practice
Professional Practice
Reflection on the Practice of Teaching

plus

3 elective units chosen from:

Early Childhood Education 2
Gender, Language and Literature
Middle Schooling Studies 1
Literacy in the Early Years
Cross-Curriculum uses of Children's Literature
Numeracy in the Early Years
Mathematics Curriculum and Development
Statistics and Probability in the Middle School
Algebra and Functions in the Middle School
Introduction to Orff Music
The Orff Approach in School and Community Settings
Physical Education 1
Health Education
TESOL Techniques
Computers in Education
Educating for a Sustainable Future
Education for the 21st Century
Curriculum Design and Evaluation

Course Details: D. Diploma in Aboriginal and Torres Strait Islander Education

This course is undertaken for three years by part-time study and emphasises skills in communication, teaching and community development and liaison. The Diploma focuses on the community liaison and Aboriginal Education Assistant roles and offers a basis for progression into the Bachelor of Teaching (Primary) (Aboriginal and Torres Strait Islander Studies) [New South Wales only] and the Bachelor of Education (Primary) (Aboriginal and Torres Strait Islander Studies) programs.

Education Foundation Studies (8 units)

Tertiary Communication Skills
Child Development and Learning
Education and Society or
Catholic Education and Schooling (NSW only)
The Nature and Development of Language
Exploring Mathematics
Studies of Society and Environment
Introduction to Information Technology or
Creating and Evaluating Education Resources for the Internet (NSW only)
Science and Technology

Elective Sequence (3 units)

Indigenous Lifestyles Past and Present
Post-Contact Indigenous History
Contemporary Issues in Indigenous Studies

Professional Studies (10 units)

Queensland

Integrated Creative Arts Education 1
Field Experience 1
Field Experience 2

Field Experience 3
English Education 1
English Education 2
Mathematics Education 1
Mathematics Education 2
Personal Development, Health and Physical Education 1
Teaching and Classroom Management 1

New South Wales

Creative Arts Education: Visual Arts
Social Analysis and Community Outreach
Field Experience 2
Field Experience 3
English Education 1
English Education 2
Mathematics Education 1
Mathematics Education 2
Personal Development, Health and Physical Education 1
Teaching and Classroom Management 1

NSW

Charles Sturt University

Courses/HE

- A. Bachelor of Education (Early Childhood), Albury
- B. Bachelor of Education (Early Childhood), Bathurst and Dubbo
- C. Bachelor of Teaching (Birth to 5 years)

Course	A. B.Ed. EC Albury	B. B.Ed. EC Bathurst and Dubbo
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	<p>To be admitted into the course, prospective students need to indicate their likelihood of success through:</p> <p><u>1. Previous studies:</u> the NSW Higher School Certificate or interstate /overseas equivalent the International Baccalaureate Diploma a completed or part completed course of a university, college of advanced education or other accredited tertiary institution a completed or part completed course of a TAFE college or other accredited post-secondary institution (including TAFE Tertiary Preparation Certificate) an approved Foundation Studies program certificate completion of undergraduate subjects as an Associate Student with the University or through another University, or Open Learning Australia NSW and interstate school leavers are normally selected on the basis of their Universities Admissions Index (UAI) or interstate equivalent. You may also be admitted on the basis of a strong performance in subjects relevant to your course preferences. Currently no secondary school subjects are prerequisites for admission to particular CSU courses. However, some courses assume a certain level of knowledge which will be specified in the course information, if applicable.</p> <p><u>2. Other attainments and experience:</u> voluntary or paid work experience in an area relevant to your course preferences performance in tests and examinations conducted by professional recognised bodies participation in continuing education programs and/or staff development programs conducted by adult education, consultancies, professional bodies or employers Completion of the Special Tertiary Admissions Test (STAT).</p>	
Professional outcome	Teaching in government and non-government schools, long day care centres, mobile preschools, and work-based care.	

Course	C. B.Teach. (Birth to 5 years)
Sector	HE
Length of study full-time	2 years
Entry Requirements	<p>To be admitted to the course, applicants must hold one of the following qualifications:</p> <ul style="list-style-type: none"> ▪ Diploma of Community Services ▪ (Children's Services Centre-based Care) ▪ Associate Diploma in Social Science (Child Studies) ▪ Diploma in Children's Services (Centre-based Care) ▪ Equivalent qualification <p>Applicants should also provide:</p> <ul style="list-style-type: none"> ▪ A one page letter explaining their reasons for applying to study the Bachelor of Teaching (Birth to Five Years), evidence of ability to study by distance education mode, skills or commitment to gain skills in information technology communication, and their commitment to complete all professional experience aspects of the course as explained in the course information material. ▪ A half-page statement of their philosophy of early childhood education. ▪ A current CV detailing education, employment and in-service experience (include all experience in the early childhood field and other experience). (Max. four pages) ▪ Two items of evidence of hand written planning documentation used in their current position.
Articulation/ Credit/ RCC/RPL	N/a
Professional outcome	On completion of the course, graduates will acquire an industry recognised qualification in teaching, including leadership and management that will enable them to carry out these roles in prior-to-school early childhood services.

Course Details: A. Bachelor of Education (Early Childhood), Albury

Course components:

Teaching today requires graduates with an awareness of social, cultural and developmental issues so this course includes child development, sociology, indigenous studies and research methods. Skills in interpersonal communication, leadership and special needs are developed in university-based workshops and in early childhood workplaces in communities across our region and in urban centres.

Curriculum studies in this course meet the requirements for teaching children in all Key Learning Areas from Kindergarten to Year 6 in primary schools.

Course Details: B. Bachelor of Education (Early Childhood), Bathurst and Dubbo
Education major

The ten subjects in this major provide sound foundations which include research and theory to guide you through appropriate professional practice in teaching children from birth to 12 years.

These studies deal with child development, the nature of learning within early childhood contexts, young children with special needs, management and leadership skills, social, cultural and political issues surrounding and influencing changes in provisions for young children, including indigenous perspectives and educational research. Language and Learning, a generic subject, prepares students in the first session for the transition to university study.

The range of K-6 teaching subjects brought into focus by the New South Wales Ministry of Education's decision to identify six Key Learning Areas has been taken into account. Curriculum studies include child language and literacy, developmental mathematics, creative arts, movement and personal development, science and technology, human society and its environment, health and safety and early childhood pedagogy.

Course Details: C. Bachelor of Teaching (Birth to 5 years)

Multiple Understanding: Early Childhood Teaching and Learning, or Rights of Children
Wellness and Wellbeing in Early childhood Contexts
Investigation: Teaching and Learning in Early Childhood
Learning Language
Research and Practice
Diversity in Early Childhood Environments or Windows to the Community
Relationships in Early Childhood
Diversity in Early childhood Environments or Windows to the Community

Courses/VET

- A. Certificate III in Children's Services
 B. Diploma of Children's Services

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Selection to the course is through satisfactory completion of a written test and a face to face interview. Successful applicants must produce a satisfactory Police check prior to enrolment.	Applications must be made through VTAC. An application package can be obtained from the enrolment centre from the 1st September. Each applicant must attend the compulsory interview. Year 12 entry score is taken as part of the entry requirement and for non Year 12 applicants an entry test is required. Any further information is in the package. All applicants must produce a satisfactory Police check. There are no pre-requisite studies, Certificate III in Children's Services is nested in the first year of the Diploma of Children's Services.
Articulation/Credit/RCC/RPL	Recognition for Current Competencies (RCC) Students who have acquired competencies through work experience, life experience and/or previous education and training may be eligible for credits towards the course.	Recognition for Current Competencies (RCC) Students who have acquired competencies through work experience, life experience and/or previous education and training may be eligible for credits towards the course. Pathways to Further Study: Graduates can apply to Universities to undertake further studies in Children's Services.
Professional outcome	Work in early childhood settings where they assist qualified staff in providing care and education to children 0 - 2 years.	Work in early children's services.

Course Details: A. Certificate III in Children's Services**Core Units**

Identify and respond to children and young people at risk of harm
 Ensure children's health and safety
 Care for children
 Respond to illness, accidents and emergencies
 Work within a legal and ethical framework
 Support the development of children in the service
 Interact effectively with children
 Participate in workplace safety procedures
 Deliver services to stimulate children's development
 Develop an understanding of children's interests
 Apply advanced first aid

Elective Units

Care for babies
Participate in the work environment
Work effectively with families in caring for the child
Arrange experiences which facilitate and enhance children's development

Course Details: B. Diploma of Children's Services**Prerequisites**

Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
Care for babies
Identify and respond to children and young people at risk of harm
Work within legal/ethical framework
Support the development of children in the service
Interact effectively with children
Participate in workplace safety procedures
Participate in the work environment
Deliver services to stimulate children's development
Develop an understanding of children's interests and developmental needs
Work effectively with families caring for their child

Compulsory Units

Support the rights and safety of children within duty of care requirements
Establish, manage and monitor a safe and healthy environment
Plan care routines
Enhance children's development
Foster and enhance children's social, emotional and psychological development
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs
Manage workplace OHS systems
Design, implement and evaluate programs for the service
Arrange experiences to facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child

Elective Units

Work effectively with culturally diverse clients and co-workers
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's development
Provide experience which enhance children's development & learning
Implement and promote inclusive practices and policies
Observe children and interpret observations
Manage an accreditation process

NSW

Macquarie University

Courses/HE

A.	Bachelor of Education	(Early Childhood Education)
B.	Bachelor of Teaching	(Early Childhood Services)
C.	Bachelor of Teaching	(Birth to School Age)

Course	A. B.Ed. (ECE)	B. B.Ed. (ECS)
Sector	HE	HE
Length of study full-time	4 years	5 years
Entry Requirements	n/a	This program is offered to Aboriginal and Torres Strait Islander students
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Graduates will be recognised as four-year-trained early childhood teachers by the Department of Education and Training and the Department of Community Services.	This degree qualifies graduates to work with children in services prior to school.
Course	C. B.Teach. (birth to school age)	
Sector	HE	
Length of study full-time	2.5 years	
Entry Requirements	Offered to those students who already have the TAFE Diploma of Children's Services (Centre based Care) or the Diploma of Community Services (Children's Services - Centre Based Care) or equivalent and who have at least one year's experience as a qualified worker in a centre-based setting. Applicants must also be currently employed in long day care, preschool, occasional care or an equivalent service.	
Articulation/Credit/ RCC/RPL	The program begins mid-year (second semester) and students enter the program with credit for previous study.	
Professional outcome	This program enables applicants to gain a teaching qualification in working with children from birth to school age.	

Course Details: A. Bachelor of Education (Early Childhood Education)

Curriculum Play in Early Childhood: Theory and Practice
 Early Childhood Teachers as Researchers
 Early Childhood in Australia: The Social Context
 Young Children and the Arts 1
 Early Childhood Reflective Practice 1
 Young Children's Language, Literature and Literacy
 Young Children's Mathematics, Science and Technology
 Infancy and Early Development
 Child Development 3-8 Years: Approaches to Theory and Practice
 Health in Early Childhood
 Early Childhood Reflective Practice 2
 Early Childhood Management 1
 Early Childhood Management 2
 Young Children and the Arts 2
 Developmental Difference and Disability
 Family and Communities in a Culturally Diverse Society
 Early Childhood Reflective Practice 3
 Early Childhood Reflective Practice 4
 Early Childhood Management 3

Early Childhood Reflective Practice 5
Issues in Early Childhood Mathematics, Science and Technology
Advanced Studies in Child Development: Implications for Practice
Leadership in Early Childhood: Social Policies and Social Systems
Creativity, Arts and Early Childhood
Issues in Early Childhood Developmental Literacy
Individual Educational Project
Early Education for Young Children with Disabilities
Family Centred Practice in Early Childhood Contexts
Early Childhood Reflective Practice 6
Early Childhood Internship

Course Details: B. Bachelor of Teaching (Early Childhood Services)

The Social Context of Early Childhood
Play for ATSI Children
Young Children and the Arts in ATSI Contexts
Indigenous Health Issues - Traditional and Contemporary
Introduction to Teaching ATSI Children
Academic and Business Communication 1
Academic and Business Communication 2
Office Technology
Introduction to Aboriginal Studies
Family and Community Contexts of Early Childhood
Early Development 1
Difference and Disability in Early Development
Young ATSI Children and Mathematics, Science and Technology
Music and Movement for Young Children in ATSI Contexts
Managing People
The Early Childhood Environment in ATSI Contexts
Mathematics and Statistics Appreciation
Contemporary Issues in Aboriginal Studies
Early Development 2
Language, Literature, and Literacy in ATSI Contexts
Management in Early Childhood ATSI Contexts
ATSI Children and Health: Educational and Social Implications
Program Planning in ATSI Contexts
Indigenous Voices and Perspectives

Course Details: C. Bachelor of Teaching (Birth to school age)

First semester of enrolment:
Early Childhood Studies 1
Child Development from Birth to School
Second semester of enrolment:
Early Childhood Management 1
Early Childhood Reflective Practice 3
Third Semester of enrolment:
Early Childhood Management 2
Family and Communities in a Culturally Diverse Society
Fourth Semester of enrolment:
Individual Education Project
Early Childhood Studies 2
Fifth Semester of enrolment:
Early Childhood Internship
Leadership in Early Childhood: Social Policies and Social Systems

Courses/HE

A. Bachelor of Education (Primary)

Course	A. B.Ed. (Prim.)
Sector	HE
Length of study full-time	4 years
Entry Requirements	n/a
Articulation/ Credit/ RCC/RPL	Advanced Standing: Candidates who have completed an accredited Primary School teaching qualification may be granted advanced standing for up to twenty-four (24) units. Additional advanced standing for up to four (4) units may be granted by the School Board, which shall notify the Academic Board in all instances.
Professional outcome	Primary School teacher.

Course Details: A. Bachelor of Education (Primary)**PART A**

Introduction to Teaching
 Think Globally/Teach Locally
 Curriculum Studies: English I
 Curriculum Studies: English II - The Whole Language Classroom
 Teaching and Learning
 Curriculum Studies: Mathematics I
 Curriculum Studies: Mathematics II
 Curriculum Studies: Science and Technology I
 Curriculum Studies: Science and Technology II
 Curriculum Studies: Creative and Performing Arts I
 Curriculum Studies: Creative and Performing Arts II
 Curriculum Studies: Personal Development, Health, Physical Education I
 Curriculum Studies: Personal Development, Health, Physical Education II
 Special Education
 Schools, Society and Culture
 Educational Information Technology
 Behaviour, Learning and the Curriculum
 Curriculum Studies: Human Society and its Environment
 Indigenous Australians in Education
 Issues in Literacy and Numeracy
 Program Design
 Professional Identity and Values
 Professional Experience (Primary) I
 Professional Experience (Primary) II
 Professional Experience (Primary) III
 Either
 Professional Experience (Primary) IV and
 Extended Education Project Or
 Professional Experience (Primary) IV and
 Project and an additional unit from Part B
 Or
 School Internship (Primary) and Project

PART B

Visual Literacy through Visual Art

Theory and Process of Curriculum Development
Co-Operative Learning Skills in the Classroom ^^
Teaching the Gifted
Reading Difficulties
Understanding Educational Research
Early Childhood Education
Learning in Contemporary Society
Assessment and Reporting
Environmental Education
Outdoor Education I
Music Education in the K-6 Classroom I
Children's Literature
Storytelling

NSW

TAFE NSW

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services
- C. Certificate IV in Out of School Hours Care
- D. Diploma in Out of School Hours Care

Course	A. Cert. III Child.Serv.	B. Dip. Child.Serv.
Sector	VET	VET
Length of study full-time	504 nominal hours	1612 nominal hours
Entry Requirements	NSW School Certificate (or equivalent, from another educational authority).	Satisfactory completion of Year 12 with a minimum of 10 HSC units (or equivalent statement from another educational authority), plus Assumed knowledge and skills: English (Standard) or English (ESL).
Articulation/ Credit/ RCC/RPL	Graduates may apply for advanced standing in the Diploma of Children's Services 3295. Students may also get credit for some modules that address common units of competencies if they choose to enrol in courses for other sectors in Community Services.	Graduates may apply for advanced standing at universities offering early childhood courses. Students may also get credit for some modules that address common units of competencies if they choose to enrol in courses for other sectors in community services.
Professional outcome	Child-care assistant, family day carer and nanny.	Qualified child care worker, team leader, group leader, program leader, service manager, service director or special needs inclusive worker.
Course	C. Cert. IV OOSHC	D. Dip. OOSHC
Sector	VET	VET
Length of study full-time	630 nominal hours	1317 nominal hours
Entry Requirements	NSW School Certificate (or equivalent, from another educational authority).	Satisfactory completion of Year 12 with a minimum of 10 HSC units (or equivalent statement from another educational authority), plus assumed knowledge and skills: English (Standard) or English (ESL).
Articulation/ Credit/ RCC/RPL	After successfully finishing this course students may apply for advanced standing in the Diploma of Out of School Hours Care 3297. Students may also get credit for some modules that address common units of competencies if they choose to enrol in courses for other sectors in Community Services.	After finishing this course students may apply for advanced standing at universities offering early childhood courses. Students may also get credit for some modules that address common units of competencies if they choose to enrol in courses for other sectors in community services.
Professional outcome	Recreation assistant, out of school hours care assistant, group leader, play leader or mobile assistant.	Coordinator, team leader, group leader, program leader, service manager or director of Child care services.

Course Details: A. Certificate III in Children's Services

Core:

Senior first aid
Work within a legal and ethical framework
Participate in workplace safety
Support children's development in a service
Care for children
Interact effectively with children
Deliver services/activities for children dev
Develop understanding of children's interests
Identify and respond to risk of harm
Ensure children's health and safety
Respond to illness, accidents, emergencies
Professional experience I

Elective:

Orientation to work in leisure and health industry
Interact with children - recreation
Develop recreation programs
Plan and modify menus for nutritional care
Menus for culture and religious needs
First aid - English language support
Work effectively with young people
Undertake administrative work
Work effectively with cultural diversity
Participate in the work environment
Care for babies
Prepare nutritionally balanced food
Work with families in caring for children
Aboriginal Australia
Fulfil family day care requirements
Assist with games not requiring equipment
AQF level 3 imported elective unit 1
AQF level 4 imported elective unit 1
AQF level 5 imported elective unit 1
AQF level 6 imported elective unit 1
Learner orientation- children's services
Undertake risk analysis of activities
Promote safety, wellbeing of children, young people
Conduct a sport and recreation session
Learning how to learn
Entry to TAFE
Tutorial support
Workplace hygiene

Course Details: B. Diploma of Children's Services

Core:

Senior first aid
Work within a legal and ethical framework
Participate in workplace safety
Manage workplace OHS management systems
Participate in the work environment
Support children's development in a service
Care for babies
Care for children
Interact effectively with children
Deliver services/activities for children dev

- Develop understanding of children's interests
- Identify and respond to risk of harm
- Ensure children's health and safety
- Respond to illness, accidents, emergencies
- Professional experience I
- Foster and enhance children's development
- Foster, enhance children's social, emotional, psychological development
- Work in partnership with families
- Foster, enhance cognitive and language development
- Plan care routines
- Establish responsible behaviour plans
- Document, interpret, use children's information
- Support the rights and safety of children
- Establish, manage a safe and healthy environment
- Arrange experiences to enhance children's development
- Design, implement and evaluate programs
- Plan inclusion: Children with additional needs
- Professional experience II
- Professional experience III
- Professional experience IV

Elective:

- First aid - English language support
- Manage finances
- Work effectively with cultural diversity
- Statutory and information requirements
- Meet information needs of the community
- Evaluate and improve workplace OHS systems
- Maintain an effective work environment
- Co-ordinate the work environment
- Lead and develop others
- Manage a service organisation
- Promote and represent the service
- Professional practice
- Contribute to policy development
- Undertake research activities
- Prepare nutritionally balanced food
- AQF level 5 imported elective unit
- AQF level 6 imported elective unit
- Experiences to facilitate expressive dev
- Use music and movement
- Implement inclusive policies and practices

Course Details: C. Certificate IV in Out of School Hours Care

Core:

- Develop recreation programs
- Work effectively with young people
- Senior first aid
- Undertake administrative work
- Work within a legal and ethical framework
- Work effectively with cultural diversity
- Implement OHS policies and procedures
- Interact effectively with children
- Deliver services/activities for children development
- Develop understanding of children's interests
- Identify and respond to risk of harm
- Ensure children's health and safety
- Undertake risk analysis of activities

Work autonomously
OSHC professional experience I

Elective:

Leisure and health programs-special needs
Co-ordinate emergencies
Facilitate adventure based learning
Interact with children - recreation
First aid - English language support
Participate in the work environment
Professional practice
Contribute to policy development
Support children's development in a service
Care for children
Respond to illness, accidents, emergencies
Prepare nutritionally balanced food
Work with families in caring for children
Aboriginal Australia
Assist with games not requiring equipment
AQF level 4 imported elective unit 1
AQF level 5 imported elective unit 1
AQF level 6 imported elective unit 1
Establish responsible behaviour plans
Establish, manage a safe and healthy environment
Learner orientation- children's services
Promote safety, wellbeing children, young people
Plan a session or program
Conduct a sport and recreation session
Plan and provide S&R services
Learning how to learn
Entry to TAFE
Tutorial support
Workplace hygiene

Course Details: D. Diploma in Out of School Hours Care

Core:

Conduct program for children with additional needs
Develop recreation programs
Work effectively with young people
Senior first aid
Undertake administrative work
Work within a legal and ethical framework
Work effectively with cultural diversity
Manage workplace OHS management systems
Maintain an effective work environment
Develop and implement policy
Interact effectively with children
Deliver services/activities for children dev
Identify and respond to risk of harm
Ensure children's health and safety
Foster and enhance children's development
Work in partnership with families
Establish responsible behaviour plans
Establish, manage a safe and healthy environment
Design, implement and evaluate programs
Undertake risk analysis of activities
Work autonomously
OSHC professional experience I
OSHC professional experience II

Oshc professional experience III

Elective:

Co-ordinate emergencies

First aid - English language support

Support youth programs

Maintain organisation's info systems

Meet information needs of the community

Maintain effective networks

Manage organisational change

Lead and develop others

Manage a service organisation

Promote and represent the service

Co-ordinate work

Provide leadership

Provide mentoring support to colleagues

Professional practice

Provide coaching and motivation

Develop understanding of children's interests

Prepare nutritionally balanced food

AQF level 5 imported elective unit

AQF level 6 imported elective unit

Foster, enhance children's social, emotional, psychological development

Implement inclusive policies and practices

Aboriginal families and children in services

Foster, enhance cognitive and language development

Advocate - rights and needs of children and young

Manage an accreditation process

Learner orientation- children's services

NSW

University of New England

Courses/HE

- A. Bachelor of Teaching (Early Childhood Education)
 B. Bachelor of Education (Early Childhood)

Course	A. B.Teach. (ECE)	B. B.Ed. (EC)
Sector	HE	HE
Length of study full-time	1 year	4 years
Entry Requirements	Applicants must: hold a qualification equivalent to an Australian VET Sector Associate Diploma or Diploma in Child Studies/Children's Services or equivalent; and have at least one year's relevant work experience following completion of the Diploma.	Entry to the first year of the degree is open to students who have obtained an appropriate New South Wales or Queensland equivalent entrance score or an equivalent qualification. There is provision for entry by the School/College Recommendation Admission Scheme. Alternative Entry students are required to provide information regarding their previous work and academic experiences. Applicants without academic experience should sit the STAT (Special Tertiary Admission Test). Further details are available from the Student Centre or from the UAC to QTAC web sites. All students seeking admission to the course are assumed to have acquired the knowledge of any two units of English and any two units of mathematics at HSC level.
Articulation/Credit/RCC/RPL	The Bachelor of Teaching (Early Childhood Education) is a third year of external university study building upon a TAFE two-year Associate Diploma in Children's Services/Child Studies or equivalent and at least one year of work experience after study.	n/a
Professional outcome	Education Teacher Teaching	Home tutor Governess Education Teacher Teaching

Course Details: A. Bachelor of Teaching (Early Childhood Education)

The course comprises the following compulsory units:

Professionals in Early Childhood Education
Early Childhood Leadership: Administration
Young Children Developing and Learning
Families and Early Childhood Education
Learning in Play Environments
Inclusive Early Childhood Education
Curriculum in Early Childhood Education

and 1 of the following units:

Young Children and Multiliteracies
Indigenous Perspectives in Early Childhood Education
Young Children and the Creative Arts
Early Childhood Leadership: People
Young Children Exploring their World
Young Children with Exceptional Development

Course Details: B. Bachelor of Education (Early Childhood)

Core units:

Young Children's Language and Communication
Early Childhood Leadership: People
Young Children Exploring their Worlds
Young Children as Problem Solvers
Early Childhood Supervised Practicum 1
Candidates must complete three of the following elective units:
Young Children and Multiliteracies
Indigenous Perspectives in Early Childhood Education
Young Children and the Creative Arts
Social and Political Constructs of Young Children
Young Children with Exceptional Development
Early Childhood Supervised Practicum 2
Special Topic in Education

NSW

University of Newcastle

Courses/HE

- A. Bachelor of Early Childhood Teaching (Ourimbah Campus)
 B. Bachelor of Education (Early Childhood), (Ourimbah Campus)
 C. Bachelor of Teaching/Bachelor of Early Childhood Studies (Callaghan Campus)

Course	A. B. EC Teach.	B. B.Ed. EC
Sector	HE	HE
Length of study full-time	3 years	4 years
Entry Requirements	<p>Australian Year 12 students: Apply for entry through UAC. Entry based on UAI or equivalent.</p> <p>Non school leavers and previous Australian Year 12 students: Apply for entry through UAC. Entry based on:</p> <ul style="list-style-type: none"> ▪ previous Year 12 studies and/or ▪ HE, tertiary or post-secondary qualifications and/or ▪ Overseas qualifications considered equivalent to Australian qualifications. <p>Assumed knowledge: Any two units of English and Mathematics. Additional entry requirements: All teacher education students must complete a Criminal Record Check and a Prohibited Employment Declaration to be able to undertake practical course requirements.</p>	
Articulation/ Credit/ RCC/RPL	Credit transfer arrangements exist with 13 different institutions and vary with respect to the credit given for previous study.	Credit transfer arrangements exist with 13 different institutions and vary with respect to the credit given for previous study.
Professional outcome	Employment in Early Childhood Services, long day-care centres, pre-schools, and a range of other children's services.	Employment in Early Childhood Services (such as long day care centres and preschools) and Primary Schools.
Course	C. B.Teach/ B. EC Studies	
Sector	HE	
Length of study full-time	4- year integrated double degree program	
Entry Requirements	As for courses A. and B. (above)	
Articulation/ Credit/ RCC/RPL	Credit transfer arrangements exist with 13 different institutions and vary with respect to the credit given for previous study.	
Professional outcome	Graduates qualify for registration with the NSW Department of Community Services for employment in Early Childhood Services. They also qualify for employment by the NSW Department of Education and Training, and Catholic and Independent schools.	

Course Details: A. Bachelor of Early Childhood Teaching (Ourimbah Campus)

Year 1

Learners and Learning
Foundations for Teaching
Foundations in Early Childhood Education
Health and Wellbeing 0-5
Development in Context 1
Music, Art and Humanity
Introduction to Linguistics
Foundations for Societies and Cultures

Year 2

Learning Through Play
Development in Context 2
Emerging Literacy and Numeracy
Professional Experience 2
Learning Through Creative Arts 0-5
Approaches to Early Childhood Curriculum
Australian Families: A Sociological Analysis
Mathematics and Technology

Year 3

Two Electives

(NB. Students who may wish to complete the B.Ed. (EC) program are strongly advised to take Social and Environmental Studies Curriculum as their elective).

Professional Experience 3
Early Childhood Literacies
Program Development and Evaluation
Health and Physical Education
World and Work: The Whole Teacher
Leadership, Communication and Change Management
Special Education for Early Childhood

Course Details: B. Bachelor of Education (Early Childhood) (Ourimbah Campus)

Year 1

Learners and Learning
Foundations for Teaching
Foundations in Early Childhood Education
Health and Wellbeing 0-5
Music, Art and Humanity
Development in Context 1
Introduction to Linguistics
Foundations for Societies and Cultures

Year 2

Professional Experience 2
Approaches to Early Childhood Curriculum
Learning Through Creative Arts 0-5
Emerging Literacy and Numeracy
Learning Through Play
Development in Context 2
Australian Families: A Sociological Analysis
Mathematics and Technology

Year 3

English K-6 Curriculum
Contexts of Teaching
Professional Experience 3
Early Childhood Literacies
Program Development and Evaluation
Health and Physical Education
Leadership, Communication and Change

Management
Special Education in Early Childhood

Year 4

Aboriginal Education Policy and Issues
Social and Environmental Studies Curriculum
Science and Technology in Classrooms
Teaching and Learning in Mathematics K-6
World and Work: The Whole Teacher
Professional Experience 4 : Internship
Creative Arts K-6 Curriculum

Course Details: C. Bachelor of Teaching/Bachelor of Early Childhood
Studies (Callaghan Campus)

Year 1

Learners and the Learning Process 1
Professional Preparation 1B
Contexts of Teaching 1
Foundations in Creative Arts for EC
Foundations of Australian Society
Foundations of Language
Elementary Mathematics

Year 2

Professional Experience 1 (0-5)
English for ECE
Mathematics for ECE
EC Professional Preparation 2
Developmental Foundations of EC 1
EC Curriculum Studies 1
Foundations in Science and Technology
Foundation Studies in Health and Physical Education

Year 3

Professional Experience 2 (K-2)
Creative Arts for ECE
Early Childhood Special Education
Science and Technology for ECE
Developmental Foundations of EC 2
Children's Services and Social Policy
EC Curriculum Studies 2
Sociology of Australian Families

Year 4

Aboriginal Education: Policies and Issues
EC Professional Preparation 4
HSIE for ECE
PD/H/PE for ECE
Managing EC Services
Teacher Research Project
Early Childhood Internship

Courses/HE

A.

Bachelor of Education in Primary Education, Kuring-gai

Course	A. B.Ed. (Primary), Kuring-gai campus
Sector	HE
Length of study full-time	4 years
Entry Requirements	In 2005, the UAI for this course is 80.45. This may change. More information about UAIs is available from the Universities Admissions Centre (UAC) website. Assumed knowledge: Any two units of English and any two units of Mathematics.
Articulation/Credit/RCC/RPL	Recognition of prior learning is granted in accordance with the University rules described in the UTS: Calendar. Further details are available in the UTS: Handbook.
Professional outcome	Career options include primary school teacher (Kindergarten to Year 6) in a public or private school; educator in a community setting such as a hospital, community or migrant education centre; or education officer in a gallery, museum or other government agency.

Course Details: **A. Bachelor of Education in Primary Education
Kuring-gai Campus**

Year 1**Semester 1**

Social and Environmental Education

English Education 1

Music, Movement and Dance

Learning in Science and Technology

Philosophy of Education

Child Development

Semester 2

Professional Experience 1: Beginning Teaching - Issues in the Primary School

Professional Experience 2: Developing Classroom Management

Year 2**Semester 1**

Mathematics Education 1

Personal Development, Health and Physical Education

Visual Arts and Craft Education

Research in Learning

Sociology of Education

e-Learning in the Primary School

Semester 2

Professional Experience 3: Assessment and Evaluating in Education

Professional Experience 4: Designing Educational Programs

Year 3**Semester 1**

Mathematics Education 2

English Education 2

Society, Science, Technology and the Environment

Issues in Indigenous Australian Education

Select 12 credit points of electives

Semester 2

Professional Experience 5: Teaching Students with Special Educational Needs

Professional Experience 6: Promoting Student Centred Learning

Year 4

Semester 1

Mathematics Teaching and Learning

English Education 3

Select 24 credit points of electives

Semester 2

Professional Experience 7: Reflection on Educational Practice

Professional Experience 8: Analysing Current Issues in Australian Education

NSW**University of Wollongong****Courses/HE**

- A. Bachelor of Education (Early Childhood Education)
 B. Bachelor of Teaching (Early Childhood Education)

Course	A. B.Ed. (ECE)	B. B.Teach. (ECE)
Sector	HE	HE
Length of study full-time	1 year	3 years
Entry Requirements	The Bachelor of Education (Early Childhood Education) requires, as a pre-requisite, the successful completion of a Bachelor of Teaching (Early Childhood Education) or its equivalent. Entry is competitive and selection is based on overall academic achievement and performance in practical teaching experiences.	The New South Wales Department of Education and Training requires graduates seeking employment with the Department to have completed any two units of English, or equivalent subjects, and any two units of mathematics as part of their HSC or university studies, to gain registration as a teacher.
Articulation/ Credit/ RCC/RPL	n/a	Academic credit of 48 credit points is awarded to students who have completed a TAFE Diploma in Children's Services, or Associate Diploma in Social Science (Child Studies) or equivalent.
Professional outcome	The Bachelor of Education (Early Childhood Education) is recognised by the Kindergarten Union of New South Wales, the New South Wales Department of Education and Training and the New South Wales Department of Community Services.	The Bachelor of Teaching (Primary Education) degree is a recognised New South Wales teaching credential and is also recognised in most other Australian states and territories.

Course Details: A. Bachelor of Education (Early Childhood Education)**Year 1****Autumn session**

Children with Additional Needs and their Families

Contemporary Perspectives of Childhoods

Diversity and Difference

Multiliteracies for Learning

Spring session

Collaborative Relationships

Early Intervention and Prevention in Educational Contexts

Ethics in Education

Policy, Politics and Educational Futures

Course Details: B. Bachelor of Teaching (Early Childhood Education)

Year 1

Autumn session

Introduction to Children's Services
Issues in Aboriginal Education
Multiliteracies for Learning
Plus one unit from the Languages and Linguistics submajor listed below

Spring session

Contemporary Perspectives of Childhoods
Children with Additional Needs and their Families
Play, Development and Learning 1
Plus one unit from the Languages and Linguistics submajor listed below

Year 2

Autumn session

Child and Family Health
Developmental Psychology in Applied Settings
Ethics in Education
Plus one unit from the Languages and Linguistics submajor listed below

Spring session

Community Development: Education for Social Justice
Diversity and Difference
Early Intervention and Prevention in Educational Contexts
Plus one unit from the Languages and Linguistics submajor listed below

Year 3

Autumn session

Critical Issues in Early Childhood Educational Contexts
Learning through Community Service
Plus one unit from the pooled unit pairs listed below.

Spring session

Children and Technologies
Collaborative Relationships
Policy, Politics and Educational Futures
Plus one unit from the pooled unit pairs listed below.
Sub-major in Languages and Linguistics

Students must complete the following units:-

- 20 credit points LOTE (Language other than English), and:
- Bilingualism and Biculturalism
- Second Language Acquisition

Students must complete a pair of units from the following pool:-

- 20 credit points additional LOTE, OR Child Abuse as a Social Issue
- Introduction to Welfare OR Families and Family Policies
- Introduction to Social Policy OR Educational Psychology
- Social and Developmental Psychology

Courses/HE

- A. Bachelor of Early Childhood Studies (Child and Family)
Penrith Campus (Pathway A)⁹
- B. Bachelor of Early Childhood Studies (Child and Family)
Bankstown campus (Pathway B)

Course	A. B. ECS Pathway A	B. B. ECS Pathway B
Sector	HE	HE
Length of study full-time	1 year	3 years
Entry Requirements	UAI or equivalent rank for non-recent school leavers. Special entry and block academic credit of 160cps for applicants who hold a Diploma of Community Services (Children's Services) or equivalent. GOVERNMENT POLICIES: Education Employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves signing a Prohibited Employment Declaration.	
Articulation/ Credit/ RCC/RPL	Students who have completed a TAFE Diploma in Community Services (Children's Services) will automatically receive 160 cps of academic credit. For other graduates of related awards from TAFE and private providers academic credit will be awarded on a case by case basis.	Students who have completed a TAFE Diploma in Community Services (Children's Services) will automatically receive 160 cps of academic credit. For other graduates of related awards from TAFE and private providers academic credit will be awarded on a case by case basis.
Professional outcome	Work in a range of early childhood settings and services and also provides guaranteed entry into the Master of Teaching (Early Childhood) for people wishing to be an early childhood teacher.	Working with young children and their families in a range of early childhood settings and services. Course also provides guaranteed entry into the Master of Teaching (Early Childhood) for people wishing to be an early childhood teacher.

Course Details: A. Bachelor of Early Childhood Studies (Child and Family), (Pathway A)**Autumn session**

Children with Additional Needs and their Families
 Contemporary Perspectives of Childhoods
 Diversity and Difference
 Multiliteracies for Learning

Spring session

Collaborative Relationships
 Early Intervention and Prevention in Educational Contexts
 Ethics in Education
 Policy, Politics and Educational Futures

⁹ Pathway A is only available to students who receive up to 160 credit points of advanced standing because of their Diploma or AQF5 studies. All other students must complete Pathway B

**Course Details: B. Bachelor of Early Childhood Studies (Child and family)
Penrith Campus (Pathway B)**

Year 1

Autumn session

Introduction to Children's Services

Issues in Aboriginal Education

Multiliteracies for Learning

Plus one unit from the Languages and Linguistics submajor listed below

Spring session

Contemporary Perspectives of Childhoods

Children with Additional Needs and their Families

Play, Development and Learning 1

Plus one unit from the Languages and Linguistics submajor listed below

Year 2

Autumn session

Child and Family Health

Developmental Psychology in Applied Settings

Ethics in Education

Plus one unit from the Languages and Linguistics submajor listed below

Spring session

Community Development: Education for Social Justice

Diversity and Difference

Early Intervention and Prevention in Educational Contexts

Plus one unit from the Languages and Linguistics submajor listed below

Year 3

Autumn session

Critical Issues in Early Childhood Educational Contexts

Learning through Community Service

Plus one unit from the pooled unit pairs listed below.

Spring session

Children and Technologies

Collaborative Relationships

Policy, Politics and Educational Futures

Plus one unit from the pooled unit pairs listed below.

Sub-major in Languages and Linguistics

Students must complete the following units:-

20 credit points LOTE (Language other than English), and:

Bilingualism and Biculturalism

Second Language Acquisition

Students must complete a pair of units from the following pool:-

- 20 credit points additional LOTE OR Child Abuse as a Social Issue
- Introduction to Welfare OR Families and Family Policies
- Introduction to Social Policy OR Educational Psychology
- Social and Developmental Psychology

NT

Batchelor Institute

Courses/HE

- A. Bachelor of Teaching (Early Childhood)
- B. Bachelor of Education (Early Childhood)

Courses/VET

- C. Certificate II in Community Services (Children’s Services)
- D. Certificate III in Community Services (Children’s Services)
- E. Certificate III in Indigenous Education Work
- F. Certificate IV in Indigenous Education Work
- G. Diploma of Teaching (Early Childhood)
- H. Advanced Diploma of Teaching (Early Childhood)

Course	A. B.Teach. EC	B. B.Ed. EC
Sector	HE	HE
Length of study full-time	3 years	1 year
Entry Requirements	Completion of Advanced Diploma of Teaching (Early Childhood). Students will normally be able to meet the Institute's general admission requirements or have completed a foundation course such as Preparation for Tertiary Studies (Education).	Completion of a Bachelor of Teaching in early childhood education
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	n/a	n/a
Course	C. Cert. II Comm. Serv. Child.Serv.	D. Cert. III Comm. Serv. Child.Serv.
Sector	VET	VET
Length of study full-time	335 hours	480 hours
Entry Requirements	There are no specific entry requirements for this course.	There are no specific entry requirements for this course.
Articulation/ Credit/RCC/RPL	n/a	n/a
Professional outcome	Work as child-care workers.	Work as child-care workers.
Course	E. Cert. III Ind. Ed. Work	F. Cert. IV Ind. Ed. Work
Sector	VET	VET
Length of study full-time	780 hours	This course is delivered by mixed mode, with as many workshops as possible being held in the students' home communities
Entry Requirements	There are no specific entry requirements for this course.	Prospective students should hold the Certificate III in Indigenous Work or its equivalent, or have completed the Course in General Education or its equivalent , or they may apply for mature age entry.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Work in schools as assistant teachers and Aboriginal and Torres Strait Islander Education Workers (AIEWs).	Work in schools as assistant teachers and Aboriginal and Torres Strait Islander Education Workers (AIEWs).

Course	G. Dip. Teach. EC	H. Adv. Dip. EC.
Sector	VET	VET
Length of study full-time	1 year	1 year
Entry Requirements	<p>One or the following requirements are to be met to be eligible for entry into undergraduate courses:</p> <ul style="list-style-type: none"> – successful completion of year 12 or equivalent; or – successful completion of an Enabling; Foundation or Bridging Program or equivalent; – successful completion of partial or full tertiary Studies at a HE level in undergraduate courses such as: certificates; diplomas; advanced diplomas or associate degrees; bachelor degrees; or – successful completion of partial or full Tertiary Studies at a VET level in courses where units of competencies are comparable with undergraduate units. VET courses that will be considered include Certificates 111 and/or 1V; Diplomas; and Advanced Diplomas; or – mature-age entry with recognition for life-skills and previous experience and learning that has not been formally recognized, which will support the applicant in his/her studies*; or – special admission as determined by the Institute Admission and Progressions Committee; or <p>A relevant TER or OP score (as determined by the Institute), where specific courses require it.</p> <p>*Note: Assessment of English literacy and other relevant skills, and interview procedures may be required prior to an offer of a place within a course.</p>	Completion of Diploma of Teaching (Early Childhood) or RPL
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Provides training in culturally appropriate education studies for those who wish to further their careers in the early childhood profession including both pre-school settings and early years of schooling. Completion of the Diploma provides entry into the Advanced Diploma of Teaching (Early Childhood)	Provides training in culturally appropriate education studies for those who wish to further their careers in the early childhood profession including both pre-school settings and early years of schooling.

Course Details: A. Bachelor of Teaching (Early Childhood)

Summary of Units:

Teaching mathematics 2
Teaching science
Teaching print literacy
Teaching TESOL
Specialist education study
Life promotion
Inclusive education
Integrating the curriculum
Internship
Indigenous pedagogies

Course Details: B. Bachelor of Education (Early Childhood)

Summary of Units:

Introduction to qualitative research
Educational technology
Indigenous literature
Education and social change
Specialist education study
Assessment of learning
The Arts
Emerging academic discourses
Storytelling
Specialist education study

Course Details: C. Certificate II in Community Services (Children's Services)

Maintain a healthy and safe environment
Provide physical care
Communicate with children
Work within legislative and ethical requirements
Follow the occupational health and safety policies
Work with others
Communicate with people accessing the services of the organisation
Support babies' needs
Respond to illness, accidents and emergencies
Foster children's self-help skills

Course Details: D. Certificate III in Community Services (Children's Services)

Support the development of children
Respond to illness, accidents and emergencies
Travel with children safely
Foster children's self-help skills
Interact positively with children
Guide children's behaviour
Work collaboratively with children
Communicate with family members about their child
Facilitate play and leisure
Organise experiences for children
Observe children
Participate in the work environment
Electives:
Support babies' needs
Prepare food
Support the emotional well being of babies/infants

Provide administrative support

Optional:

Plan care routines

Facilitate the design of programs of the service

Provide opportunities and experiences to enhance children's development

Foster children's language development

Course Details: E. Certificate III in Indigenous Education Work

In particular, students will gain skills/knowledge in:

- teaching numeracy
- teaching English literacy
- resource development
- classroom management
- workplace literacy/numeracy
- basic technology usage
- interpersonal skills development
- development of health awareness and hygiene of children.

Course Details: F. Certificate IV in Education Support

In particular, students will gain skills and knowledge in

- teaching numeracy
- teaching English literacy
- planning and programming
- working in teams
- working in a classroom
- developing appropriate resources for a range of subjects
- technology usage
- developing health and hygiene of children

Course Details: G. Diploma of Teaching (Early Childhood)

Summary of Units:

- The learning environment
- Development through the lifespan
- Play and development
- Public communication
- telling histories
- physical education and health
- developing oral language
- the role of the early childhood educator

Course Details: H. Advanced Diploma of Teaching (Early Childhood)

Summary of Units:

- children's health
- bilingual education
- expressive arts
- using curriculum documents and programming
- teaching mathematics 1
- western ideas and education
- developing and delivering children's services
- management and administration of children's services

NT**Charles Darwin University****Courses/HE**

- A. Bachelor of Arts/Bachelor of Education
 B. Bachelor of Children's Services
 C. Bachelor of Education (Pre-service)
 D. Bachelor of Education (Pre-service)/ Diploma Children's Services

Courses/VET

- E. Certificate III in Children's Services
 F. Certificate IV in Education Support
 G. Diploma of Children's Services
 H. Diploma of Out of School Hours Care

Credit Transfer and Pathways

The following guaranteed credit transfer arrangements are available to students commencing a Bachelor degree at Charles Darwin University from Semester 2, 2005. Students who have completed their VET or HE qualifications at Charles Darwin University are not required to complete an Application for Exemption form or submit academic records as these will be assessed and actioned internally at the time of first enrolment. Only students from other institutions are required to provide certified copies of their academic records and complete an Application for Exemption form with their enrolment form.

Credit Transfer Available for completed Awards in the same field or discipline as of Semester 2, 2005.

Completed Award Course Level	HE	VET	to a HE Award	Credit granted for a completed award in the same field as of Sem 2/05*
Certificate IV		*	3 year Bachelor award	up to 40 credit points
Certificate IV		*	4 year Bachelor award	up to 40 credit points
Diploma	*	*	3 year Bachelor award	80 credit points
Diploma	*	*	4 year Bachelor award	80 credit points
Advanced Diploma	*	*	3 year Bachelor award	160 credit points
Advanced Diploma	*	*	4 year Bachelor award	160 credit points
Associate Degree	*		3 year Bachelor award	160 credit points
Associate Degree	*		4 year Bachelor award	160 credit points

Course	A. B.A./B.Ed.	B. B. Child. Serv.
Sector	HE	HE
Length of study full-time	4 years	1 year
Entry Requirements	<p>Successful completion of the Northern Territory Certificate of Education (or equivalent) and a Tertiary Entrance Rank of 60 or higher (this also applies to International students); or Successful completion of a relevant VET or TAFE award of Certificate Level IV or higher; or Attainment of a STAT score of 145 or greater; or Successful completion of at least six months of full-time study (or equivalent) of an undergraduate degree/diploma course. Successful completion of the Charles Darwin University Tertiary Enabling Program or other recognised Foundation Program.</p>	<p>Diploma in Community Services (Children's Services) or equivalent; and One year's experience working as a director of a service for children; or Two years' experience working as a group leader responsible for planning programs for children. Alternative admission may be approved in consultation with the course coordinator.</p>
Articulation/ Credit/ RCC/RPL	<p>Those who have passed units in other tertiary Bachelor awards or other Bachelor awards within Charles Darwin University, may be admitted to the award with advanced standing, subject to the following conditions:</p> <ul style="list-style-type: none"> * they must not be currently under exclusion from another tertiary institution; * if they have completed another Bachelor award, they will be eligible for a maximum of 160 credit points toward this award; * if they have an incomplete award they will be eligible for a maximum of 210 credit points; * The Dean(s) or delegate(s) shall determine what credit shall be given, both specified and unspecified. <p>Special entry, including recognition of prior learning may be approved by the Dean (or delegate). Credit transfer arrangements indicated in Table above</p>	<p>Relevant experience will be recognised for course credit, according to University course rules.</p> <p>The following awards receive transfer credit within the degree provided the student meets normal admission requirements: Certificate IV in Community Services (Aged Care, Disabilities or Youth Work) - 10 credit points; Advanced Diploma of Community Services (Children's Services) - 40 credit points; Certificate IV in Workplace Assessment and Training - 10 credit points.</p> <p>Credit transfer arrangements indicated in Table below</p>
Professional outcome	Teaching	Managerial and Leadership roles in children's services areas

Course	C B.Ed. Pre-service	D B.Ed./Dip. Child. Serv.
Sector	HE	VET/HE
Length of study full-time	4 years	3.5 years (seven semesters) or part-time equivalent. Early childhood specialist students follow a study pathway that includes approximately four semesters of study in the Certificate and Diploma of Children's Services as part of their Bachelor of Education studies.
Entry Requirements	<p>Successful completion of the Northern Territory Certificate of Education (or equivalent) and a Tertiary Entrance Rank of 60 or higher (this also applies to International students); or</p> <p>Successful completion of a relevant VET or TAFE award of Certificate Level IV or higher; or</p> <p>Attainment of a STAT score of 145 or greater; or</p> <p>Successful completion of at least six months of full-time study (or equivalent) of an undergraduate degree/diploma course.</p> <p>Successful completion of the Charles Darwin University Tertiary Enabling Program or other recognised Foundation Program.</p>	<p>Many subjects and competencies have prerequisites, for example, BEDPR3 students must pass a Maths Skill test as a pre-requisite to EDB202 Mathematics Education. This test is accessible in week 2 and week 15 of each semester. For students who may wish to revise on basic maths skills prior to taking the test, they may enrol in the unit SMQ005A. This unit is for one full semester and students do not pay a fee to do this unit.</p>
Articulation/ Credit/ RCC/RPL	<p>Credit is commonly given for units undertaken in a HE program, provided that these units are equivalent to units within the teaching course and the units have been undertaken within the last ten years. Transfer of credit must be discussed on an individual level with your course adviser. Students who have completed a Diploma of Children's Services can enter the Bachelor of Education with credit transfer of 110 credit points, providing they have met normal entry requirements to higher education and have completed the Diploma of Community Services (Children's Services) at not less than merit level. Requirements to HE and have completed the Diploma of Community Services (Children's Services) at not less than merit level.</p> <p>Credit transfer arrangements indicated in Table above.</p>	<p>Holders of a Diploma of Children's Services (graded or ungraded) receive one year's credit into the Bachelor's degree. Other courses that deal with young children can be reviewed by Course Coordinator for credit into either Diploma or Bachelor, in line with the University's rules for credit transfer.</p> <p>Students undertaking the Bachelor of Education specialising in Early childhood Teaching and graduates of the Diploma of Children's Services who have completed a Diploma with graded competencies achieving competency with merit or above in Diploma level child development and program planning modules are eligible to be considered for a minimum of 110 credit points (cp) of exemptions in the Bachelor of Education.</p>

Professional outcome	Pre-school or primary school teacher, director or group leader in child care sector.	On completion students will receive two qualifications - a Diploma of Children's Services and a Bachelor of Education. Employment outcomes include primary school teaching with specialist expertise in teaching preschool through grade 3, teaching in and/or managing child care centres, and working in a range of other children's services at management level. A qualified early childhood educator is recognised nationally as qualified to teach children to grade 7.
Course	E Cert III Child.Serv.	F Cert IV Ed.Supp.
Sector	VET	VET
Length of study full-time	1 year	1 year
Entry Requirements	There are no prerequisites for enrolling in the course. However participants are encouraged to have completed year 10 and meet the minimum age required by the industry.	n/a
Articulation/ Credit/ RCC/RPL	Credit transfer arrangements indicated in Table below	Credit transfer arrangements indicated in Table below
Professional outcome	Child Care Assistant, Nanny, Out of School Hours Care Assistant, Family Day Carer, Recreation Assistant	Inclusion Support Assistant Teachers Assistant Education Support Worker Part Time Instructors Governess Tutor
Course	G Dip. Child. Serv.	H Dip. OOSHC
Sector	VET	VET
Length of study full-time	2 years	2 years
Entry Requirements	Completion of Certificate III in Community Services (Children's Services). Special and mature age entry may be negotiated with the course coordinator. The first year of this course comprises the Certificate III in Community Services (Children's Services).	Students must complete the prerequisite units of competency for this qualification, which are included in the core of CHC40402 Certificate IV in Out of School Hours Care. Students must enrol in the Certificate IV to address the prerequisites.
Articulation/ Credit/ RCC/RPL	See table above	See table above
Professional outcome	Coordinator in Out of School Hours programs according to The National Standards for Outside School Hours Care. Also qualified to work in before school care, after school care, and vacation care.	Childcare worker, Qualified Team Leader, Group Leader, Program Leader, Service Manager, Service Director, Special needs inclusion worker.

Course Details: A. Bachelor of Arts/Bachelor of Education

The structure comprises of 2 Common units, 12 units of study in the Arts program; 13 units of study in the Secondary Education program or 15 units of study in the Primary Education (includes pre-school) program; and 3-5 Elective units (depending on the education program chosen). A typical course pattern will be two years of Arts and Electives followed by two years of Education and Electives. Students entering the Primary Education program have the option of choosing one or two streams of specialisation for the Arts degree. For the single stream option the student must complete 10 units with at least two at advanced level and for the two stream option the student must complete four units for a minor and six units for a major. In both major and minor, at least two advance level units must be included.

All students enrolled in the Primary education stream are required to pass a Maths Skills Test. Students entering the Secondary Education program must select 2 streams that reflect two of the eight learning areas: English, Studies of Society and Environment (SOSE), The Arts, Maths, Languages Other Than English (LOTE), Health and Physical Education, Science and Technology and Design, from units offered in the Faculty of Law Business and Arts (core units) and throughout the university (elective units). The two streams selected in the Arts program, one must be completed as a minor of at least four units and one as a major of at least six units. In both major and minor at least two advanced level units must be included. Streams may be selected from any of the streams available in the Bachelor of Arts.

Course Details: B. Bachelor of Children's Services

The Bachelor of Children's Services aims to:

- Provide students with a current children's services knowledge and skills base
- Prepare students for current, new and changing professional roles
- Develop interpersonal and professional communication skills of students
- Foster an understanding and acceptance of the diversity of community values and cultures
- Extend students; leadership skills, knowledge and expertise in areas of specific relevance to their workplaces

The course includes 4 Core units followed by a further 4 units drawn from a range of sources relevant to the contemporary children's services specialisations. Students may decide to accumulate 4 units using any of the options provided in the three available streams of A (Elective options), B (Advanced Diploma option) or C (Community Services option). These Streams represent recommended pathways but components may be mixed and matched so long as students accumulate 80 credit points overall. Core units for all streams are Academic Literacies (common unit), Critical Issues in Quality Services for Children, Socialisation of the Aboriginal Child, Working with Children, Families and Community

Course Details: C. Bachelor of Education (Pre-service)

This course meets both a national and local need for teachers of exemplary practice committed to enhancing educational outcomes for all children but with particular emphasis on enhancing indigenous education in early childhood and primary school settings. In line with the Northern Territory University's strategic plan it makes educational provision for students in remote locations through a program of flexible delivery, the establishment of satellite centres and a program of field experience in remote and indigenous settings.

Course Details: D. Bachelor of Education (Pre-service), Diploma Children's Services

Early childhood specialist students study approximately four semesters of the Diploma of Children's Services as part of their four-year degree program. The curriculum and competencies of the Children's Services Diploma are mapped to the Bachelor of Education Degree and provide exemptions from Education units accordingly. Under reciprocal credit transfer arrangements, students are exempt from 11 out of the 32 semester-long units of study for the degree (based on their Diploma studies) and are exempt from studying four specific competencies at the Diploma level (based on their degree studies). Students receive

a Diploma of Children's Services upon completion of the first two years of study and a Bachelor of Education (Pre service) after four years.

Year	Semester 1	Semester 2
1	Child care studies (Exempt: Academic Literacies)	Child care studies (Exempt: Northern Perspectives)
	Child care studies (Exempt: Inter-disciplinary studies 1)	Child care studies (Exempt: Inter-disciplinary studies 2)
	Technology Education	Essential Learner (5 day school experience)
	Literacy and Numeracy – text focus	Literacy and Numeracy – IT focus
2	Child care studies (Exempt: Inter-disciplinary studies 3)	Child care studies (Exempt: Inter-disciplinary studies 4)
	Child care studies (Exempt: Understanding Children's Development – 10 day practicum)	Child care studies (Exempt: Situated Learner – 10 day practicum)
	Creating positive relationships	Science Education
	Introduction to Aboriginal and Torres Strait Islander studies	Indigenous Education
3	Language Pedagogy and Difference	Studies of Society and the Environment
	Arts Education	Maths Education
	Languages and Literacy and Learning	Health and Physical Education
	Community of Learners (20 day practicum)	The Accountable Teacher
4	(Exempt – Specialist Elective 1)	(Exempt – Specialist Elective 2)
	Inclusive Education	(Exempt – Specialist Elective 3)
	Transformative Education	The Pre-Service Teacher – 50 days practicum or 30 days EC specialisation.
	EAL for Inclusion	The Teacher-Researcher

Notes: shaded units are VET Diploma studies and exempt HE units. Parentheses indicate exempt HE units (ie. for enrolled students and Diploma graduates with Merit grades or higher in specified modules)

Course Details: E. Certificate III in Children's Services

The course meets the needs of people currently employed in the industry who are seeking to gain a qualification. Training is fun and practical and adds to the knowledge and skills you are gaining on the job. We provide an individual learning plan for each participant. You can choose to do one unit or complete a whole qualification.

Our training enables you to consolidate your skills to observe children, plan age appropriate stimulating play activities, provide quality care, and holistically support children to achieve their developmental outcomes. Working ethically and within the law are also an important focus.

Many workers combine workplace assessment of their current skills with study.

CORE UNITS OF COMPETENCY

Code	Unit of Competency Title	Hours
CHCCHILD1C	Identify and respond to children and young people at risk of harm	30
CHCCN1D	Ensure children's health and safety	30
CHCCN2C	Care for children	70
CHCCN4D	Respond to illness accidents and emergencies	30
CHCCS301A	Work within a legal and ethical framework	50
CHCFC1C	Support the development of children in the service	40
CHCIC1C	Interact effectively with children	70
CHCOHS301A	Participate in workplace safety procedures	30
CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure	40
CHCPR3C	Develop an understanding of children's interests and developmental needs	20
HLTFA1A	Apply basic First Aid	10
AND/OR		
HLTFA2A	Apply advanced First Aid	30
	Hours	420-440

ELECTIVE UNITS OF COMPETENCY (select 4 units of competency)

Code	Unit of Competency Title	Hours
CHCCN3C	Prepare nutritionally balanced food in a safe and hygienic manner	20
CHCCN5C	Care for babies	40
CHCCS405A	Work effectively with culturally diverse clients and co-workers	30
CHCORG3B	Participate in the work environment	20
CHCRF1C	Work effectively with families in caring for their child	25
	Hours	95-115

Course Details: F. Certificate IV in Education Support

To receive the qualification Certificate IV in Education Support students must complete a total of 12 units of competency. This comprises:

7 core units of competency, 2 mandatory elective units of competency both of which should be selected from the same stream - either stream A or stream B, plus 3 elective units of competency.

OR

7 core units of competency, 4 mandatory elective units of competency from both stream A and B plus 1 elective unit of competency.

Total Nominal Course Hours: 400 - 610 (total nominal hours will depend on the combination of mandatory and elective units selected)

CORE UNITS OF COMPETENCY

Module/Unit of Competency	Hours
Identify and respond to children and young people at risk of harm	30
Work within a legal and ethical framework	50
Orientation to disability work	50
Support students with additional needs in the classroom	30
Support the development of children in the service	40
Participate in workplace safety procedures	30
Contribute to positive student learning and Education	50
Total nominal contact hours	280

ELECTIVE UNITS OF COMPETENCY STREAM A

Interact effectively with children	70
Establish and implement plans for developing responsible behaviour	40
Total nominal contact hours	110

ELECTIVE UNITS OF COMPETENCY STREAM B

Work effectively with young people	40
Support young people to address their circumstances	30
Total nominal contact hours	70

ELECTIVE UNITS OF COMPETENCY

Communicate appropriately with clients and colleagues	20
Foster and enhance children's cognitive and language development	100
Provide experiences which facilitate children's expressive development	60
Work effectively with culturally diverse clients and co-workers	30
Develop an understanding of children's interests and developmental needs	20
Support reading development	20
Support writing development	20
Support numeracy development	60
Apply basic First Aid	10
Apply advanced First Aid	30
Total nominal contact hours	370

Course Details: G. Diploma of Children's Services

Students must complete a total of 20 units of competency to receive the qualification Diploma of Children's Services. This comprises 13 compulsory core units of competency plus 7 elective units of competency as detailed in the packaging rules. Students must complete the prerequisite units of competency for this qualification, which are included in the core of CHC30402 Certificate III in Children's Services. Students must enrol in the Certificate III to address the prerequisites. The total Nominal Course Hours is 1110 – 1230

CORE UNITS OF COMPETENCY	Hours
Support the rights and safety of children within duty of care requirements	50
Establish, manage and monitor the implementation of a safe and healthy environment	40
Plan care routines	70
Foster and enhance children's development	40
Foster and enhance children's social, emotional and psychological development	100
Foster and enhance children's cognitive and language development	100
Establish and implement plans for developing responsible behaviour	40
Plan for the inclusion of children with additional needs	40
Manage workplace OHS management system	40
Design, implement and evaluate programs of the service	170
Arrange/organize experiences which facilitate and enhance children's development	80
Document, interpret and use information about children	70
Work in partnership with families to care for the child	70
	910
ELECTIVE UNITS OF COMPETENCY	Hours
Manage the organisation's finances, accounts and resources	90
Manage home based care administration requirements	40
Advocate for the rights and needs of children and young people	40
Prepare nutritionally balanced food in a safe and hygienic manner	20
Work effectively with culturally diverse clients and co-workers	30
Provide experiences which facilitate children's expressive development	60
Use music as a medium to enhance children's experience and development	40
Implement and promote inclusive policies and practices	40
Meet statutory and organizational information requirements	90
Meet information needs of the community	70
Evaluate and improve workplace OHS management system	90
Maintain an effective work environment	50
Co-ordinate the work environment	90
Contribute to policy development	50
Observe children and interpret observations	40

Course Details: H. Diploma of Out of School Hours Care

Students must complete a total of 18 units of competency to receive the qualification Diploma of Out of School Hours Care. This comprises 9 compulsory core units of competency plus NINE (9) elective units of competency as detailed in the packaging rules.

Students must complete the prerequisite units of competency for this qualification, which are included in the core of CHC40402 Certificate IV in Out of School Hours Care. Students must enrol in the Certificate IV to address the prerequisites.

Total Nominal Course Hours: 1110 - 1230

CORE UNITS OF COMPETENCY

Code	Unit of Competency Title	Hours
	Establish, manage and monitor the implementation of a safe and healthy environment	40
	Foster and enhance children's development	40
	Establish and implement plans for developing responsible behaviour	40
	Manage workplace OHS management system	40
	Maintain an effective work environment	50
	Develop and implement policy	90
	Design, implement and evaluate programs of the service	170
	Work in partnership with families to care for the child	70
	Conduct a program for children and young people with special needs	40

ELECTIVE UNITS OF COMPETENCY (select 9 units of competency)

Code	Unit of Competency Title	Hours
	Maintain organisation's information systems	40
	Meet information needs of the community	70
	Maintain effective networks	50
	Manage organizational change	150
	Lead and develop others	90
	Promote and represent the service	90
	Co-ordinate work	60
	Manage an accreditation process	60
	Act as a resource to workers	40
	Apply advanced First Aid	30

Qld

ABC Early Childhood Training College

Courses/VET

- A. Certificate II in Early Childhood Studies
- B. Certificate III in Early Childhood Studies
- C. Diploma in Early Childhood Studies
- D. Advanced Diploma in Early Childhood Studies

Course	A Cert. II ECS	B Cert. III ECS
Sector	VET	VET
Length of study full-time	through VET in schools program	n/a
Entry Requirements	best suited for high school students participating in "VET in schools" program	new entrants to the profession, including high school leavers and mature age students
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	no "vocational outcome", relevant credit towards Certificate III or Diploma	Child care assistant Family day carer Nanny Out of school hours care assistant Recreation assistant
Course	C Dip. ECS	D Adv. Dip. ECS
Sector	VET	VET
Length of study full-time	n/a	n/a
Entry Requirements	best suited for new entrants to the profession and those seeking to build on the Certificate III qualifications and experience	diploma qualified practitioners seeking to further advance their skills, qualifications and career pathways.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Group leader Team leader Program leader Service manager Centre director (some states require a higher level of study for the last two positions)	Service manager Centre Director (some states require a higher level of study for these positions)

Course Details: Course content details not publicly available

Qld

Barrier Reef Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services

Course	A Cert. III Child.Serv.	B Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Sound in grade 10 English	none
Articulation/ Credit/ RCC/RPL	n/a	On successful completion of the Diploma in Children's Services, applicants can apply to study the Advanced Diploma in Children's Services or a University Degree in Early Education.
Professional outcome	Assistant in a long day care centre, assistant in an occasional care centre, assistant in a kindergarten, assistant in a preschool, assistant in an outside school age care program, coordinator of outside school age care program, family day care provider, a primary teacher aide	A group leader in a long day care centre, occasional care centre or kindergarten. a coordinator of a school age care program. an assistant in a preschool. a family day care provider or coordinator. a primary teacher aide

Course Details: A. Certificate III in Children's Services

- Maintain a healthy and safe environment
- Provide physical care
- Respond to illness, accidents and emergencies
- Travel with children safely
- Foster children's self help skills
- Support the development of children in the service
- Interact positively with children
- Guide children's behaviour
- Work collaboratively with children
- Communicate with children
- Participate in the work environment
- Facilitate play and leisure
- Organise experiences for children
- Observe children
- Communicate with family members about their child
- Support the emotional needs of children
- Support the emotional well-being of babies/infants
- Support babies needs
- Foster the social development of children
- Follow the organisation's occupational health and safety policies
- Industry placement

Course Details:**B. Diploma in Children's Services**

Support the rights and safety of children within duty of care requirements
Establish, manage and monitor the implementation of a safe and healthy environment
Plan care routines
Foster and enhance children's development
Foster and enhance children's social, emotional and psychological development
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs
Manage workplace OHS management systems
Design, implement and evaluate programs of the service
Arrange/organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child
Advocate for the rights and needs of children and young people
Prepare nutritionally balanced food in a safe and hygienic manner
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's experience and development
Provide experiences which enhance children's development and learning
Implement and promote inclusive policies and practices
Contribute to policy development
Vocational placement

Qld

Bremer Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services
- C. Certificate III in Education Support
- D. Certificate IV in Education Support
- E. Diploma of Education Support

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Completion of Year 10 with sound achievement in English or Certificate II in Community Services (Children's Services) or Mature Age – where education, work and life experiences are indicative of likely success in the qualification	Certificate III in Children's Services Recommended Entry Requirements: Completion of year 12 with sound achievement in Board English or high achievement in English Communication or Mature Age – where education, work and life experiences are indicative of likely success in the qualification.
Articulation/Credit/RCC/RPL	On successful completion of this qualification students may articulate into the Diploma of Children's Services	n/a
Professional outcome	Child Care Centres – assistant level; Occasional Care - assistant level; Family Day Care; Kindergarten and Pre School – assistant level; Home Based Care; Teacher Aide	Child Care Centres – group leader level; Occasional Care – group leader level; Family Day Care Kindergarten and Pre School – assistant level; Home Based Care Teacher Aide
Course	C. Cert. III Ed. Supp.	D. Cert. IV Ed. Supp.
Sector	VET	VET
Length of study full-time	1 year	1 year
Entry Requirements	Successful completion of Year 10 (In Australia) Mature Age – where education, work and life experiences are indicative of likely success in the qualification.	Desirable level of literacy equivalent to Year 12 English. Completion of Certificate III in Education Support or equivalent.
Articulation/Credit/RCC/RPL	Successful completion of this qualification enables students to articulate into Certificate IV in Education Support – 30211Qld	Successful completion of this qualification enables students to articulate into the Diploma of Education Support
Professional outcome	Employment may be sought as a Teacher Aide in either: Pre-School Primary School Secondary School Special Education After School Care	Employment may be sought as a Teacher Aide in either: Pre-School Primary / Secondary Schools Special Education After School Care

Course	E. Dip. Ed. Support
Sector	VET
Length of study full-time	1 year
Entry Requirements	Desirable level of literacy equivalent to Year 12 English. Completion of Certificate IV in Education Support or equivalent.
Articulation/Credit/ RCC/RPL	n/a
Professional outcome	Employment may be sought as a Teacher Aide in either: Pre-School Primary / Secondary School Special Education After School Care

Course Details: A. Certificate III in Children's Services

Core Competencies

Identify and respond to children and young people at risk of harm
 Ensure children's health and safety
 Care for children
 Respond to illness, accidents and emergencies
 Work within a legal and ethical framework
 Support the development of children in the service
 Interact effectively with children
 Participate in workplace safety procedures
 Deliver services/activities to stimulate children's development and enhance their leisure
 Develop an understanding of children's interests and developmental needs
 Apply basic first aid
 Apply advanced first aid

Elective Competencies

Undertake administrative work
 Fulfil family day care administration requirements
 Promote the safety, well-being and welfare of children, young people and their families
 Prepare nutritionally balanced food in a safe and hygienic manner
 Care for babies (compulsory in some jurisdictions)
 Work effectively with culturally diverse clients and co-workers
 Participate in the work environment
 Work effectively with families to care for their child
 Plan and/or modify meals and menus according to nutritional care plans
 Plan meals and menus to meet cultural and religious needs
 Interact positively with infants, toddlers and parents in a recreation environment

Course Details: B. Diploma in Children's Services

Compulsory Competencies

Support the rights and safety of children within duty of care requirements
 Establish, manage and monitor the implementation of a safe and healthy environment
 Plan care routines
 Foster and enhance children's development
 Foster and enhance children's social, emotional and psychological development
 Foster and enhance children's cognitive and language development
 Establish and implement plans for developing responsible behaviour
 Plan for the inclusion of children with additional needs
 Manage workplace OHS management system
 Design, implement and evaluate programs of the service
 Arrange/organise experiences which facilitate and enhance children's about children
 Document, interpret and use information about children
 Work in partnership with families to care for the child

Electives

Prepare nutritionally balanced food in a safe and hygienic manner
Manage the organisation's finances, accounts and resources
Manage home based care administration requirements
Conduct investigation
Advocate for the rights and needs of children and young people
Work effectively with culturally diverse clients and co-workers
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's experience and development
Provide experiences which enhance children's development and learning
Implement and promote inclusive policies and practices
Meet statutory and organisational information requirements
Meet information needs of the community
Evaluate and improve workplace OHS management system
Lead and develop others
Manage a service organisation
Promote and represent the service
Reflect and improve upon professional practice
Maintain an effective work environment
Co-ordinate the work environment
Contribute to policy development
Observe children and interpret observations
Manage an accreditation process

Course Details: C. Certificate III in Education Support

Compulsory Core Competencies

Comply with legislation in the public sector
Work with others
Work in a culturally diverse environment
Follow defined occupational health and safety policy and procedures
Use and adapt to changes in technology
Undertake general administration procedures
Communicate with children

General Electives

Participate in networks
Support the development of children in the service
Guide children's behaviour
Provide equipment for activities
Assist in preparing sport and recreation sessions for clients
Provide education support to the school community
Develop positive relationships with students
Foster the physical development of children
Support the activities of existing groups

Disability Electives

Orientation to disability work
Communicate appropriately with clients and colleagues
Provide support to students with disabilities
Compulsory Workplace
Industry Placement

Course Details: D. Certificate IV in Education Support

Compulsory Core Competencies

Support the rights and safety of children within duty of care requirements
Communicate appropriately with clients and colleagues
Maintain service area environment, resources and equipment

Contribute to the school based learning environment
Support policy implementation

General Education Electives

Train small groups
Support group activities
Manage complex behavioural situations
Maintain effective networks
Implement and monitor the organisation's Occupational Health and Safety policies, procedures
Assist in conducting sport and recreation sessions for clients

Disability Electives

Utilise specialist communication skills
Maintain an environment designed to empower people with disabilities
Provide support to students with intellectual impairment
Provide support to students with hearing impairment
Provide support to students with vision impairment
Provide support to students with speech-language impairment
Provide support students with physical impairment
Provide support to students with autistic spectrum disorder
Provide support to students with learning difficulties
Implement and promote inclusive policies and practices
Contribute to the planning for students with additional needs
Provide support to students with disabilities

Course Details: E. Diploma of Education Support

Compulsory Core Competencies

Provide leadership in the workplace
Facilitate work teams
Utilise specialist communication skills
Coordinate the implementation of programs

Electives

Maintain an environment designed to empower people with disabilities
Manage meetings
Develop, implement and promote effective communication techniques
Design and adapt surroundings to group requirements
Plan and conduct group activities
Establish plans for developing responsible behaviour
Develop new networks
Contribute to the planning for students with additional needs
Contribute to the implementation of individual education plans for students with special needs
Manage severe and/or challenging behaviour

Qld

Brisbane North Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services
- C. Diploma of Children's Services/Bachelor of Social Science
(Dual Award with Queensland University of Technology)

Course	A Cert. III Child.Serv.	B Dip. Child.Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Year 10 with a sound pass in English; or completed Year 10 and Certificate II in Community Services (Children's Services); or mature age, where education, work and life experiences are indications of likely success in this qualification.	Successful completion of Year 12 at a Queensland Secondary School, or its equivalent. Applicants who do not have Queensland Year 12 or its equivalent may be accepted through mature age entry.
Articulation/ Credit/ RCC/RPL	Credit can also be granted by Brisbane North Institute to students for study successfully completed at another training organisation. Students must apply for credit transfer within five weeks of the commencement of study date.	The Recognition of Prior Learning (RPL) process acknowledges skills and knowledge obtained through: formal training (conducted by industry or educational institutions); - work experience (including informal training); or life experience. People who consider they already possess the competencies addressed in this course are able to apply for advanced standing through an RPL process.
Professional outcome	Child care centres - assistant level; Occasional care - assistant level; Family day care; Kindergarten and pre-school - assistant level; Home based carer.	On successful completion graduates could work as Group Leader in centre based care, Field Worker/Coordinator with family day care or coordinator of out of school hours care.
Course	C Dip. Child. Serv./B.A. Soc. Stud.	
Sector	VET/HE	
Length of study full-time	2 years	
Entry Requirements	Successful completion of Year 12 at a Queensland Secondary School, or its equivalent. Applicants who do not have Queensland Year 12 or its equivalent may be accepted through mature age entry	
Articulation/Credit/ RCC/RPL	The Recognition of Prior Learning (RPL) process acknowledges skills and knowledge obtained through: formal training (conducted by industry or educational institutions); work experience (including informal training); or life experience. People who consider they already possess the competencies addressed in this course shall be able to apply for advanced standing through an RPL process.	
Professional outcome	Group Leader in centre based care, Field Worker/Coordinator with family day care or coordinator of out of school hours care.	

Course Details: A. Certificate III in Children's Services

This qualification provides an educational program focusing on the knowledge, attitudes and skills required by a person working with children, their families and the community.

Course Details: B. Diploma in Children's Services

This course is designed to develop the knowledge, skills and attitudes required of competent childcare workers in all sectors and specialisations of childcare.
The curriculum framework is informed by a philosophy which values high quality childcare and recognises the work as being challenging and responsible and requiring approaches which are developmental and creative.

**Course Details: C. Diploma of Children's Services/Bachelor of Social Science
(Dual Award with Queensland University of Technology)**

This course is designed to develop the knowledge, skills and attitudes required of competent childcare workers in all sectors and specialisations of childcare.
The curriculum framework is informed by a philosophy which values high quality childcare and recognises the work as being challenging and responsible and requiring approaches which are developmental and creative.

Courses/HE

- A. Bachelor of Learning Management (Early Childhood)
 B. Bachelor of Learning Management (Primary)

Course	A B. Learning. Mgt. (EC)	B B. Learning .Mgt. (Prim.)
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	QTAC	QTAC
Articulation/ Credit/ RCC/RPL	N/a	N/a
Professional outcome	Teachers in day care centres, preschools or primary schools from Year 1 to 7. Students who aim to pursue a career within the Catholic Education sector should seek information from the Program Coordinator prior to the commencement of their second year studies. Students are eligible to teach in all states of Australia and overseas.	Students are qualified to teach from Year 1 to 7. Those students who aim to pursue a career within the Catholic Education sector should seek information from the Program Coordinator prior to the commencement of their second year studies. Students are eligible to teach in all States of Australia and overseas.

Course Details: A. Bachelor of Learning Management (Early Childhood)**YEAR 1****Term 1**

Learning Management
 Networks and Partnerships
 Competence in English
 The Arts
 Health and Physical Education

Term 2

Futures
 Effective Teaching and Learning
 Numeracy in the Classroom
 Portal Task Experience I

Term 3

Challenges for Early Childhood
 Images of Childhood

YEAR 2**Term 1**

Essential Professional Knowledge
 Literacy in the Classroom
 Science Curriculum and Pedagogy
 Portal Task Experience II

Year 2 Term 2

Professional Knowledge and Practice
 Ensuring Student Success
 Sustainable Communities (SOSE)

Term 3

The Contemporary Child
 Play Based Learning Environments

YEAR 3**Term 1**

Numeracy in Action
 Professional Knowledge in Context
 Managing Diversity

Term 2

English Curriculum and Pedagogy
 Technology Curriculum and Pedagogy
 E. Learning Manager

YEAR 4

Advocacy, Leadership and Change in Early Childhood
 Teaching Reading
 Portal Task Experience III

Portal Task Experience IV
 The Entrepreneurial Professional
 Portal Task Experience V - Internship

Course Details: B. Bachelor of Learning Management (Primary)

YEAR 1**Term 1**

Learning Management
Networks and Partnerships
Competence in English
The Arts
Health and Physical Education

Term 2

Futures
Effective Teaching and
Learning
Numeracy in the Classroom
Portal Task Experience I

Term 3

Education Elective 1
Education Elective 2

YEAR 2**Term 1**

Essential Professional Knowledge
Literacy in the Classroom
Science Curriculum and
Pedagogy
Portal Task Experience II

Term 2

Professional Knowledge and
Practice
Ensuring Student Success
Sustainable Communities
(SOSE)

Term 3

Education Elective 3
Education Elective 4

YEAR 3**Term 1**

Numeracy in Action
Professional Knowledge in
Context
Managing Diversity

Term 2

English Curriculum and
Pedagogy
Technology Curriculum and
Pedagogy
E. Learning Manager

YEAR 4**Term 1**

Building Learning Partnerships
Teaching Reading
Portal Task Experience III

Term 2

Portal Task Experience IV
The Entrepreneurial
Professional
Portal Task Experience V -
Internship

Qld

Central Queensland Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services
- C. Certificate III in Education Support
- D. Certificate IV in Education Support
- E. Certificate IV in Education (ATSI)
- F. Diploma of Education (Aboriginal and Torres Strait Islander)
- G. Certificate II in Community Services (Children's Services)
- H. Certificate IV in Community Services

Course	A Cert. III Child. Serv.	B Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	Eighteen (18) months to two (2) years on average, depending on training program selected.
Entry Requirements	n/a	There are prerequisite units from the Certificate III level that need to be completed prior to commencement of the diploma competencies. Prior to enrolment contact local CQ TAFE Child Studies staff to discuss customised training plan.
Articulation/ Credit/ RCC/RPL	Consideration is given to prior life and work experiences as well as formal and informal training. This may be applied using the national standard for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be requested.	
Professional outcome	Child Care or Kindergarten Assistant, Nanny, School Age Care Assistant, Family Day Care Provider.	Group leader in a child care centre, coordinator of outside school hours care, coordinator of family day care, director of a limited hours child care centre, under 32 places.
Course	C Cert. III Ed. Supp.	D Cert. IV Ed. Supp.
Sector	VET	VET
Length of study full-time	6 months	6 months
Entry Requirements	Learners entering this course must be 17 years or older, have, or must be in the process of completing a Senior First Aid certificate, possess a Suitability Card for Child Related, possess an Employment 'Blue Card'.	A completed Certificate III in Educational Support is necessary to be eligible for this course. Requirements for employment - prospective student must be 17 years or older • have, or in the process of completing a Senior First Aid certificate • possess a Suitability Card for Child Related Employment 'Blue Card'. Contact you local Client Service Office for more information.
Articulation/ Credit/ RCC/RPL	Consideration is given to life and work experiences as well as formal and informal training. This may be applied using the national standard for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be requested.	
Professional outcome	Teacher aide	Teacher aide

Course	E Cert. IV.Ed. ATSI	F Dip. Ed. ATSI
Sector	VET	VET
Length of study full-time	A minimum of 556 nominal hours.	A minimum of 846 nominal hours. Duration will depend on the electives and study program selected.
Entry Requirements	Must be recognised as an Aboriginal and/or Torres Strait Islander. Consideration will be given to previous academic and/or work histories.	
Articulation/ Credit/ RCC/RPL	Consideration is given to life and work experiences as well as formal and informal training. This may be applied using the national standard for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be requested.	
Professional outcome	General teacher aide, community teacher, library, administrative and/or technology assistant and Cultural Liaison Officer.	Community teachers, community education counsellors, student support officers, cultural liaison officers, indigenous education officers and childcare group leaders.
Course	G Cert.II Comm.Serv. (Child.Serv.)	H Cert.IV Comm. Serv. (Child.Serv.)
Sector	VET	VET
Length of study full-time	A minimum of 285 nominal hours. Duration will depend on the electives selected and study mode.	A minimum of 520 nominal hours.
Entry Requirements	n/a	n/a
Articulation/ Credit/ RCC/RPL	Consideration is given to life and work experiences as well as formal and informal training. This may be applied using the national standard for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be requested.	
Professional outcome	Centre Based Care Worker, Out of School Hours Care Worker or Family Day Care Worker.	Child care, long day care, occasional care, out of school hours care, pre-schools/kindergartens and other specialised services.

Course Details: **A. Certificate III in Children's Services**

Core / Mandatory Units of Competency:

Identify and respond to children and young people at risk of harm

Ensure child health and safety

Care for children

Respond to illness, accident and emergencies

Work within a legal and ethical framework

Support the development of children in the service

Interact effectively with children

Participate in workplace safety procedures

Deliver services/activities to stimulate children's development and enhance their leisure

Develop an understanding of children's interests and developmental needs

Apply basic first aid

Apply advanced first aid (depending on jurisdiction)

ADDITIONAL INFORMATION:

Vocational placement may be included as part of program

Course Details: B. Diploma of Children's Services

Core / Mandatory Units of Competency:

Support rights and safety of children
Implement safe/healthy environment
Plan care routines
Foster/finance child development
Enhance child social, emotional, physical development
Cognitive and language development
Develop responsible behaviour
Include children with additional needs
Manage workplace OHS systems
Design/implement/ evaluate programs
Arrange/organise exp for child development
Document/interpret/use child information
Partner families for child care

NB. Vocational placement may be included as part of program.

Course Details: C. Certificate III in Education Support

Core / Mandatory Units of Competency:

Communicate with children
Undertake general administrative procedures
Work with others
Use and adapt to changes in technology
Work in a culturally diverse environment
Comply with Legislation in the Public Sector
Follow defined Occupational Health and Safety Policies and Procedures

In addition, a minimum of 200 hours of elective units from the relevant stream are to be completed.

And 200 hours of vocational placement must be completed.

Course Details: D. Certificate IV in Education Support

Core / Mandatory Units of Competency:

Support rights/safety children
Communicate with clients and colleagues
Maintain effective networks
Maintain service area equipment
School based learning environment
Support Policy Implementation

Course Details: E. Certificate IV in Education (Aboriginal and Torres Strait Islander)

Core / Mandatory Units of Competency:

Support the teaching of literacy
Support the teaching of numeracy
Assist children to express themselves through creative arts
Develop and apply knowledge of science
Monitor children's behaviour
Apply action research to planning of learning experiences for children
Work within legislative and ethical requirements
Follow the organisation's occupational health and safety policies
Apply knowledge of government processes
Develop work practices to accommodate cultural identity

Course Details: F. Diploma of Education (Aboriginal and Torres Straight Islander)

Core / Mandatory Units of Competency:

Employ literacy strategies in the workplace
Employ mathematical strategies in the workplace
Maintain and apply knowledge of English teaching methods
Promote love of literature in children and communities
Develop and apply knowledge of alternative educational pedagogies
Plan and implement integrated education programs for children
Apply maths teaching methods
Follow the organisation's occupational health and safety policies
Organise experiences for children
Provide opportunities and experiences to enhance children's development
Make presentations
Plan for successful cultural practice at work

Course Details: G. Certificate II in Community Services (Children's Services)

Core / Mandatory Units of Competency:

Work within legislative and ethical requirements
Maintain a healthy and safe environment
Provide physical care
Communicate with people accessing the services for the organisation.
Communicate with children
Work with others
Follow the organisation's occupational health and safety policies.
To gain the national qualification, competency must be achieved in 10 units, including 7 core units, 2 electives and 1 optional unit.

Course Details: H. Certificate IV in Community Services

Core / Mandatory Units of Competency

Foster the physical development of children
Foster the social development of children
Foster the emotional and psychological development of children
To gain the national qualification, competency must be achieved in 13 units, including 3 core units, 9 electives and 1 optional unit. The electives offered may not be available at all locations.

Qld

Cooloola Sunshine Institute of TAFE

Courses/VET

- A. Advanced Diploma of Children's Services (upgrade course)
- B. Certificate III in Children's Services
- C. Diploma of Children's Services
- D. Diploma of Out of School Hours Care

Course	A Adv. Dip. Child. Serv. (upgrade)	B Cert. III Child. Serv.
Sector	VET	VET
Length of study full-time	three semesters part-time	Full time over 9 months
Entry Requirements	Diploma of Community Services (Children's Services) or equivalent is a pre-requisite. Need to be working in a children's service organisation.	There are no formal educational requirements for this course
Articulation/ Credit/ RCC/RPL	The Advanced Diploma can lead to further study in teaching and education at university.	Diploma of Children's Services or Diploma of Outside School Hours Care.
Professional outcome	Service Director or Assistant Director in long-day care and occasional care	Assistant in Child Care; Nanny; Out of School Hours Care Assistant; Family Day Carer; Recreation Assistant
Course	C Dip. Child. Serv.	D Dip. OOSHC
Sector	VET	VET
Length of study full-time	2 years	Part time course over 2 – 4 years
Entry Requirements	Successful completion of Year 12 with sound achievement in Board English or completion of Year 12 with high achievement in English communication or completion of Certificate III in Children's Services or mature age or experience with successful completion of Year 10 is recommended.	Successful completion of Year 12 with Sound Achievement in Board English, or completion of Year 12 with high achievement in English communication, or completion of Certificate III in Community Services (Children's Services), or mature age/experience.
Articulation/ Credit/ RCC/RPL	This diploma can lead to further study in teaching and education at university. The diploma will also lead to the Advanced Diploma in Children's Services.	The Diploma may lead to further study in teaching and education. Credit transfer arrangements differ with each university.
Professional outcome	Childcare worker – qualified; Team Leader; Group Leader; Program Leader; Service Manager; Service Director; Special needs inclusion worker.	Team Leader; Group Leader; Program Leader; Service Manager; Service Director

Course Details: A. Advanced Diploma of Children's Services (upgrade course)

Compulsory Units

Undertake systems advocacy
Manage the delivery of quality client service
Co-ordinate the assessment and delivery of services to clients with particular needs
Work with other services
Ensure a safe workplace
Promote and represent the service
Act as a resource to other services
Provide leadership in community services delivery
Manage workplace issues and one of the following units:
Develop and maintain the quality of service outcomes
OR
Manage innovation and continuous improvement

Course Details: B. Certificate III in Children's Services

Compulsory Units

Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
Work within a legal and ethical framework
Support the development of children in the service
Interact effectively with children
Participate in workplace safety procedures
Deliver services/activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Apply advanced first aid

Course Details: C. Diploma of Children's Services

Support the rights and safety of children within duty of care
Establish, manage and monitor the implementation of a safe and healthy environment
Plan care routines
Foster and enhance children's development
Foster and enhance children's social, emotional and psychological development
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs
Manage workplace OHS management systems
Arrange, organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child

Course Details: D. Diploma of Out of School Hours Care

Pre-requisites:

Undertake administrative work
Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Work within a legal and ethical framework
Work effectively with culturally diverse clients and co-workers
Deliver services/activities to stimulate children's development and enhance their leisure
Interact effectively with children
Work effectively with young people
Apply advanced first aid
Develop recreation programs

Undertake risk analysis of activities

Work autonomously

Compulsory:

Foster and enhance children's development

Establish, manage and monitor the implementation of a safe and healthy environment

Establish and implement plans for developing responsible behaviour

Manage workplace OHS management system

Maintain an effective work environment

Develop and implement policy

Design, implement and evaluate programs of the service

Work effectively with families in caring for the child

Conduct a program for children and young people with special needs

Qld**Creche and Kindergarten Association of Queensland****Courses/VET**

- A. Certificate III in Children's Services
 B. Diploma of Children's Services
 C. Advanced Diploma of Children's Services

Course	A Cert. III Child.Serv.	B Dip. Child.Serv.
Sector	VET	VET
Length of study full-time	n/a	n/a
Entry Requirements	n/a	Prerequisites: Certificate III in Children's Services or equivalent
Articulation/ Credit/ RCC/RPL	C&K Training acknowledges that students may transfer from other RTOs with partially completed qualifications. On application if the client provides sufficient evidence of completed competencies, C&K Training will grant a credit transfer for these completed competencies. Sufficient evidence must be in the form of the original Statement of Attainment from the previous RTO. If the Training Division Coordinator is concerned with the currency of these competencies the client may be required to undergo a Process of Recognition. If Credit Transfer has been requested and the competencies are not from a Nationally Endorsed Training Package, currency would be an issue and a Process of Recognition would need to be undertaken. This means they would have to enrol and pay for the competencies. Courses delivered by C&K have been designed to include pre-requisites from the higher qualification to enable students to matriculate into further study if they choose to upgrade their qualification.	
Professional outcome	Child Care Assistant, Family Day Carer, Nanny, Out of School Hours Care Assistant, Teacher Aide.	Child Care worker, Team Leader, Group Leader, Program Leader
Course	C Adv. Dip. Child .Serv.	
Sector	VET	
Length of study full-time	n/a	
Entry Requirements	Diploma of Children's Services or equivalent is needed before this qualification can commence.	
Articulation/ Credit/ RCC/RPL	Same as for courses A and B above	
Professional outcome	Team Leader, Group Leader, Program Leader, Centre Manager	

Course Details: A. Certificate III in Children's Services

Identify and respond to children and young people at risk of harm
 Ensure children's health and safety (Prerequisite for Diploma)
 Care for children (Prerequisite for Diploma)
 Respond to illness, accidents and emergencies (Prerequisite for Diploma)
 Work within a legal and ethical framework (Prerequisite for Diploma)
 Support the development of children in the service (Prerequisite for Diploma)
 Interact effectively with children (Prerequisite for Diploma)
 Participate in workplace safety procedures (Prerequisite for Diploma)
 Deliver services/activities to stimulate children's development and enhance their leisure
 Develop an understanding of children's interests and developmental needs

Apply basic first aid
Prerequisite for HLTF2A

Elective units

Care for babies
Participate in the work environment (Prerequisite for Diploma)
Work effectively with families in caring for the child
Work effectively with culturally diverse clients and co-workers
Industry Experience of 240hrs for non-working students

Course Details: B. Diploma of Children's Services

Support the rights and safety of children within duty of care requirements (Prerequisite for Adv Dip)

Establish, manage and monitor the implantation of a safe and healthy environment (Prerequisite for Adv Dip)

Plan care routines (Prerequisite for Adv Dip)

Foster and enhance children's development (Prerequisite for Adv Dip)

Foster and enhance children's social, emotional and psychological development (Prerequisite for Adv Dip)

Foster and enhance children's cognitive and language development

Establish and implement plans for developing responsible behaviour

Plan the inclusion of children with additional needs

Manage workplace OHS management systems

Design, implement and evaluate programs for the service

Arrange/ organise experiences which facilitate and enhance children's development

Document, interpret and use information about children

Work in partnerships with families to care for the child

Elective units

Provide experiences which facilitate children's expressive development

Use music as a medium to enhance children's experience and development

Provide experience which enhance children's development and learning

Work effectively with culturally diverse clients and co-workers

Lead and develop others (Prerequisite for Adv Dip)

Promote and represent the service (Prerequisite for Adv Dip)

Observe children and interpret observations

Industry Experience for non-working students

Course Details: C. Advanced Diploma of Children's Services

Undertake systems advocacy

Manage the delivery of quality client services

Co-ordinate the assessment and delivery of services to clients with particular needs

Work with other services

Ensure a safe workplace

Promote and represent the service

Act as a resource to other services

Provide leadership in community services delivery

Manage workplace issues

Develop and maintain the quality of service outcomes

Elective Units

Advocate for the rights and needs of children and young people

Manage complex behavioural situations

Plan child care provision with families

Respond to problems and complaints about the service
Reflect and improve upon professional practice
Manage organisational change
Lead and develop others
Plan assessment
Conduct assessment
Review assessment
Industry Experience Compulsory for non-working and some working students.

Courses/HE

A.

Bachelor of Education – Primary

Course	A B.Ed. Prim.
Sector	HE
Length of study full-time	4 years
Entry Requirements	Selection for admission to an undergraduate degree is made on the basis of academic merit. Selection for admission is competitive as the number of applicants generally exceeds the places available. The minimum requirement for eligibility for admission is completion of year 12 of secondary school, or equivalent academic achievement. Pre-requisites for admission may be specified in terms of levels of achievement in particular Year 12 subjects. Pre-requisite conditions may be satisfied by other study or experience which is considered to be equivalent to the year 12 pre-requisites.
Articulation/ Credit/ RCC/RPL	Griffith University awards credit for prior learning.
Professional outcome	Teaching in public and private schools either as a general or specialist primary school teacher. Employment prospects for beginning primary school teachers are good. Opportunities also exist for teaching in other States, overseas or in education and training contexts other than schools.

Course Details: A. Bachelor of Education – Primary**YEAR 1****Semester 1**

Introduction to Education
 Studies in Socio-cultural Understanding
 Communicative Performance

Semester 2

Learning with Information and
 Communication Technologies
 Learning and Teaching in the Early Years
 Music Education
 Multiliteracies in Education

YEAR 2**Semester 1**

Learning and Teaching in the Middle Years
 English Education 1
 Mathematics Education 1

Semester 2

Technology Education
 Primary Science Education 1
 Social Science Education
 Health and Physical Education

YEAR 3**Semester 1**

Behavioural Support
 Primary Science Education 2
 Academic Plan Course or Elective Course

Semester 2

Studies of Indigenous Australia
 English Education 2
 Mathematics Education 2
 Academic Plan Course or Elective Course

YEAR 4**Semester 1**

Responsive Assessment in Context
 Developing an Inclusive Curriculum
 Specialist Professional Studies Placement
 Academic Plan Course or Elective Course

Semester 2

Internship
 The Active Professional
 The Teacher in the Local and Global
 Community
 Academic Plan Course or Elective Course

Qld

James Cook University

Courses/HE

- A. Bachelor of Education -Primary
 B. Bachelor of Education -Early Childhood

Course	A B.Ed. Prim.	B. B.Ed. EC
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	For entrance into the Bachelor of Education, applicants must have an exit assessment in English of Sound Achievement or better, over four semesters in Queensland Year 12 (or the interstate equivalent).	For entrance into the Bachelor of Education, applicants must have an exit assessment in English of Sound Achievement or better, over four semesters in Queensland Year 12 (or the interstate equivalent).
Articulation/ Credit/ RCC/RPL	JCU supports alternative entry by applicants who may not meet the formal entry requirements for a course. These applicants can apply on the basis of their academic, professional and vocational qualifications and/or achievements.	JCU supports alternative entry by applicants who may not meet the formal entry requirements for a course. These applicants can apply on the basis of their academic, professional and vocational qualifications and/or achievements.
Professional outcome	With teaching experience, opportunities exist to branch out into other roles in the education and training sectors, or to move into more specialised positions such as learning support teacher and teacher librarian. JCU teaching graduates are also found in a wide variety of government and nongovernmental service industries, where they are valued for their interpersonal communication, organisation and management skills. The program in Primary Teaching focuses on Years 1–7. Graduates will be equipped to be ‘a general practitioner’ to teach across all curriculum areas in primary schools. At the same time, the program provides opportunities to specialise in particular subject areas.	Successful graduates can register with the Board of Teacher Registration, Queensland to practise anywhere in Australia. Registration also enables graduates to teach across all school sectors including early childhood, primary, middle school and secondary. The program in Early Childhood Education focuses on children from birth to eight years of age, with particular emphasis on children from preschool to Year 3.

Course Details: A. Bachelor of Education – Primary

Program Structure

Level 1 is a common year for all education students. Levels 2 and 3 cover core concepts in education and incorporate extended time in schools, giving students a practical perspective on concepts covered in class. Primary school curriculum is also studied. Level 4 caters for individual interests and incorporates an extended final practicum and the option of an internship. At each level, students have the opportunity to undertake focus studies in areas of their interest.

Core subjects include:

Introduction to Education
Language and Literacies in Education
Information Technologies in Education
Numeracy in Education
Childhood and Adolescence
Mathematics Education for Primary School
Managing Teaching and Learning
Health and Physical Education for Primary School
English Education for Primary School
Education for Cultural Diversity
Science Education for Primary School
Inquiries into Primary Learning and Teaching
Arts Education for Primary School
Social and Environmental Education for Primary School
Futures and Education
Integrating Learning and Teaching in Primary Curriculum
Advanced English and Mathematics Education
Inclusive Education for Special Needs

Course Details: B. Bachelor of Education – Early Childhood**Program Structure**

Level 1 is a common year for all education students.
Levels 2 and 3 cover core concepts in education and incorporate extended time in schools, giving students a practical perspective on concepts covered in class. Early childhood curriculum is also studied. Level 4 caters for individual interests and incorporates an extended final practicum and the option of an internship. At each level, students have the opportunity to undertake focus studies in areas of their interest.

Core subjects include:

Introduction to Education
Language and Literacies in Education
Information Technologies in Education
Numeracy in Education
Childhood and Adolescence
Mathematics Education for Early Childhood
Managing Teaching and Learning
Early Childhood Development Studies
Health and Physical Education for Early Childhood
English Education for Early Childhood
Education for Cultural Diversity
Science Education for Early Childhood
Inquiries into Early Childhood Learning and Teaching
Arts Education for Early Childhood
Social and Environmental Education for Early Childhood
Early Childhood Care and Education Services
Integrating Learning and Teaching in Early Childhood Curriculum
Advanced English and Mathematics Education
Inclusive Education for Special Needs

Qld

Logan Institute of TAFE

Courses/VET

- A. Certificate IV in Community Services (Children's Services)
- B. Diploma of Community Services (Children's Services)
- C. Advanced Diploma of Community Services (Children's Services)
- D. Certificate III in Children's Services
- E. Diploma of Children's Services
- F. Advanced Diploma of Children's Services
- G. Certificate III in Education Support
- H. Certificate IV in Out of School Hours Care

Course	A Cert.IV Comm.Serv. (Child.Serv.)	B Dip. Comm.Serv. (Child.Serv.)
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	n/a	n/a
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Children's Care Workers	Welfare Associate Professionals
Course	C Adv. Dip. Comm. Serv. (Child.Serv.)	D Cert.III Child.Serv.
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	n/a	no special requirements
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Welfare Associate Professionals	Childcare Worker
Course	E Dip. Child. Serv.	F Adv. Dip. Child.Serv.
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	Specified units from CHC30402 Certificate III in Children's Services or equivalent are pre-requisites to this qualification.	n/a
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Welfare and Community Worker	Welfare and Community Worker

Course	G Cert. III Ed. Supp.	H Cert. IV OOSHC
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	Successful completion of Year 10 in an Australian secondary school system or its equivalent, or mature entry.	There are no special entry requirements
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Teacher aide	Youth Worker, out of school hours carer

Course Details: A. Certificate IV in Community Services (Children's Services)

Required units

Foster the Physical Development of Children
 Foster the Social Development of Children
 Foster the Emotional and Psychological Development of Children

Elective units

There may be one or more elective competencies.

Course Details: B. Diploma of Community Services (Children's Services)

Required units

Support the Rights and Safety of Children within Duty of Care Requirements
 Support the Emotional Needs of Children
 Guide the Establishment and Maintenance of a Safe Environment
 Plan Care Routines
 Foster Children's Cognitive Development
 Foster Children's Language Development
 Foster Children's Aesthetic and Creative Development
 Establish Plans for Developing Responsible Behaviour
 Implement and Promote Inclusive Policies and Practices
 Plan the Inclusion of Children with Additional Needs
 Facilitate Children's Communication Skills
 Provide Opportunities and Experiences to Enhance Children's Development
 Enhance Children's Play and Leisure
 Use Observations and Records
 Develop New Approaches for Providing Service

Elective units

There may be one or more elective competencies.

Course Details: C. Adv. Diploma of Community Services (Children's Services)

Required units

Meet Information Needs of the Community
 Support Community Resources
 Undertake Case Management
 Develop, Implement and Promote Effective Communication Techniques
 Implement and Promote Inclusive Policies and Practices
 Plan the Inclusion of Children with Additional Needs
 Facilitate Children's Communication Skills
 Maintain Organisation's Information Systems
 Lead and Develop Others
 Develop and Maintain the Quality of Service Outcomes
 Maintain an Effective Work Environment

Manage Workplace Issues
Facilitate the Design of Programs of the Service
Monitor and Evaluate Programs
Facilitate the Development of Programs for Children with Additional Needs
Work in Partnership with Families to Care for the Child
Respond to Problems and Complaints About the Service
Act as a Resource to Workers

Elective units

There may be one or more elective competencies.

Course Details: D. Certificate III in Children's Services

Required units

Prepare for Training
Apprentice/Trainee Completion
Identify and Respond to Children and Young People at Risk of Harm
Ensure Children's Health and Safety
Care for Children
Respond to Illness Accidents and Emergencies
Work within a Legal and Ethical Framework
Support the Development of Children in the Service
Interact effectively with children
Participate in Workplace Safety Procedures
Deliver Services/Activities to Stimulate Children's Development and Enhance their Leisure
Develop an Understanding of Children's Interests and Developmental Needs

Elective units

There may be one or more elective competencies.

Course Details: E. Diploma of Children's Services

Required units

Support the Rights and Safety of Children within Duty of Care Requirements
Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
Plan Care Routines
Foster and Enhance Children's Development
Foster and Enhance Children's social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Establish and Implement Plans for Developing Responsible Behaviour
Plan for the Inclusion of Children with Additional Needs
Manage Workplace OHS Management Systems
Arrange/organise Experiences which Facilitate and Enhance Children's Development
Document, Interpret and Use Information about Children
Work in Partnership with Families to Care for the Child

Elective units

There may be one or more elective competencies.

Course Details: F. Advanced Diploma of Children's Services

Required units

Ensure a Safe Workplace
Undertake Systems Advocacy
Manage the Delivery of Quality Client Service
Co-ordinate the Assessment and Delivery of Services to Clients with Particular Needs
Work With Other Services
Promote and Represent the Service
Act as a Resource to other Services
Provide Leadership in Community Service Delivery

Manage Workplace Issues

Elective units

There may be one or more elective competencies.

Course Details: G. Certificate III in Education Support

Vocational Placement

This component comprises 200 hours of Vocational Placement in an industry setting, specific to the chosen field of work.

Course Details: H. Certificate IV in Out of School Hours Care

Required units

- Undertake Administrative Work
- Identify and Respond to Children and Young People at Risk of Harm
- Ensure Children's Health and Safety
- Work within a Legal and Ethical Framework
- Work Effectively with Culturally Diverse Clients and Co-workers
- Interact effectively with children
- Implement and Monitor OHS Policies and Procedures for a Work Place
- Deliver Services/Activities to Stimulate Children's Development and Enhance their Leisure
- Develop an Understanding of Children's Interests and Developmental Needs
- Work Effectively with Young People
- Apply Basic First Aid
- Apply Advanced First Aid
- Develop Recreation Programs
- Undertake Risk Analysis of Activities
- Work Autonomously

Elective units

There may be one or more elective competencies.

Qld

Moreton Institute of TAFE

Courses/VET

- A. Advanced Diploma of Children's Services
- B. Certificate III in Children's Services
- C. Certificate III in Children's Services (Traineeship)
- D. Diploma of Children's Services
- E. Diploma of Children's Services Bridging Program
- F. Diploma of Children's Services (Apprenticeship)
- G. Diploma of Out of School Hours Care

Course	A. Adv. Dip. Child. Serv.	B. Cert. III Child. Serv.
Sector	VET	VET
Length of study full-time	18 months - rolling starts part time	1 year
Entry Requirements	Application is via direct entry. Applicants must have previously completed an appropriate Diploma-level children's services (child care) qualification. The advanced diploma will be offered on a part	Language, literacy and numeracy are required for the level of work in industry (qualified assistant in a Child Care Centre). It is recommended applicants have at least Year 10 with a sound achievement
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Working in a childcare centre as a director.	Childcare Assistant for children 0-12 years
Course	C. Cert.III Child.Serv. Traineeship	D. Dip.Child.Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	This Traineeship requires applicants to be at least 17 years of age and currently employed in the Childcare Industry. Language, Literacy and Numeracy are required for the level of work in the industry	Language, literacy and numeracy are required for the level of work in industry. It is recommended applicants have completed Year 12 with SA in English or HA in English Communication or mature age entry
Articulation/Credit/ RCC/RPL	n/a	n/a
Professional outcome	Childcare Assistant for children 0-12 years	Working in a childcare centre as a group leader, as a coordinator in outside school hours care, family day care provider, FDC child development officer, nanny and resort care worker.

Course	E. Dip. Child. Serv. Bridging Prog.	F. Dip. Child. Serv. Apprenticeship
Sector	VET	VET
Length of study full-time	n/a; part-time	3 years
Entry Requirements	This program has been developed to assist Queensland registered primary school trained teachers, who wish to work in Child Care services gain early childhood qualifications. Primary trained teachers are eligible to enrol in the program if they: are currently registered with the Board of Teacher Registration and hold a current First Aid certificate.	A Certificate III in Children's Services is a pre-requisite to this qualification. Applicants must be working in the child care industry. Language, Literacy and Numeracy are required for the level of work in the industry.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Teachers who complete the program are awarded with the Certificate III and the Diploma of Children's Services and will meet the qualification requirements for a group leader in centre based services under the Child Care Act (2002). Eligible teachers must enrol and complete the program before they can be employed as a group leader.	Career opportunities may include: working in a childcare centre as a group leader. Graduate career opportunities may also include: working as a coordinator in outside school hours care, family day care provider, FDC child development officer, nanny and resort care worker.
Course	G. Dip. OOSHC	
Sector	VET	
Length of study full-time	Part time blended delivery	
Entry Requirements	A Certificate III is a prerequisite for this program or specific units from. The Certificate III can also be built into your training plan.	
Articulation/Credit/ RCC/RPL	n/a	
Professional outcome	Out of school hours carer	

Course Details: A. Advanced Diploma of Children's Services

Units offered cover topics such as leadership in community services, manage workplace issues, undertake systems advocacy, and work with other services. There are 20 units in total.

Course Details: B. Certificate III in Children's Services

15 units - 11 compulsory and 4 electives.

Choice of electives will be guided by the type of service delivery and the setting. Four elective units may be selected from the units listed, from other Community Services Training Package units available at this or higher levels, or from other relevant National Training Package units available at Certificate III and enterprise specific units.

Study areas include:

- Child health
- Physical care of children
- Human development
- Communication, workplace health and safety
- Legislative requirements
- Organising play and leisure activities

The program involves both on-the-job and off-the-job components. On-the-job components are undertaken at your childcare workplace.

Course Details: C. Certificate III in Children's Services (Traineeship)

This course studies all educational and developmental needs of infants and young children. The course involves both on-the-job and off-the-job components. Students in current children's services positions may have the opportunity to do all or some of their practical work in their current position. Each student's needs will be assessed individually.

Study areas include:

- Child health
- Physical care of children
- Human development
- Communication, workplace health and safety
- Legislative requirements
- Organising play and leisure activities.

Fifteen (15) units must be completed including eleven (11) compulsory and four (4) elective.

Course Details: D. Diploma of Children's Services

Caring for babies
Supporting the emotional well being of babies/infants
Planning care routines
Preparing food
Child development
Observation skills.

Institute organises practical placement for students not working in the industry. Part-time students working in industry do field work at their place of employment.

Course Details: E. Diploma of Children's Services (Bridging Program)

Three main clusters of units have been identified:

- Children's health and safety cluster
- Observation and planning cluster and
- Children's rights, occupational health and safety and management cluster.

To complete each assessment item on the job experience is necessary. On the job assessment tasks can be undertaken in a Children's Service at which the student is employed, or a 40 hour vocational placement will be organised for the student. This may be in Long Day Care, Family Day Care, Occasional or Limited Hours Care, Kindergarten, Preschool or Out of School Hours Care.

Course Details: F. Diploma of Children's Services (Apprenticeship)

This course covers the intellectual, social, emotional, physical and educational needs of infants and young children. The course involves both on-the-job and off-the-job components. Students are required to be working in a children's services position. Moreton Institute of TAFE will provide for the off-the-job components.

Twenty (20) units must be selected for this qualification including thirteen (13) compulsory units, seven (7) elective units.

Course Details: G. Diploma of Out of School Hours Care

This program has been developed based on the needs of the Childcare industry and meeting legislative requirements. It is designed for care and education professionals who need an advanced knowledge of all facets of the operation of an out of school hours care service. The program gives students the knowledge and skills they need to undertake a managerial role and have responsibility for the supervision of other staff and volunteers in and out of school hours care facility.

Eighteen units must be selected for this qualification including 9 compulsory units and 9 elective units.

Qld

Mount Isa Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services
- C. Certificate III in Education Support

Course	A Cert.III Child.Serv.	B Dip.Child.Serv.
Sector	VET	VET
Length of study full-time	n/a	n/a
Entry Requirements	n/a	Certificate III in Children's Services or equivalent
Articulation/ Credit/ RCC/RPL	Units studied in the Certificate III course may articulate into the Diploma of Children's Services.	Experienced child care students working in children's services may be eligible for up to 8 free RPL's until June 2006. Enrolment in these will only be accepted upon advise of a Children's Services Teacher
Professional outcome	Centre Based Care; Vacation Care; School Environment; Preschool; Out of School Hours Care	Working in a childcare centre as a group leader, as a coordinator in outside school hours care, family day care coordinator, or teacher's aide with children up to 8 years.
Course	C Cert. III Ed. Supp.	
Sector	VET	
Length of study full-time	1 year	
Entry Requirements	It is desirable that students have a level of literacy equivalent to Grade 12 English and/or be of mature age. Students who do not meet this requirement are advised to avail themselves of a literacy assessment.	
Articulation/ Credit/ RCC/RPL	Recognition of Prior Learning for the VET system is to ensure that an individual's prior learning achieved through formal and informal training, work experience and/or other life experiences is appropriately recognised.	
Professional outcome	teacher aide	

Course Details: A. Certificate III in Children's Services

- Provide Physical Care
- Care for Babies
- Interact effectively with Children
- Undertake Administrative Work
- Respond to Illness Accidents and Emergencies
- Support the Development of Children in the Service
- Deliver Services/Activities to Stimulate Children's Development and enhance their Leisure
- Develop an Understanding of Children's Interests and Developmental Needs
- Ensure Children's Health and Safety
- Work Effectively with Families in Caring for their Child
- Identify and Respond to Children and Young People at Risk of Harm
- Work within a Legal and Ethical Framework
- Participate in Workplace Safety Procedures
- Prepare Nutritionally Balanced
- Participate in the Work Environment

Course Details: B. Diploma of Children's Services

Support rights/safety children
Implement safe/healthy environment
Plan care routines
Foster/enhance children's development
Enhance children's social, emotional, physical development
Cognitive and language development
Develop responsible behaviour
Include children with additional needs
Manage workplace OHS systems
Design/implement and evaluate programs
Arrange/organise experience for child development
Document/interpret/use child information Work effectively with families

Course Details: C. Certificate III in Education Support

Core Competencies:

Communicate with children
Comply with legislation in the public sector
Work with others
Work in a culturally diverse environment
Follow Defined Occupational Health and Safety Policy and Procedures
Use and adapt to changes in technology
Undertake general administration procedures
Electives
General Education
Information Technology
Business Administration
Disability Work
Library Services
Language and Literacy

Qld**My Other Mum Childcare****Courses/VET**

- A. Certificate III in Children's Services
 B. Diploma in Children's Services

Course	A. Cert.III in Child.Serv.	B. Dip.Child.Serv.
Sector	VET	VET
Length of study full-time	Self paced, 15 modules, theory plus approx. 200 hrs industry placement	Self paced, 20 modules, theory plus approx. 270 hrs industry placement)
Entry Requirements	Persons with the language and literacy skills enabling them to complete the course and/or be an active childcare worker	Certificate III in Children's Services is a pre-requisite. Persons with the language and literacy skills enabling them to complete the course and/or be an active childcare worker
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Home-based Childcare Provider; Assistant in a Childcare Centre; Nanny; Assistant in Early Childhood Setting (e.g. Kindergarten, Pre-school to Year 3)	Group Leader – Childcare Centre Home-based Childcare and OHSC Coordinator Director of a Small Day Care Centre

Course Details: A. Certificate III in Children's Services

[15 units in total – 11 compulsory and 4 elective]

Human Relationships and Interactions

Work effectively with culturally diverse clients and co-workers.
 Work effectively with families in caring for their child.
 Care for babies.
 Care for children.
 Interact effectively with children.

Early Childhood Development

Support the development of children in the service.
 Develop an understanding of children's interests and developmental needs.
 Deliver services/activities to stimulate children's development and enhance their leisure.

Health and Safety

Ensure children's Health and Safety.
 Prepare nutritionally balanced food in a safe and hygienic manner.
 Respond to illness, accidents and emergencies.
 Participate in workplace safety procedures.
 Senior First Aid Course—student to pay, enrol and pass this course with accredited provider

Childcare Legislation and Child Advocacy

Work within a legal and ethical framework.
 Identify and respond to children and young people at risk of harm.
 On the job and or equivalent practical assessment observations will take place after the satisfactory completion of all theory units.

Course Details: B. Diploma in Children's Services

Enhancing Early Childhood Development

Foster and enhance children's social emotional and psychological development.

Foster and enhance children's development [inc music as a medium]

Foster and enhance children's cognitive and language development [including expressive development]

Arrange/organise experiences which facilitate and enhance children's development. [includes science, maths, art and technology in play]

Provide experiences which enhance children's development and learning [includes learning about maths, science and technology through play]

Leadership and Management

Work in partnership with families to care for the child

Maintain an effective work environment [inc. elements of ORG3]

Lead and develop others

Promote and Represent the service

Meet information needs of the community

Manage an accreditation process.

Planning / Policies

Document, interpret and use information about children.

Plan care routines.

Design, implement and evaluate programs of the service.

Establish and implement plans for developing responsible behaviour.

Plan the inclusion of children with additional needs (CHCIC10C is a pre-requisite).

Stakeholder Rights / Health and Safety

Support the rights and safety of children within a duty of care requirements.

Advocate for the rights and needs of children and young people

Manage workplace OHS management systems

Establish, manage and monitor the implementation of a safe and healthy environment.

On the job and or equivalent practical assessment observations will take place after the satisfactory completion of all theory units.

Courses/VET

- A. Certificate III in Children's Services
 B. Diploma of Children's Services

Course	A Cert. III Child. Serv.	B Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	flexible	flexible
Entry Requirements	No pre-requisites for this program	Applicants must have one of the following qualifications: Certificate III in Children's Services; or Certificate III in Community Services (Children's Services)
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Family Day Care Provider, Assistant in Centre Based Care, Assistant in Outside School Hours Care, Kindergarten/Preschool Assistant or Nanny.	Outside School Hours Care Coordinator, Family Day Care Coordinator, Group Leader in Centre Based Care or a Family Day Care Provider.

Course Details: A. Certificate III in Children's Services

Care for children
 Interact effectively with children
 Respond to illness, accidents and emergencies
 Develop an understanding of children's interests and developmental needs
 Deliver services/activities to stimulate children's development and enhance their leisure
 Work effectively with families in caring for the child
 Identify and respond to children and young people at risk of harm
 Work within a legal and ethical framework
 Prepare nutritionally balanced food in a safe and hygienic manner
 Undertake administrative work
 Fulfil family day care administration requirements
 Care for babies

Course Details: B. Diploma of Children's Services

Foster and enhance children's social and emotional and psychological development
 Foster and enhance children's cognitive and language development
 Provide experiences which facilitate children's expressive development
 Use music as a medium to enhance children's experience and development
 Arrange/organise experiences which facilitate and enhance children's development
 Work effectively with families caring for the child
 Support the rights and safety of children within duty of care requirements
 Establish and implement plans for developing responsible behaviour
 Establish, manage and monitor the implementation of a safe and healthy environment
 Manage workplace OH&S management system
 Implement and promote inclusive policies and practices
 Design, implement and evaluate programs of the service
 Plan the inclusion of children with additional needs
 Care for babies

Courses/HE

- A. Bachelor of Arts/Bachelor of Education (Early Childhood)
Campus: Gardens Point, Kelvin Grove and Carseldine
- B. Bachelor of Early Childhood Studies. Campus: Kelvin Grove
- C. Bachelor of Early Childhood. Campus: External
- D. Bachelor of Education (Early Childhood). Kelvin Grove
- E. Bachelor of Education (Preservice Early Childhood). External

Course	A BA/ B.Ed. EC	B B. ECS
Sector	HE	HE
Length of study full-time	4 years	3 years
Entry Requirements	ENGLISH: Successful completion of a year of full-time vocational or tertiary study.	
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	<p>The Bachelor of Education (Early Childhood) provides graduates with the opportunity to be employed in childcare centres, kindergartens, preschools and the lower three grades of primary school.</p> <p>Professional Recognition This double degree is recognised by the Queensland Board of Teacher Registration as meeting the requirements for registration as a teacher in Queensland. The Early Childhood specialisation is also accredited by the Department of Families for employment in child care.</p>	<p>This degree provides graduates with the opportunity to be employed in childcare centres and services. Graduates are not eligible for teacher registration in Queensland.</p> <p>Professional Recognition The Bachelor of Early Childhood Studies is accredited by the Department of Families, Youth and Community Care for employment in the area of child care. Graduates are not eligible for teacher registration in Queensland.</p>
Course	C B. EC External	D B.Ed. (Preservice EC)
Sector	HE	HE
Length of study full-time	3 years	4 years
Entry Requirements	<p>Completion of a Diploma or Advanced Diploma of Community Services (Children's Services) or an equivalent accredited qualification and Diploma holders must have the following early childhood experience:</p> <ul style="list-style-type: none"> – one year full-time (or equivalent) group leader experience; or – two years full-time (or equivalent) family day care experience as an accredited provider; or – two years full-time (or equivalent) early childhood teacher aide experience in a State preschool or crèche and kindergarten association centre; or – two years full-time (or equivalent) before and after school care experience. 	ENGLISH: Successful completion of a year of full-time vocational or tertiary study.

Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	<p>This course prepares students to work as directors of childcare centres and with other areas of children's services. Students undertake units in areas such as early childhood development, early childhood language and mathematics curriculum, and inclusive practices in early childhood.</p> <p>Professional Recognition The Bachelor of Early Childhood is accredited by the Department of Families, Youth and Community Care for employment in the area of child care. Graduates of the Bachelor of Early Childhood are not eligible for registration with the Queensland Board of Teacher Registration.</p>	<p>Graduates can teach in childcare centres, kindergartens, preschools and the lower three grades of primary school. They may also complete a discipline/content studies major in one of the key learning areas of the Queensland school curriculum.</p> <p>Professional Recognition The Bachelor of Education (Early Childhood) is recognised by the Queensland Board of Teacher Registration as meeting the requirements for registration as a teacher in Queensland. Early Childhood specialisations are also accredited by the Department of Families, Youth and Community Care for employment in child care.</p>
Course	E B.Ed. (Preservice EC) external	
Sector	HE	
Length of study full-time	5 years	
Entry Requirements	<p>Completion of a Diploma or Advanced Diploma of Community Services (Children's Services) or an equivalent accredited qualification and</p> <p>Diploma holders must have the following early childhood experience:</p> <ul style="list-style-type: none"> - one year full-time (or equivalent) group leader experience; or - two years full-time (or equivalent) family day care experience as an accredited provider; or - two years full-time (or equivalent) early childhood teacher aide experience in a State preschool or crèche and kindergarten association centre; or - two years full-time (or equivalent) before and after school care experience. <p>Special Entry Requirements Preference may be given to those applicants in rural or isolated locations, and/or who have departmental/work requirements.</p>	
Articulation/ Credit/ RCC/RPL	n/a	
Professional outcome	<p>This degree provides graduates with the opportunity to be employed in childcare centres, kindergartens, preschools and in the lower three grades of primary school.</p> <p>This course is recognised by the Queensland Board of Teacher Registration as meeting the requirements for registration as a teacher in Queensland and the Department of Families, Youth and Community Care for employment in the area of child care.</p>	

Course Details: A. Bachelor of Arts/Bachelor of Education (Early Childhood)
Gardens Point, Kelvin Grove and Carseldine

INTERNATIONAL AND GLOBAL STUDIES

Introduction To International And Global Studies
World Regions

SOCIETY AND CHANGE

Exploring Change
Understanding Society: Introduction to sociology

ETHICS AND HUMAN RIGHTS

Introduction To Human Rights And Ethics
Human Identity And Change

COMMUNITY STUDIES

Australian Society And Culture
Contemporary Social And Community Issues

First Year Core: Skills Units

Applied Skills And Scholarship
Introduction To Social Research Methods

Second Year Core: Research Methods Units

Qualitative Research Methods
Survey Methods
Interpreting The Past
Geographical Research Design

Year 3, Semester 1

Development and Learning Early Childhood 2
Early Childhood Field Studies 1: Development and Learning in the Field
Development and Learning in Early Childhood 1

Year 3, Semester 2

Teaching and Learning Studies 3: Practising Education
Early Childhood Field Studies 2: Practising Education in the Field
Early Childhood Curriculum: Arts 1
Early Childhood Society, Environment and Health Education

Year 4, Semester 1

Inclusion in Early Childhood Settings
Early Childhood Field Studies III: Immersion in Inclusive Educational Practices
Leadership and Management in Early Childhood Services
And one of:
Early Childhood Science and Information and Communication Technologies Education
Early Childhood Language and Literacies and Communication 2
Early Childhood Curriculum: Arts II
Early Childhood Mathematics Education

Year 4, Semester 2

Working with Parents and Other Adults in Early Childhood Education and Care Services
Early Childhood Field Studies IV: Professional Work of Teachers: Induction into Practice
Internship (Early Childhood);Integrated Early Childhood Curriculum

Course Details: B. Bachelor of Early Childhood Studies, Kelvin Grove

Year 1, Semester 1

Learning Networks

Academic And Professional Communication
Early Childhood Language and Literacies and Communication 1
Early Childhood Foundations 1: Historical and Comparative Perspectives of Early Childhood Education

Year 1, Semester 2

Development and Learning in Early Childhood 1
Early Childhood Curriculum: Arts 1
Early Childhood Practicum (Child Care)
Early Childhood Foundations 2: Childhood and Family Studies

Year 2, Semester 1

Development and Learning Early Childhood 2
Early Childhood Field Studies 1: Development and Learning in the Field
Early Childhood Mathematics Education
Early Childhood Society, Environment and Health Education

Year 2, Semester 2

Early Childhood Health and Nutrition
Early Childhood Language and Literacies and Communication 2
Leadership and Management in Early Childhood Services
Pathway Unit

Year 3, Semester 1

Inclusion in early childhood settings
Early Childhood Field Studies 3: Immersion in Inclusive Educational Practices
Early Childhood Curriculum: Arts 2
Programs for Infants and Toddlers (0-3 Years)

Year 3, Semester 2

Integrated Early Childhood Curriculum
Working with Parents and Other Adults in Early Childhood Education and Care Services
Action Research in Early Childhood Education
Pathway Unit

Course Details: C. Bachelor of Early Childhood , External

Year 1, Semester 1

Computers And Education
Academic And Professional Communication

Year 1, Semester 2

Early Childhood Curriculum: Arts 1
Early Childhood Society, Environment and Health Education

Year 2, Semester 1

Early Childhood Mathematics Education
Early Childhood Language and Literacies and Communication 1

Year 2, Semester 2

Inclusion in Early Childhood Education
Leadership and Management in Early Childhood Services

Year 3, Semester 1

Development and Learning Early Childhood 2
Early Childhood Field Studies 1: Development and Learning in the Field

Year 3, Semester 2

Integrated Early Childhood Curriculum
Action Research in Early Childhood Education

Course Details: D. Bachelor of Education (Early Childhood), Kelvin Grove

Year 1, Semester 1

Learning Networks
Teaching and Learning Studies 1: Teaching in New Times
Early Childhood Language and Literacies and Communication 1
Early Childhood Foundations 1: Historical and Comparative Perspectives of Early Childhood Education

Year 1, Semester 2

Culture Studies: Indigenous Education
Development and Learning in Early Childhood 1
Early Childhood Curriculum: Arts 1
Early Childhood Foundations 2: Families and Childhoods in Early Childhood Education and Care

Year 2, Semester 1

Development and Learning Early Childhood 2
Early Childhood Field Studies 1: Development and Learning in the Field
Early Childhood Society, Environment and Health Education
Early Childhood Mathematics Education

Year 2, Semester 2

Teaching and Learning Studies 3: Practising Education
Early Childhood Field Studies 2: Practising Education in the Field
Early Childhood Mathematics, Science and Technology Education 2
Early Childhood Language and Literacies and Communication 2

Year 3, Semester 1

Inclusion in Early Childhood Settings
Early Childhood Field Studies 3: Immersion in Inclusive Educational Practices
Early Childhood Curriculum: Arts 2
Research in Early Childhood Education

Year 3, Semester 2

Integrated Early Childhood Curriculum
Early Childhood Language and Literacies and Communication 3
Pathway Studies 1
Pathway Studies 2

Year 4, Semester 1

Applied Early Childhood Curriculum Project
Leadership and Management in Early Childhood Services
Pathway Studies 3
Pathway Studies 4

Year 4, Semester 2

Working with Parents and Other Adults in Early Childhood Education and Care Services
Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field
Internship (Early Childhood)
Applied Early Childhood Curriculum Project

Course Details: E. Bachelor of Education (Preservice Early Childhood), External

Year 1, Semester 1

Computers And Education
Academic And Professional Communication

Year 1, Semester 2

Early Childhood Curriculum: Arts 1
Early Childhood Society, Environment and Health Education

Year 2, Semester 1

Early Childhood Mathematics Education
Early Childhood Language and Literacies and Communication 1

Year 2, Semester 2

Inclusion in Early Childhood Education
Leadership and Management in Early Childhood Services

Year 3, Semester 1

Development and Learning in Early Childhood
Early Childhood Field Studies 1: Development and Learning in the Field

Year 3, Semester 2

Teaching and Learning Studies 3: Practising Education
Early Childhood Field Studies 2: Practising Education in the Field

Year 4, Semester 1

Early Childhood Science and Information and Communication Technologies Education
Early Childhood Language and Literacies and Communication 2

Year 4, Semester 2

Culture Studies: Indigenous Education
Early Childhood Language, Literacies and Communication 3

Year 5, Semester 1

Integrated Early Childhood Curriculum
Creating Curriculum With Young Children

Year 5, Semester 2

EC Field Studies 4: Professional Work of Teachers: Induction in the Field
OR Internship
AND Action Research in Early Childhood

Qld

Southbank Institute of TAFE

Courses/VET

- A. Advanced Diploma of Children's Services
- B. Certificate III in Children's Services
- C. Certificate III in Children's Services Traineeship
- D. Diploma of Children's Services Apprenticeship
- E. Diploma of Children's Services

Course	A Adv. Dip. Child. Serv.	B Cert. III Child. Serv.
Sector	VET	VET
Length of study full-time	2 years	9 months
Entry Requirements	Completion of Diploma in Children's Services and currently working in a children's service environment for a minimum of 10 hours per week.	School Leavers must have completed Year 10 or equivalent with a Sound Achievement in English. or Successful completion of any Certificate II or higher award in any content area requiring formal written communication or Non school-leavers are selected according to eligibility and merit, vocational experience, previous study and personal competencies are used to determine entry.
Articulation/ Credit/ RCC/RPL	Bachelor of Educational Services (Child Care) - James Cook University Bachelor of Teaching (Early Childhood/Primary) - Queensland University of Technology (QUT) and other universities. Individuals may receive credit for their knowledge and skills through recognition of prior learning (RPL) upon completion of the RPL process. This process is undertaken once an applicant has been offered and accepted a place in the program. Assessment may include skills and achievements from: · Work experience (paid and unpaid) · Life experience (for example leisure pursuits or voluntary work) · Previous study (formal or informal training and education, for example industry training, school, college or adult education classes) In order to grant RPL, an assessor must be confident that candidates are currently competent. Evidence used for assessment may take a variety of forms and could include certification, references from past employers, work samples, testimonials from clients and challenge testing.	Diploma of Children's Services. Individuals may receive credit for their knowledge and skills through recognition of prior learning (RPL) upon completion of the RPL process. This process is undertaken once an applicant has been offered and accepted a place in the program. Assessment may include skills and achievements from: · Work experience (paid and unpaid) · Life experience (for example leisure pursuits or voluntary work) · Previous study (formal or informal training and education, for example industry training, school, college or adult education classes) In order to grant RPL, an assessor must be confident that candidates are currently competent. Evidence used for assessment may take a variety of forms and could include certification, references from past employers, work samples, testimonials from clients and challenge testing.

Professional outcome	Director in a long day care centre, occasional care centre, outside school hours care centre, family day coordinator, family day carer.	Childcare assistant, family day care provider, outside school hours care assistant, teacher aide, kindergarten assistant, preschool assistant or employment as a nanny.
Course	C Cert. III Child. Serv. Traineeship	D Cert. III Child. Serv. Apprenticeship
Sector	VET	VET
Length of study full-time	1 year	3 years
Entry Requirements	Employment as a trainee in the Australian Traineeship system either full time or part time (minimum 15 hours per week). School Leavers must have completed Year 10 or equivalent. The Child Care Act requires that all employees, including school based apprentices and trainees, are 17 years or older. All employees in the childcare industry are required to undergo a criminal record check, (<i>Child Care Act 1991</i>).	Employment as an apprentice in the Australian Apprenticeship system either full time or part time (minimum 15 hours per week). And School Leavers must have completed Year 10 or equivalent with a Sound Achievement in English. The Child Care Act requires that all employees are 17 years or older. All employees in the childcare industry are required to undergo a criminal record check (<i>Child Care Act 1991</i>).
Articulation/ Credit/ RCC/RPL	Trainees who have completed this qualification will be eligible to enter the second year of the apprenticeship CHC50302 Diploma of Children's Services.	Bachelor of Educational Services (Child Care) - James Cook University, Bachelor of Teaching (Early Childhood/Primary) - Queensland University of Technology (QUT) and other universities.
Professional outcome	Childcare assistant, family day care provider, outside school hours care assistant, teacher aide, kindergarten assistant, preschool assistant or employment as a nanny.	Group leader in a long day care centre, occasional care centre, outside school hours care, a family day carer, a family day care coordinator, an assistant in a kindergarten and community preschool and a primary teacher aide.
Course	E Dip. Children's. Services	
Sector	VET	
Length of study full-time	2 years	
Entry Requirements	School Leavers must have completed Year 12 or equivalent with a Sound Achievement in English. Or Non school-leavers are selected according to eligibility and merit, vocational experience, previous study and personal competencies are used to determine entry. Or Completion of Certificate III in Community Services (Children's Services). Part time students must be currently working and have completed a Certificate III in Children's Services with a minimum of 18 months recent industry experience and currently working in a children's service environment for a minimum of 10 hours per week.	

Course	E Dip. Children's. Services (cont)
Articulation/ Credit/ RCC/RPL	<p>Graduates of Southbank Institute's Diploma of Children's Services can apply for entry into the following programs:</p> <ul style="list-style-type: none"> - Bachelor of Human Services - Child and Family Studies, Griffith University - Bachelor of Educational Services (Child Care), James Cook University - Bachelor of Teaching (Early Childhood / Primary) - Queensland University of Technology (QUT) <p>In addition to these programs, diploma graduates may be eligible for entry into other Australian university programs. Application for credit should be made direct to the university.</p>
Professional outcome	<p>Group Leader in a long day care centre, occasional care centre, outside school hours care centre, family day coordinator, family day carer, an Assistant in a kindergarten and community preschool and a Primary Teacher Aide.</p>

Course Details: A. Advanced Diploma of Children's Services

Compulsory

Undertake Systems Advocacy
 Manage the Delivery of Quality Client Service
 Co-ordinate the Assessment and Delivery of Services to Clients with Particular Needs
 Work with Other Services
 Ensure a Safe Workplace
 Promote and Represent the Service
 Act as a Resource to Other Services
 Provide Leadership in Community Services Delivery
 Manage Workplace Issues
 Electives must be selected from the courses listed below, from other Community Services Training Package courses available at this level, or from other relevant National Training Package courses available at Advanced Diploma level.

Electives

Advocate for the Rights and Needs of Children and Young People
 Manage Complex Behavioural Situations
 Manage the Organisations Information Systems
 Reflect and Improve Upon Professional Practice
 Manage Diversity
 Lead and Develop Others
 Plan Assessment
 Conduct Assessment
 Review Assessment
 Support parents in their parenting role

Course Details: B. Certificate III in Children's Services

Compulsory

Identify and Respond to Children and Young People at Risk of Harm
 Ensure Children's Health and Safety
 Care for Children
 Respond to Illness, Accidents and Emergencies
 Work within a Legal and Ethical Framework
 Support the Development of Children in the Service
 Interact Effectively with Children
 Participate in Workplace Safety Procedures
 Deliver Services/Activities to Stimulate Children's Development and Enhance Their Leisure
 Develop an Understanding of Children's Interests and Developmental Needs
 Apply Basic First Aid

Electives

Care for Babies
Work Effectively with Culturally Diverse Clients and Co-workers
Participate in the Work Environment
Work Effectively with Families in Caring for Their Child

Course Details: C. Certificate III in Children's Services Traineeship**Compulsory**

Identify and Respond to Children and Young People at Risk of Harm
Ensure Children's Health and Safety
Care for Children
Respond to Illness, Accidents and Emergencies
Work within a Legal and Ethical Framework
Support the Development of Children in the Service
Interact Effectively with Children
Participate in Workplace Safety Procedures
Deliver Services/Activities to Stimulate Children's Development and Enhance Their Leisure
Develop an Understanding of Children's Interests and Developmental Needs
Apply Basic First Aid

Electives

Care for Babies
Work Effectively with Culturally Diverse Clients and Co-workers
Participate in the Work Environment
Work Effectively with Families in Caring for Their Child

Course Details: D. Diploma of Children's Services Apprenticeship**Compulsory**

Support the Rights and Safety of Children within Duty of Care Requirements
Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
Plan Care Routines
Foster and Enhance Children's Development
Foster and Enhance Children's Social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Establish and Implement Plans for Developing Responsible Behaviour
Plan the Inclusion of Children with Additional Needs
Manage Workplace OHS Management Systems
Design, Implement and Evaluate Programs of the Service
Arrange/Organise Experiences Which Facilitate and Enhance Children's Development
Document, Interpret and Use Information about Children
Work in Partnership with Families to Care for the Child
Electives must be selected from the courses listed below, from other Community Services Training Package courses available Diploma or higher levels, or from other relevant National Training Package courses available at Diploma level.

Electives

Provide Experiences which Facilitate Children's Expressive Development
Use Music as a Medium to Enhance Children's Experience and Development
Provide Experiences which Enhance Children's Development and Learning
Advocate for the Rights and Needs of Children and Young People
Prepare Nutritionally Balanced Food in a Safe and Hygienic Manner
Implement and Promote Inclusive Policies and Practices
Promote and Represent the Service

Course Details: E. Diploma of Children's Services

Compulsory

Support the Rights and Safety of Children within Duty of Care Requirements
Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
Plan Care Routines
Foster and Enhance Children's Development
Foster and Enhance Children's Social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Establish and Implement Plans for Developing Responsible Behaviour
Plan the Inclusion of Children with Additional Needs
Manage Workplace OHS Management Systems
Design, Implement and Evaluate Programs of the Service
Arrange/Organise Experiences Which Facilitate and Enhance Children's Development
Document, Interpret and Use Information about Children
Work in Partnership with Families to Care for the Child
Electives must be selected from the courses listed below, from other Community Services
Training Package courses available Diploma or higher levels, or from other relevant National
Training Package courses available at Diploma level.

Electives

Provide Experiences which Facilitate Children's Expressive Development
Use Music as a Medium to Enhance Children's Experience and Development
Provide Experiences which Enhance Children's Development and Learning
Advocate for the Rights and Needs of Children and Young People
Prepare Nutritionally Balanced Food in a Safe and Hygienic Manner
Implement and Promote Inclusive Policies and Practices
Promote and Represent the Service

Qld

Southern Queensland Institute of TAFE

Courses/VET

- A. Certificate III in Education Support
- B. Certificate IV in Education Support
- C. Advanced Diploma of Children's Services
- D. Certificate III in Children's Services
- E. Diploma of Children's Services

Course	A. Cert. III. Ed. Support	B. Cert. IV Ed. Support
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	Successful completion of Year 10 in an Australian secondary school system or its equivalent, or mature entry. Consultation with the coordinator is essential.	Must have completed all prerequisites as specified. Successful completion of the Cert III in Education Support, or equivalent.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Teacher aide	Teacher aide
Course	C. Adv. Dip. Children's Services	D. Cert. III Children's Services
Sector	VET	VET
Length of study full-time	variable	variable
Entry Requirements	Completion of the Diploma of Children's Services (CHC50302 or equivalent) and experience in a children's service and current employment as a Director or Assistant Director.	There are no special entry requirements
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Children's Service Director or Coordinator. Successful completion of Group 2 electives qualifies the participant to act as a workplace trainer and assessor. If these electives are successfully completed the participant will receive their Certificate IV Workplace Trainer and Assessor in addition to their Advanced Diploma.	Child Care Worker
Course	E. Dip. Children's Services	
Sector	VET	
Length of study full-time	variable	
Entry Requirements	Specified units from CHC30402 Certificate III in Children's Services or equivalent are pre-requisites to this qualification.	
Articulation/ Credit/ RCC/RPL	Options after studying the Diploma: Studying the Diploma can improve students' OP level which may help with entrance into university. Alternatively, they can continue onto the Advanced Diploma of Children's Services.	
Professional outcome	Long day care group leader; Outside school hours care coordinator; Occasional care group leader; Family day care coordinator; Kindergarten and preschool aide.	

Course Details: A. Certificate III in Education Support**Required units:****Comply with legislation in the public sector**

This unit covers compliance with legislation and related public sector policy guidelines and procedures. It includes identifying and complying with legislative requirements and reporting incidents of non-compliance. In practice, complying with legislation is demonstrated in the context of other generalist or specialist work activities such as delivering client services, using financial resources, procuring goods or services, etc.

Follow workplace safety procedures

This unit covers the competency to follow occupational health and safety procedures in order to ensure a safe workplace. It includes participating in workplace safety arrangements and following workplace safety procedures. The unit is based on Generic Competency A in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards (NOHSC:7025, 1998 2nd Edition). In practice, workplace safety may be demonstrated in the context of other work activities such as accessing and using resources, handling workplace information, using technology in the workplace etc.

Vocational Placement

This component comprises 200 hours of Vocational Placement in an industry setting, specific to the chosen field of work.

Elective units:

There may be one or more elective competencies.

Course Details: B. Certificate IV in Education Support**Required Unit:****Support policy implementation**

This unit covers the identification and application of policy in a public sector work environment. It includes identifying relevant policy, implementing policy, and monitoring and reporting on policy implementation. In practice, supporting policy implementation occurs in the context of other generalist or specialist work activities such as delivering client services, providing input to change, implementing workplace safety procedures, awarding contracts etc.

Elective units:

There may be one or more elective competencies.

Course Details: C. Advanced Diploma of Children's Services**Required units**

Ensure a Safe Workplace

Undertake Systems Advocacy

Manage the Delivery of Quality Client Service

Co-ordinate the Assessment and Delivery of Services to Clients with Particular Needs

Work With Other Services

Promote and Represent the Service Act as a Resource to other Services

Provide Leadership in Community Service Delivery

Manage Workplace Issues

Elective units

There may be one or more elective competencies.

Course Details: D. Certificate III in Children's Services**Required units**

Prepare for Training

Apprentice/Trainee Completion

Identify and Respond to Children and Young People at Risk of Harm

Ensure Children's Health and Safety
Care for Children
Respond to Illness Accidents and Emergencies
Work within a Legal and Ethical Framework
Support the Development of Children in the Service
Interact effectively with children
Participate in Workplace Safety Procedures
Deliver Services/Activities to Stimulate Children's Development and Enhance their Leisure
Develop an Understanding of Children's Interests and Developmental Needs

Elective units

There may be one or more elective competencies.

Course Details: E. Diploma of Children's Services

Required units

Support the Rights and Safety of Children within Duty of Care Requirements
Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
Plan Care Routines
Foster and Enhance Children's Development
Foster and Enhance Children's social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Establish and Implement Plans for Developing Responsible Behaviour
Plan for the Inclusion of Children with Additional Needs
Manage Workplace OHS Management Systems
Arrange/organise Experiences which Facilitate and Enhance Children's Development
Document, Interpret and Use Information about Children
Work in Partnership with Families to Care for the Child

Elective units

There may be one or more elective competencies.

Qld

Tropical North Queensland Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services
- C. Diploma of Children's Services (Community Services)
- D. Certificate III in Education Support

Course	A. Cert. III Child.Serv.	B. Dip. Child. Services
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	It is recommended that students are at least 17 years of age and have completed Year 10, or have other experience or qualifications indicative of success in this program.	All Certificate III prerequisite units must be completed before commencing Diploma studies.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	childcare	Child care assistant and may progress to a group leader, director or coordinator of a child care service.
Course	C. Dip. Child. Serv. (Comm.Serv.)	D. Cert. III Ed. Support
Sector	VET	VET
Length of study full-time	2 years	A minimum of 200 hours is required. Completion should take from 6 to 12 months.
Entry Requirements	Diploma - All Certificate III prerequisite units must be completed before commencing Diploma studies	Students must have successfully completed Year 10.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Child care assistant and may progress to a group leader, director or coordinator of a child care service.	Career opportunities for enthusiastic teacher's aides exist in preschool, primary school, secondary school and special school environments.

Course Details: A. Certificate III in Children's Services

Course details are not available

Course Details: B. Diploma in Children's Services

- Manage home based care administration requirements
- Support the rights and safety of children within duty of care requirements
- Establish, manage and monitor the implementation of a safe and healthy environment
- Advocate for the rights and needs of children and young people
- Prepare nutritionally balanced food in a safe and hygienic manner
- Plan care routines
- Foster and enhance children's development

- Foster and enhance children's social, emotional and psychological development
- Foster and enhance children's cognitive and language development
- Provide experiences which facilitate children's expressive development
- Use music as a medium to enhance children's experience and development
- Provide experiences which enhance children's development and learning
- Establish and implement plans for developing responsible behaviour
- Implement and promote inclusive policies and practices
- Plan the inclusion of children with additional needs
- Manage workplace OHS management systems
- Maintain an effective work environment
- Design, implement and evaluate programs of the service
- Observe children and interpret observations
- Arrange/organise experiences which facilitate and enhance children's development
- Document, interpret and use information about children
- Work in partnership with families to care for the child

Course Details: C. Diploma of Children's Services (Community Services)

- Train small groups
- Undertake administrative work
- Fulfil family day care administration requirements
- Meet information needs of the community
- Support the emotional needs of children
- Guide the establishment and maintenance of a safe environment
- Maintain a healthy and safe environment
- Advocate for the rights and needs of children
- Provide physical care
- Prepare food
- Respond to illness, accidents and emergencies
- Support the emotional well-being of babies/infants
- Plan care routines
- Support babies needs
- Support the development of children in the service
- Foster the physical development of children
- Foster the social development of children
- Foster the emotional and psychological development of children
- Foster children's cognitive development
- Foster children's language development
- Foster children's aesthetic and creative development
- Plan and conduct group activities
- Establish plans for developing responsible behaviour
- Implement and promote inclusive policies and practices
- Plan the inclusion of children with additional needs
- Facilitate children's communication skills
- Interact positively with children
- Guide children's behaviour
- Communicate with children
- Maintain organisation's information systems
- Implement and monitor occupational health and safety policies procedures and programs
- Follow the organisation's occupational health and safety policies
- Maintain an effective work environment
- Manage workplace issues
- Facilitate the design of programs of the service
- Co-ordinate the implementation of programs
- Monitor and evaluate programs
- Facilitate the development of programs for children with additional needs
- Observe children and interpret observations
- Organise experiences for children
- Observe children
- Provide opportunities and experiences to enhance children's development

Enhance children's play and leisure
Use observations and records
Work in partnership with families to care for the child
Communicate with family members about their child
Develop new approaches for providing service
Act as a resource to workers

Course Details: D. Certificate III in Education Support

Orientation to disability work
Support the development of children in the service
Foster the physical development of children
Guide children's behaviour
Work collaboratively with children
Communicate with children
Apply safe food hygiene practices
Undertake general administrative procedures
Work with others
Use and adapt to changes in technology
Work in a culturally diverse environment
Comply with legislation in the public sector
Follow defined occupational health and safety policy and procedures

Courses/HE

- A. Bachelor of Education (Early Childhood), Toowoomba, Wide Bay
 B. Bachelor of Education (Early Childhood), Graduate Entry

Course	A B.Ed. Early Childhood. Toowoomba, Wide Bay	B B.Ed. (Early Childhood), Graduate Entry
Sector	HE	HE
Length of study full-time	4 years	2 years
Entry Requirements	Year 12 English (4 SA) or equivalent.	3 or 4 year undergraduate degree
Articulation/ Credit/ RCC/RPL	Articulation from Diploma General Education Studies and Certificate of General Education studies (bridging courses). TAFE students may be granted credit for studies successfully completed in the last ten years. The amount of credit received varies but as a general rule, USQ grants up to 6-8 exemptions for a 1.5 year full-time or equivalent Diploma, and up to 12 exemptions for a two year full-time Advanced Diploma. Each application is assessed individually based on the duration of previous study, when completed the study, subject content, and proposed USQ degree program.	N/a
Professional outcome	Teaching opportunities are available in child care centres, kindergartens, preschools, preparatory grade, multi-grade early education classes, or early primary classes in public and private education sectors throughout Australia. The program is approved through the Queensland Board of Teacher Registration and Queensland State Department of Families.	

**Course Details: A. Bachelor of Education (Early Childhood)
Toowoomba, Wide Bay**

Professional Foundations
 Human Development and Learning 4
 Ideas of Education
 Families and Society
 Professional Communication in Education
 Professional Literacies
 Thinking and Movement in Early Childhood Education 13
 Health in Early Childhood
 Early Childhood Music and Drama+
 Early Childhood Arts Education
 Learning Through Play
 Emerging Literacies in Early Childhood Education+
 Cross Cultural Communication in Early Childhood
 Language and Literacies Pedagogy+
 Emerging Numeracy
 Mathematics Teaching+
 Exploring Science and Technology in Early Childhood

Science and Technology Education+
Study of Society and Environment+
Pedagogy and Curriculum
The Young Child: Development and Ecology 8
Literacies in Early Childhood
Care and Education Settings
Educational Partnerships in Early Childhood
Play-based Pedagogies in Early Childhood
Early Childhood Education Curriculum Design P-3
Multilevel Early Years Education+
Diversity in Young Children
Engaged Professional
Early Childhood Professional
Administration in Early Childhood
Professional Experience 1-8

Course Details: B. Bachelor of Education (Early Childhood), Graduate entry

Professional Literacies

Thinking and Movement in Early Childhood Education
Early childhood arts in Australia
Literacies in Early Childhood
Emerging Literacies in Early Childhood Education
Emerging Numeracy
Exploring Science and Technology in Early Childhood
Play-based Pedagogies in Early Childhood
Early Childhood Education Curriculum Design P-3
Leadership and Management in Early Childhood settings

Pedagogy and Curriculum:

The Young Child: Development and Ecology
Multi-level Education in Early Childhood

Engaged Professional:

Early Childhood Professional

Professional Experience:

75 days of professional experience required in approved educational settings

Exemptions granted on the basis of integrated supplementary work:

Mathematics Teaching
Care and Education settings
Educational Partnerships in Early Childhood
Diversity in young children
Graduate Professional Experience 4

Qld

Wide Bay Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services
- C. Certificate III in Education Support
- D. Certificate IV in Education Support

Course	A. Cert. III Child. Services	B. Dip. Child. Services
Sector	VET	VET
Length of study full-time	1 year	1 year
Entry Requirements	<p>Year 10 or equivalent A sound achievement in English is recommended Must be 17 years of age to work in the Childcare industry. However, if under 17, may still complete studies and vocational placement for practical assessment, prior to commencing employment. Mature Age Entry: If not meeting the standard entry requirements but age and experience indicate a reasonable chance of success in a program, may be offered a place. Pre-requisites: Completion of competencies from CHC30402 -Certificate III Children's Services Should possess the study skills to complete the formal study program, as well as, the physical, mental and emotional health to interact positively with children and parents. Adequate levels of literacy, responsibility for your own learning and communications skills are also required.</p>	
Articulation/ Credit/ RCC/RPL	n/a	Some universities have articulation agreements between the University awards and the TAFE Diploma. Applicants should approach universities to find out the credit arrangements, as these vary from one University to another.
Professional outcome	Assistant in Centre Based Care, Assistant in an Occasional Care Centre, Family Day Care Provider, Assistant in Out of School Hours Care, Assistant in a Kindergarten or Pre-School.	Group Leader in Centre Based Care, Coordinator in Family Day Care, Leader/Coordinator in Out of School Hours Care.
Course	C. Cert. III Ed. Support	D. Cert. IV Ed. Support
Sector	VET	VET
Length of study full-time	1.5 years	1.5 years
Entry Requirements	Successful completion of Year 10 in an Australian secondary school system or its equivalent, or mature entry.	Completion of Certificate III in Education Support or the equivalent.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	Teacher aide	Teacher aide

Course Details: A. Certificate III in Children's Services

Core Competencies

Support the development of children in the service
Ensure Children's health and safety
Respond to illness, accidents and emergencies
Participate in workplace safety procedures
Interact effectively with Children
Care for children
Deliver services activities to stimulate child's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Identify and respond to children and young people at risk of harm
Work within a legal and ethical framework
Apply basic first aid

Elective Competencies

A choice of 4 of the following:
Care for infants
Work effectively with families in caring for the child
Work effectively with culturally diverse clients
Participate in the work environment
Prepare nutritionally balanced food in a safe and hygienic manner
Undertake administrative work
Fulfil Family Day Care administration requirements

Course Details: B. Diploma in Children's Services

Core Competencies

Support the rights and safety of children within duty of care requirements
Establish, manage and monitor the implementation of a safe and healthy environment
Plan care routines
Foster and enhance children's development
Foster and enhance children's social emotional and psychological development
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs
Manage workplace occupational health and safety management system
Design, implement and evaluate programs of the service
Arrange/organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child

Elective Competencies

FAMILY DAY CARE COORDINATOR

Compulsory Family Day Care Specialisation:
Manage home based care administration requirements
Advocate for the rights and needs of children and young people
Observe children and interpret observations
Work effectively with culturally diverse clients and co-workers
Implement and promote inclusive policies and practices
Prepare nutritionally balanced food in a safe and hygienic environment
Other Competencies: Contribute to Policy Development; Meet information needs of the community

GROUP LEADER - CENTRE BASED CARE

Compulsory for Centre Based Care Specialisation.
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's experiences and development
Provide experiences which enhance children's development and learning

Course Details: C. Certificate III in Education Support

Core Competencies

Communicate With Children
Work With Others
Comply With Legislation
Follow Defined Occupational Workplace Health and Safety Procedures
Undertake General Administrative Procedures
Work in a Culturally Diverse Environment
Use and Adapt to Changes in Technology

Elective Competencies

Provide Education Support to the School Community
Develop Positive Relationships with Students
Provide Reading Support
Provide Writing Support
Guide Children's Behaviour

Course Details: D. Certificate IV in Education Support

Core Competencies

Support Policy Implementation
Support Rights of Children within Duty of Care Requirements
Contribute to the School Based Learning Environment
Communicate Appropriately With Clients and Colleagues
Maintain Service Area Environment, Resources and Equipment

Elective Competencies

Support students with Learning Difficulties/ Disabilities
Support for Disabilities
Gather and analyse information
Support Group Activities
Manage complex Behaviour
Utilise Specialist Communication Skills

SA

Douglas Mawson Institute of Technology

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services

Course	A. Cert. III Child. Services	B. Dip. Child. Services
Sector	VET	VET
Length of study full-time	9-12 months full-time	2 years full-time or 5 years part-time
Entry Requirements	<p>SACE Stage 1 or Year 11 completion, or Completion of Certificate II, or Satisfactory performance in the TAFE Entry Assessment (TEA), or Satisfactory Achievement in the Special Tertiary Admissions Test (STAT), or 2 years employment experience (minimum 15 hours per week)</p> <p>Applicants are also advised to complete the TEA (TAFE Entry Assessment) to increase chances of selection. Applicants also need to provide documentation of any previous studies and related courses, employment work experience (unpaid or voluntary).</p>	<p>Completion of a Certificate III or SACE completion or Year 12 or Satisfactory Achievement in the Special Tertiary Admissions Test (STAT)</p> <p>Applicants also need to provide documentation of any previous studies and related courses, employment experience (paid work) and work experience (unpaid or voluntary).</p> <p>Applicants are also advised to complete the written interview questions to increase chances of selection. The selection process will score applicants on the above information, according to the TAFE selection criteria.</p>
Articulation/ Credit/ RCC/RPL	n/a	<p>Students who successfully complete the Diploma are eligible to apply for selection into the Advanced Diploma.</p> <p>Graduates of the Diploma of Children's Services receive credit transfer into the Bachelor of Early Childhood Education. Some competencies from these qualifications are given credit transfer into other vocational areas such as alcohol and other drugs work, aged care work, disability work, community work, youth work, mental health work (non-clinical), and leisure and health.</p> <p>Credit transfer arrangements are also in place for the Bachelor of Nursing and the Bachelor of Social Work from the University of South Australia.</p>
Professional outcome	<p>Graduates will be able to seek work as a child care worker (Level 1, 2 or 3), early childhood worker (Level 1), OSHC worker, family day carer or nanny.</p>	<p>Graduates will be recognised as qualified at the paraprofessional level and may work as a qualified child care worker, team leader or manager, early childhood worker Level 2, family day carer, toy librarian or nanny.</p>

Course Details: A. Certificate III in Children's Services

Children's Development- introduction to children's physical, social, emotional and psychological development 0-12 years, supporting the development of children

Providing for children's needs- health and safety, physical care, preparing food, illness, accidents and emergencies, emotional well-being, advocacy for children's rights and needs

Interacting with children- positive interaction, working collaboratively with children, group activities, facilitating children's communication skills

Relations with families and communities- communicating with families, exchanging information, responding to families' concerns

Programming- play and leisure, how to observe and interpret children's behaviour, contributing to and supporting educational programs for children

Workplace Performance- communicating and working with others, participating effectively in the work environment

Administration and legal requirements- occupational health and safety, legal and ethical requirements, the rights and safety of children, mandatory reporting, senior first aid certificate

Work placements- completion of approximately 36 days in the workplace over the duration of the course.

Course Details: B. Diploma in Children's Services

This course covers the following:

Children's cognitive, language, aesthetic and creative development, planning care routines, emotional needs, responsible behaviour, practices and policies, communication, play and leisure, group activities, duty of care, providing a service, emotional, psychological and language development, ethical understandings, preparing food, advocacy, working with families, designing and evaluating programs, interpreting observations, administration requirements, equity and access, responding to problems and complaints, resources, information systems, work environment issues, managing workplace issues, implementing and monitoring Occupational Health and Safety, and group activities, mandatory reporting, senior first aid certificate.

(see also content description for Certificate III)

Students may choose to specialise in Centre Based Care, Home Based Care (Family Day Care) or Out of School Hours Care (OSHC) or a combination of these.

SA Organisation and Professional Development Services RTO

Courses/VET

A. Certificate III in Children's Services, home based child care

Course	A. Cert. III Children's Services, home based child care
Sector	VET
Length of study full-time	n/a
Entry Requirements	n/a
Articulation/ Credit/ RCC/RPL	n/a
Professional outcome	Approved Family Day Care Provider in South Australia

Course Details: A. Certificate III in Children's Services, home based child care

Compulsory units

Identify and respond to children at risk of harm
 Ensure Children's health and safety
 Care for children
 Respond to illness, accidents and emergencies
 Work within legal and ethical framework
 Support the development of children in the service
 Interact effectively with children
 Participate in workplace safety procedures
 Deliver services/activities to stimulate children's development and enhance their leisure
 Develop an understanding of children's interest and developmental needs
 Apply basic First Aid AND/OR
 Apply advanced First aid (depending on jurisdiction)

Elective Units

Fulfil family day care administration requirements
 Prepare nutritionally balanced food in a safe and hygienic manner
 Care for babies
 Work effectively with families in caring for the child

SA**Regency Institute of TAFE****Courses/VET**

- A. Certificate III in Children's Services
 B. Diploma of Children's Services

Course	A. Cert. III Children's Services	B. Dip. Children's Services
Sector	VET	VET
Length of study full-time	1 year full time (2 years part-time)	2 years full-time (4 years part-time)
Entry Requirements	Year 10, high school graduates, long term unemployed, the general public. Assistance in study skills available.	Any one of: SACE completion or Year 12 Any certificate III Satisfactory achievement in the Special Tertiary Admissions Test (STAT)
Articulation/ Credit/ RCC/RPL	Recognition of current competencies available. Articulates into Diploma of Children's Services	The diploma course may assist in gaining entry into university. This course articulates into the Advanced Diploma of Community Services (Children's Services)
Professional outcome	Early Childhood Worker (Level 1) - Untrained Occasional Care Worker; Early Childhood Worker (Level 1) - Untrained Child care Worker / Kindergarten Assistant; Family Day Care; Nanny; Crèche Worker; Out of School Hours Care	Out of School Hours Care; Level 4 Qualified Child Care Worker; Early Childhood Worker (Level 2); Family Day care; Family Day Care Field Worker

Course Details: A. Certificate III in Children's Services

Communicate with children
 Maintain a healthy and safe environment
 Work within legislative and ethical requirements
 Support the development of children in the service
 Follow the organisation's occupational health and safety policies
 Provide physical care
 Respond to illness, accidents and emergencies
 Support babies needs
 Work with others
 Communicate with people accessing services of the organisation
 Facilitate play and leisure
 Support the emotional well being of babies and infants
 Observe children
 Organise experiences for children
 Prepare food
 Participate in the work environment
 Travel with children safely
 Guide children's behaviour
 Interact positively with children
 Foster the social development of children
 Foster children's self help skills
 Support the emotional needs of children
 Work collaboratively with children
 Communicate with family members about their child

Course Details: B. Diploma of Children's Services

Apply Basic First Aid
Identify and Respond to Children and Young People at Risk of Harm
Ensure Children's Health and Safety
Care for Children
Respond to Accidents and Illnesses
Care for Babies
Communicate with Clients and Colleagues
Participate in Workplace Safety Procedures
Support the Development of Children in the Service
Work Within a Legal and Ethical Framework
Participate in the Work Environment
Interact Effectively with Children
Deliver Service/Activities to Stimulate Children's Development and Enhance Their Leisure
Develop an Understanding of Children's Interests and Development Needs
Work Effectively with Culturally Diverse Clients and Co-Workers
Work Effectively with Families to Care for the Child
Completion point for Certificate III in Children's Services
Prepare Nutritionally Balanced Food in a Safe and Hygienic Manner
Support the Rights and Safety of Children with Duty of Care Requirements
Plan Care Routines
Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
Foster and Enhance Children's Development
Foster and Enhance Children's Social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Establish and Implement Plans for Developing Responsible Behaviour
Implement and Promote Inclusive Policies
Plan the Inclusion of Children with Additional Needs
Work in Partnership with Families to Care for the Child
Arrange/Organise Experiences which Facilitate and Enhance Children's Development
Provide Experiences which Facilitate Children's Expressive Development
Use Music as a Medium to Enhance Children's Experience and Development
Provide Experiences which Enhance Children's Development and Learning
Document, Interpret and Use Information about Children
Design, Implement and Evaluate Programs of the Service
Observe and Interpret Observations
Manage Workplace OHS Management Systems
Coordinate the Work Environment

SA

TAFE South Australia

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma of Children's Services
- C. Diploma of Out of School Hours Care

Course	A. Cert. III Children's Services	B. Dip. Children's Services
Sector	VET	VET
Length of study full-time	9 months full time or part-time equivalent	2 years full-time (4 years part-time)
Entry Requirements	Any one of: <ul style="list-style-type: none"> • Completion of SACE Stage 1 or Year 11 and 1 year full-time equivalent verified work experience • Completion of SACE or Year 12 • Any Certificate II (or above) in same area • Any Certificate III (or above) • Satisfactory achievement in the TAFE Entry Assessment (TEA) • 2 years full-time equivalent verified work experience • Satisfactory performance in a skills test • Satisfactory achievement in the Special Tertiary Admissions Test (STAT) 	
Articulation/ Credit/ RCC/RPL	Recognition of current competencies available. Articulates into Diploma of Children's Services	The diploma course may assist in gaining entry into university. This course articulates into the Advanced Diploma of Community Services (Children's Services)
Professional outcome	Early Childhood Worker (Level 1) - Untrained Occasional Care Worker; Early Childhood Worker (Level 1) - Untrained Child care Worker / Kindergarten Assistant; Family Day Care; Nanny; Crèche Worker; Out of School Hours Care	Graduates in childcare can work with children from babies up to 12 years old in long day care, occasional care, family day care, out of school hours care and vacation care. The diploma course may assist in gaining entry into university.
Course	C. Diploma of Out of School Hours Care	
Sector	VET	
Length of study full-time	2 years full time or part-time equivalent	
Entry Requirements	<ul style="list-style-type: none"> • Same as for course A. and B. above 	
Articulation/ Credit/ RCC/RPL	Recognition of current competencies available. Incorporates Certificate IV in Out of School Hours Care	
Professional outcome	Graduates in childcare can work with children from babies up to 12 years old in long day care, occasional care, family day care, out of school hours care and vacation care. The diploma course may assist in gaining entry into university	

Course Details: A. Certificate III in Children's Services**Offered on campuses at: Clare, Croydon, Elizabeth, Gawler, Gilles Plains, Mt Gambier, O'Halloran Hill, Renmark, Whyalla**

Core	Hours
Apply Advanced First Aid	30
Apply basic first aid	18
Care for children	100
Deliver services/activities to stimulate children's development and enhance their leisure	50
Develop an understanding of children's interests and developmental needs	30
Ensure children's health and safety	40
Identify and respond to children and young people at risk of harm	15
Interact effectively with children	75
Participate in workplace safety procedures	20
Respond to illness, accidents and emergencies	20
Support the development of children in the service	40
Work within a legal and ethical framework	40

Elective

Assist with Recreation Games not Requiring Equipment	10
Care for babies	45
Conduct a Sport and Recreation Session for Clients	8
Develop Recreation Programs	30
Fulfil family day care administration requirements	20
Interact Positively with Infants, Toddlers and Parents in a Recreation Environment	20
Orientation to work in the leisure and health industry	60
Participate in the work environment	20
Plan and/or modify meals and menus according to nutrition care plans	20
Plan meals and menus to meet cultural and religious needs	20
Prepare nutritionally balanced food in a safe and hygienic manner	15
Promote the safety, well-being and welfare of children, young people and their families	20
Undertake administrative work	40
Undertake Risk Analysis of Activities	20
Work effectively with culturally diverse clients and co-workers	40
Work effectively with families in caring for their child	20
Work effectively with young people	80

Course Details: B. Diploma of Children's Services**Offered on campuses at: Croydon, Elizabeth, Gawler, Gilles Plains, Mt Gambier, Noarlunga, Renmark, Whyalla**

Core	Hours
Arrange/organise experiences which facilitate and enhance children's development	40
Design, implement and evaluate programs of the service	120
Document, interpret and use information about children	30
Establish and implement plans for developing responsible behaviour	40
Establish, manage and monitor the implementation of a safe and healthy environment	50
foster and enhance children's cognitive and language development	80
Foster and enhance children's development	50
Foster and enhance children's social, emotional and psychological development	60
Manage workplace OHS management system	50
Plan care routines	25
Plan the inclusion of children with additional needs	20
Support the rights and safety of children within duty of care requirements	20
Work in partnership with families to care for the child	40

Elective	Hours
Advocate for the rights and needs of children and young people	20
Conduct investigation	70
Contribute to policy development	40
Coordinate the work environment	80
Evaluate and improve workplace OHS management systems	90
Implement and promote inclusive policies and practices	40
Lead and develop others	90
Maintain an effective work environment	40
Manage a service organisation	90
Manage an accreditation process	60
Manage home based care administration requirements	45
Manage Innovation and Continuous Improvement	40
Manage Risk	40
Manage the organisation's finances, accounts and resources	100
Meet information needs of the community	50
Meet statutory and organisational information requirements	90
Observe children and interpret observations	40
Prepare nutritionally balanced food in a safe and hygienic manner	15
Promote and represent the service	90
Provide experience which enhance children's development and learning	30
Provide experiences which facilitate children's expressive development	30
Reflect and improve upon professional practice	50
Use music as a medium to enhance children's development	30
Work effectively with culturally diverse clients and co-workers	

Course Details: C. Diploma of Out of school hours care (Whyalla)

Core	Hours
Conduct a program for children and young people with special needs	40
Design, implement and evaluate programs of the service	120
Develop and implement policy	80
Establish and implement plans for developing responsible behaviour	40
Establish, manage and monitor the implementation of a safe and health env.	50
Foster and enhance children's development	50
Maintain an effective work environment	40
Manage workplace OHS management system	50
Work in partnership with families to care for the child	40

Elective	Hours
Act as a resource to workers	40
Advocate for the rights and needs of children and young people	20
Apply Advanced First Aid	30
Coordinate Emergency Response	20
Coordinate work	100
foster and enhance children's cognitive and language development	80
Foster and enhance children's social, emotional and psychological development	60
Lead and develop others	90
Maintain effective networks	30
Maintain organisation's information system	30
Manage an accreditation process	60
Manage organisational change	120
Meet information needs of the community	50
Prepare nutritionally balanced food in a safe and hygienic manner	15
Promote and represent the service	90
Promote the ethical understandings of children	40
Provide coaching and motivation	55
Provide leadership in community services delivery	60
Provide mentoring support to colleagues	30
Reflect and improve upon professional practice	50
Support youth programs	120

SA

University of South Australia

Courses/HE/VET

- A. Bachelor of Early Childhood Education, Magill campus
- B. Bachelor of Education (Junior Primary and Primary). Magill
- C. Diploma in Education (Anangu Education)
- D. Bachelor of Teaching (Anangu Education)

Course	A B. Early Childhood Ed.	B B.Ed. (Jr. Prim. and Prim.)
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	4 HESS General and 1 HESS restricted. Accepts Special Entry (STAT) plus relevant prerequisites. Holders of appropriate TAFE qualifications are eligible to apply for UniSA undergraduate programs. This does not guarantee selection, however, as entry into UniSA programs is competitive. Advanced Diploma and Diploma awards are considered to meet the minimum entry requirements for diploma and bachelor degree programs at UniSA.	
Articulation/ Credit/ RCC/RPL	Articulation agreement with TAFE SA grants one year's credit to students with a TAFE Diploma of Children's Services (Childcare).	n/a
Professional outcome	Graduates are eligible for registration as teachers in South Australia. However, graduates should note that there are other criteria determining eligibility for registration in SA which are set out in Part IV of the Education Act. This qualification is recognised across ut Australia as appropriate for employment in early childhood services.	Teacher in junior primary and/or primary schools. Graduates of this degree will meet the academic requirement for registration as teachers in South Australia. However, graduates should note that there are other criteria determining eligibility for registration which are set out in Part IV of the Education Act.
Course	C Dip. Ed. (Anangu)	D B.Teach. (Anangu)
Sector	VET	HE
Length of study full-time	2 years	3 years
Entry Requirements	Completion of Year 10 Anangu students who have not completed Year 10 will need to demonstrate the English Language, literacy and numeracy skills equivalent to the indicators of competence for Level 2 of the National Reporting System. Anangu students will also have the opportunity to demonstrate their Pitjantjatjara/Yankunytjatjara Language competency via an oral communication and written activity An interview with an AnTEP lecturer, at which the students understanding and commitment to study at a University level, is determined. Students must be acceptable to their local school community (Governing Council) and Pitjantjatjara Yankunytjatjara Education Committee (PYEC) to study with AnTEP.	Successful completion of the Diploma in Education (Anangu Education). Demonstration of the English Language, literacy and numeracy skills equivalent to the indicators of competence for Level 4 of the National Reporting System An evaluation of the student's progress in relation to: academic history; teaching practice and interest in teaching; commitment to education on the Anangu Pitjantjatjara Lands; commitment to study; commitment to work in Anangu schools; completion of a substantial amount of time in a team teaching role during teaching practice sessions. Students must be acceptable to their local school community (Governing Council) and Pitjantjatjara Yankunytjatjara Education Committee (PYEC) to continue to study with AnTEP.

Articulation/ Credit/ RCC/RPL	The program is designed to enable Anangu Education Workers (AEWs) working in Anangu community schools to upgrade their professional knowledge and competencies. It aims to provide the specialist skills needed to support bicultural programs in Anangu schools. Students are expected to considerably develop their academic skills as well as gain increasing insights into the professional aspects of teaching.	The program leads to the award Bachelor of Teaching (Anangu Education), for which students qualify after completing Stage 3 of the program. Students qualify for the Diploma of Education (Anangu Education) after completion of Stages 1 and 2 of the program (72 units). Students may exit with the award of Advanced Certificate in Education after completion of Stage 1 of the program (36 units).
Professional outcome	Students who have completed Stages 1 and 2 should be able to work in a team-teaching position and assume greater responsibilities in the school.	The program is designed to provide teacher education for Anangu students, qualifying them to teach in their community schools. It aims to provide them with the specialist skills needed to present bicultural programs in Anangu schools, following directions and approaches established by local communities. It is acknowledged that due to their generally low academic levels on entry into the program that graduates will continue to require support when they begin their teaching.

Course Details: A. Bachelor of Early Childhood Education, Magill

Year 1 Semester 1

- Understanding Child Development Birth – 8 Years
- Language and Multiliteracies
- Developing a Play Curriculum Birth – 8 Years
- BUGE/Elective Study

Semester 2

- Childcare Practicum
- Focus on Children Birth– 3 Years
- Physical Education and Health Birth – 8 Years
- Social Contexts of Education

Year 2 Semester 1

- Focus on Children 4 – 8 Years
- Social Education Birth– 8 Years
- BUGE/Elective Study
- BUGE/Elective Study

Semester 2

- Sessional Preschool Practicum
- Children’s Social-Emotional Development Birth – 8 Years
- Arts in Early Childhood
- BUGE/Elective Study

Year 3 Semester 1

- Children’s Thinking Birth – 8 Years

- Children in Family and Community
- Ethics, Education and Critical Inquiry
- Research with Young Children

Semester 2

- Junior Primary Practicum 1
- Literacy and Numeracy 1 Birth – 8 Years
- Science and Technology Birth – 8 Years
- Children with Special Needs

Year 4 Semester 1

- Administration, Management, Leadership and Change
- Junior Primary Practicum 2

- Literacy and Numeracy 2 Birth – 8 Years
- BUGE/Elective Study or Honours 1 (ECE)

Year 4 Semester 2

- Professional Community, Identity and Social Justice
- Curriculum Theory, Development and Issues Birth – 8 Years
- Current Emphases in Child Development Birth – 8 Years
- Early Childhood Practitioner Research or Honours 2 (ECE)

TOTAL of 86 days of paid practicum in childcare, kindergarten and junior primary settings

Course Details: B. Bachelor of Education (Junior Primary and Primary), Magill

Year 1

Semester 1

- Language and Multiliteracies
- ICT in Learning and Teaching
- Design and Technology Education
- General Studies 1

Semester 2

- Professional Applications and Reflection 1
- Approaches to Learning
- Mathematics Curriculum in Early and Primary Years 1
- General Studies 2

Year 2

Semester 1

- Professional Applications and Reflection 2
- Development and Learning in the Early and Primary Years 2
- English Curriculum for the Early and Primary Years 1
- The Arts Curriculum

Semester 2

- Social Contexts of Education
- Society and Environment
- Science Education
- General Studies 3

Year 3

Semester 1

- Mathematics Curriculum for Early and Primary Years 2
- Health and Physical Education
- Elective 1
- General Studies 4

Semester 2

- Professional Applications and Reflection 3

- Introduction to Research in Education
- English Curriculum for the Early and Primary Years 2

Year 4

Semester 1

- Professional Applications and Reflection 4
- Professional Pathway/Integrated Studies Option
- Ethics, Education and Critical Inquiry

Semester 2

- Professional Community, Identity and Social Justice
- Children with Special Needs
- Elective 2
- Elective 3

Year 4 (Honours)

Semester 1

- Honours (Junior Primary/Primary) PAR A
- Professional Pathway/Integrated Studies Option
- Ethics, Education and Critical Inquiry

Semester 2

- Honours (Junior Primary/Primary) PAR B
- Professional Community, Identity and Social Justice
- Children with Special Needs

Course Details: C. Diploma in Education (Anangu Education)

The program leads to the award Diploma of Education (Anangu Education), for which students qualify after completing Stages 1 and 2 of the program. These stages are the first two stages of the Bachelor of Teaching (Anangu Education). Each stage consists of 36 units, making a total of 72 units required to complete the Diploma of Education (Anangu Education). Students may exit with the award of Advanced Certificate in Education after completion of Stage 1 of the program (36 units). Each stage is divided into 12 courses, which are grouped into five curriculum strands.

Course Details: D. Bachelor of Teaching (Anangu Education)

The program leads to the award Bachelor of Teaching (Anangu Education), for which students qualify after completing Stage 3 of the program. Students qualify for the Diploma of Education (Anangu Education) after completion of Stages 1 and 2 of the program (72 units). Students may exit with the award of Advanced Certificate in Education after completion of Stage 1 of the program (36 units).

As each stage consists of 36 units, a total of 108 units is required to complete the Bachelor of Teaching (Anangu Education). Each stage is divided into 12 courses, which are grouped into five strands.

Courses/VET

- A. Diploma of Children's Services
 B. Advanced Diploma of Children's Services

Course	A Dip. Child.Serv.	B Adv. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	Clarence Campus: Full-time 13 months Alanvale Campus: Full-time 2 years (inc. Certificate III) Burnie Campus: Full-time 2 years (inc. Certificate III)	Clarence Campus Part-time (self paced) Alanvale Campus Part-time (self paced)
Entry Requirements	The Certificate III in Children's Services or equivalent are pre-requisites to this qualification	The Diploma of Children's Services or equivalent are pre-requisites to this qualification.
Articulation/ Credit/ RCC/RPL	Prospective students can ask for recognition of previous VET in schools, work or study experience. This is called Recognition of Current Competencies (RCC) or Recognition of Prior Learning (RPL).	
Professional outcome	Child Care Worker, Team Leader, Group Leader, Program Leader, Service Manager, Service Director, Special Needs Inclusion Worker, Family Day Career, Service Coordinator or Outside School Hours Care Coordinator.	Service Director, Service Coordinator, Children's Services Coordinator

Course Details: A. Diploma of Children's Services

Course consists of 20 competencies - 13 compulsory and 7 electives.

Core

Support the Rights and Safety of Children within Duty of Care Requirements
 Establish and Implement Plans for Developing Responsible Behaviour
 Arrange/Organise Experiences which Facilitate and Enhance Children's Development
 Establish, Manage and Monitor the Implementation of a Safe and Healthy Environment
 Plan the Inclusion of Children with Additional Needs
 Foster and Enhance Children's Cognitive and Language Development
 Foster and Enhance Children's Development
 Document, Interpret and Use Information About Children
 Workplace OHS Management System
 Manage Workplace OH&S Management System
 Work Effectively With Families in Caring For the Child
 Design, Implement and Evaluate Programs of the Service
 Foster and Enhance Children's Social, Emotional and Psychological Development
 Plan Care Routines

Course Details: B. Advanced Diploma of Children's Services

Course consists of 20 competencies - 10 compulsory units and 10 electives. (There is a choice between 2 compulsory units: Develop and Maintain the Quality of Service Outcomes OR Manage Innovation and Continuous Improvement).

Core

Undertake Systems Advocacy Act as a Resource to Other Services
 Promote and Represent the Service
 Manage the Delivery of Quality Client Service
 Co-ordinate the Assessment and Delivery of Services to Clients with Particular Needs
 Provide Leadership in Community Services Delivery
 Work With Other Services
 Ensure a Safe Workplace
 Manage Workplace Issues

Courses/HE

A.

Bachelor of Education, Campus: Launceston, Cradle Coast

Course	A B.Ed.
Sector	HE
Length of study full-time	4 years
Entry Requirements	Normal University entry requirements apply.
Articulation/ Credit/ RCC/RPL	<p>Students who have undertaken an appropriate course at another Australian or overseas institution of further education or TAFE college may apply to receive credit for such study. Applications for credit can be made upon application to the Bachelor of Education course.</p> <p>Specific articulation arrangements:</p> <p>Applicants who have completed the Diploma of Children's Services will be granted credit for seven units towards the Bachelor of Education degree course (62.5% of year 1 and 25% of year 2). Prospective students will therefore be able to complete the course in 3 years.</p> <p>Certificate 3 of Childcare or Children's Services grants 25% of year 1 Liberal Studies Teachers' Aide Certificate 4 grants 50% of Year 1 Liberal Studies Assoc. Dip of Child Care or Children's Services grants 50% of year 1 Liberal Studies Dip or Adv Dip of Child Care or Children's Services grants year 1 liberal studies 50% + year 2 Liberal Studies 25% + School Experience 1</p>
Professional outcome	Education graduates are able to teach in all government and non-government school systems across Australia with a number of graduates each year also taking up appointments overseas. Graduates are equipped with generic communication skills allowing them to undertake work in areas including: Early childhood or primary teacher; Industry trainer; Commercial trainer; Sales positions; Training consultant; and Resource teacher

Course Details: A. Bachelor of Education, Campus: Launceston, Cradle Coast**Year 1**

Curriculum Studies 1
Education 1
School Experience 1 (ECE/Primary)

Year 2

Curriculum Studies 2A (English, Mathematics, LOTE)
Curriculum Studies 2B (Science and Technology)
Curriculum Studies 2C (SOSE, Health and Physical Education)
Curriculum Studies 2D (Arts Education)
Education 2
School Experience 2 (ECE/Primary)

Year 3

Curriculum Studies 3A (English, Mathematics)
Contemporary Curriculum Developments A
curriculum Investigations A
Modes of Curriculum Inquiry A
Education 3
School Experience 3 (ECE/Primary)

Year 4

Curriculum Studies 4A (English, Mathematics)
Contemporary Curriculum Development B
Curriculum Investigations B
Modes of Curriculum Inquiry B
Education 4
Education 5
School Experience 4 (ECE/Primary)

Vic

AMES

Courses/VET

A.

Certificate III in Children's Services

Course	A. Cert. III Child. Serv.
Sector	VET
Length of study full-time	20 weeks
Entry Requirements	ASLPR 2 and above (for NESB students)
Articulation/ Credit/ RCC/RPL	RPL
Professional outcome	Graduates may seek employment as Child Care Assistant, Family Day Carer, Nanny, Out of School Hours Care Assistant and Recreation Assistant. Depending on the setting, workers may work under direct supervision or autonomously. In some settings, the worker may also have limited supervisory responsibilities of volunteers. Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

Course Details: A. Certificate III in Children's Services

- Identify and respond to children and young people at risk of harm
- Ensure children's health and safety
- Care for children
- Respond to illness, accidents and emergencies
- Work within a legal and ethical framework
- Support the development of children in the service
- Interact effectively with children
- Participate in workplace safety procedures
- Deliver services/activities to stimulate children's development and enhance their leisure
- Develop an understanding of children's interests and developmental needs
- Apply basic First Aid AND/OR
- Apply advanced First Aid
- Undertake administrative work
- Fulfil family day care administration requirements
- Promote the safety, well-being and welfare of children, young people and their families
- Prepare nutritionally balanced food in a safe and hygienic manner
- Care for babies
- Work effectively with culturally diverse clients and co-workers
- Stimulate children's development
- Participate in the work environment
- Work effectively with families in caring for the child
- Orientation to work in the leisure and health industry
- Work effectively with young people

Vic

Bendigo Regional Institute of TAFE

Courses/VET

A.

Certificate III in Children's Services

B.

Diploma in Children's Services

Course	A. Cert. III Child.Serv.	B. Dip. Child.Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Applicants must have successfully completed Year 11. Mature Age students are encouraged to apply.	Successful completion of Year 12 or Mature Age. All applicants selected into the course must have a police check processed prior to course commencement. Mature Age applicants will be required to demonstrate the skills enabling them to successfully meet course entry requirements.
Articulation/ Credit/ RCC/RPL	The course is recognised by the Child Care profession. Students who have successfully completed this course are eligible to apply to enter the Diploma course and receive credits.	Students with the Diploma qualification can apply to receive credits in a range of university courses including: the Bachelor of Arts, Social Science, Human Services, Education and Early Childhood Training.
Professional outcome	Graduates will be employed as AQF Level 3 Child Care professionals, providing support in a range of children's services programs, such as centre based care, occasional care, family day care schemes or out of school hours care. They may also provide care as nannies in private homes.	Graduates may be employed as qualified staff in Child Care Centres, family day care schemes, private homes, pre-school play centres, out of school hours programs and in setting for children with additional needs. Currently there is projected growth with prospects of 100% employment. Future career paths lead to management and coordination positions in Child and Family Services.

Course Details: A. Certificate III in Children's Services

Child Development
Observation Skills
Communicating with Children
Behavioural Guidance; Play
Leisure and Children's Aesthetic and Creative Development,
Relationships with Families
Advocacy, Culture and Diversity
Health and Safety
First Aid; Professional
Legal and Ethical Studies.

Course Details: B. Diploma in Children's Services

Child Development
Observation Skills
Children with Additional Needs
Health, Safety and Accident Prevention
First Aid
Communicating with Children
Guide to Children's Behaviour
Team Membership Skills
Communication, Communities, Advocacy and Families
Developing New Approaches for Providing Services
Aesthetic and Creative Development
Play and Leisure
Program Planning and On the Job Training.

Vic

Box Hill Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
B. Diploma in Children's Services

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year part-time	2 years
Entry Requirements	Applicant must have successfully completed Year 12 or be a mature age applicant.	Applicants must be at least 17 years of age and have successfully completed Year 12, or be a mature age applicant.
Articulation/ Credit/ RCC/RPL	n/a	n/a
Professional outcome	These courses lead to jobs in: <ul style="list-style-type: none">▪ long day care▪ occasional care▪ out-of-school hours care▪ family day care, sessional services▪ adjunct care▪ assist in pre-school/kindergartens▪ neighbourhood houses▪ Australian migrant education program services▪ mobile services and other specialised services.	

Course Details: A. Certificate III in Children's Services

Units of Competency

Children/young people at risk of harm
Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
Care for babies
Work within a legal and ethical framework
Development of children in the service
Interact effectively with children
Participate in workplace safety procedures
Participate in the work environment
Deliver services/activities to stimulate children's development and enhance their leisure
Facilitate and enhance children's development
Children's interest and developmental needs
Work effectively with families in caring
Apply basic first aid

Course Details: B. Diploma in Children's Services

Units of Competency

Rights and safety of children/duty of care
Implementation of safe and healthy environment
Plan care routines
Culturally diverse clients and co-workers
Foster and enhance children's development
Children's social emotional and psychological development
Children's cognitive and language development
Facilitate children's expressive development

Music as a medium to enhance children's development
Enhance children's development and learning
Plans for developing responsible behaviour
Inclusive policies and practices
Inclusion of children with additional needs
Manage workplace OH&S management systems
Design, implement and evaluate programs of the service
Observe children and interpret observations
Facilitate and enhance children's development
Document, interpret and use information about children
Manage an accreditation process
Partnership with families to care for child

Vic

Central Gippsland Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
B. Diploma in Children's Services

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Those aged 16 or over as at course commencement date with a general interest in the Children Services field.	Those who have successfully completed VCE. Those defined as being mature age (aged 18 or over and away from formal education for at least one year) or those who have satisfactorily completed the Certificate III in Children's Services (or its equivalent)
Articulation/ Credit/ RCC/RPL	Graduates who gain entry to the Diploma of Children's Services will be credited with up to 600 hours of the first year of the Diploma, depending on the stream in which they enrol. For graduates of the Certificate III in Children's Services who continue into the Diploma of Children's Services and successfully complete it, there may be articulation into the Bachelor of Early Childhood Studies at Melbourne University.	Graduates of this course who successfully apply for entry into the Bachelor of Early Childhood Studies offered by the School of Early Childhood Studies (Melbourne University) may receive credit for that course.
Professional outcome	Childcare Worker; Centre-based Care; Occasional Care; Out of School Hours Care; Family Day Care	Centre Based Care; Occasional Care; Out of School Hours Care; Family Day Care; Variety of associated services, such as Childcare worker, Childcare Centre Coordinator, Family Day Carer, Special needs inclusion worker, Room Coordinator in a Childcare Centre, Nanny

Course Details: A. Certificate III in Children's Services

- Identify and respond to children and young people at risk of harm
- Ensure children's health and safety
- Care for children
- Respond to illness, accidents and emergencies
- Care for babies
- Work within a legal and ethical framework
- Support the development of children in the service
- Interact effectively with children
- Participate in workplace safety procedures
- Participate in the work environment
- Deliver services/activities to stimulate children's development and enhance their leisure
- Arrange/organise experiences which facilitate and enhance children's development

Develop an understanding of children's interests and developmental needs
Work effectively with families in caring for the child
Apply basic first aid

Course Details: B. Diploma in Children's Services

1st Year

Prerequisites

Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
Work within a legal and ethical framework
Support the development of children in the service
Interact effectively with children
Participate in workplace safety procedures
Participate in the work environment
Deliver services/activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and development needs

Compulsory

Support the rights and safety of children within duty of care requirements
Plan care routines
Foster and enhance development
Foster and enhance social, emotional and psychological development
Arrange/organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work effectively with families in caring for the child

Electives

Provide experiences that facilitate children's expressive development
Use music as a medium to enhance children's experiences and development

2nd Year

Prerequisites

Apply basic first aid
Care for babies

Compulsory

Establish, manage and monitor the implementation of a safe and healthy environment
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs
Design, implement and evaluate programs of the service
Work in partnership with families to care for the child
Foster and enhance children's cognitive and language development
Manage workplace occupational health and safety management systems

Electives

Work effectively with culturally diverse clients and co-workers
Co-ordinate the work environment
Observe children and interpret observations
Provide experience which enhance children's development and learning

Courses/VET

- A. Certificate III in Children's Services
 B. Diploma of Children's Services

Course	A. Cert. III Child.Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	6 months	2 years
Entry Requirements	Year 11 or Mature Age Entry Minimum 16 years of age Police checks may be required for practicum	Year 12 (VCE), the equivalent, or Mature Age Entry. Minimum 17 years of age. Police checks may be required for practicum
Articulation/ Credit/ RCC/RPL	Where applicants can show evidence of prior qualification or experience in a related field, they may apply for RPL (Recognition of Prior Learning), RCC (Recognition of Current Competency) or Credit Transfer consideration.	
Professional outcome	Day Care Centre Childcare Assistant; Family Day Care Care-giver; School-aged Care Assistant; Kindergarten Assistant; Nanny Roles; Caring for Infants and Children up to 12 years.	Child Care Centres; Occasional Care Centre; Kindergartens; Nanny; Family Day Care through Local Government; Before and After School Care; School Holiday Programs.

Course Details: A. Certificate III in Children's Services

Care for children
 Care for babies
 Respond to illness, accidents and emergencies
 Work effectively with families in caring for their child
 Work within a legal and ethical framework
 Support the development of children in the service
 Interact effectively with children
 Participate in workplace safety procedures
 Participate in the work environment
 Ensure children's health and safety
 Apply advanced first aid
 Deliver services/activities to stimulate children's development and enhance their leisure
 Identify and respond to children and young people at risk of harm
 Develop an understanding of children's interests and developmental needs
 Arrange/organise experience which facilitate and enhance children's development
 Supervised practicum in Children's Services

Course Details: B. Diploma in Children's Services

Guide the establishment of a safe environment
 Work within a legal and ethical framework
 Work effectively with culturally diverse clients and co-workers
 Use music as a medium to enhance children's experience and development
 Provide experiences which enhance children's development and learning
 Establish and implement plans for developing responsible behaviour
 Implement and promote inclusive policies and practices
 Plan the inclusion of children with additional needs
 Manage workplace OHS management systems
 Coordinate the work environment
 Design, implement and evaluate programs of the service
 Observe children and interpret observations
 Work in partnership with families
 Apply advanced first aid

Vic

Deakin University

Courses/HE

A.

Bachelor of Education (Primary)

Course	A B.Ed. Prim.
Sector	HE
Length of study full-time	4 years
Entry Requirements	Admission requirements - general Deakin University offers admission to undergraduate courses through a number of Admission categories. In all categories of admission, selection is based primarily on academic merit as indicated by an applicant's previous academic record.
Articulation/ Credit/ RCC/RPL	Applicants who have completed or partially completed a post year 12 course at an approved tertiary institution may be eligible for admission to undergraduate courses with advanced standing according to the Advanced Standing policy of the University
Professional outcome	Graduates of this course may find employment as a teacher within the private or public education sectors ranging from prep to grade 6.

Course Details: A. Bachelor of Education Primary

YEAR 1

Semester 1

Understanding Children and Adolescents
Reading Children's Literature
Ecology and the Environment

Semester 2

Understanding Learners
Exploring Texts
Number and Chance
Primary School Experience 1

YEAR 2

Semester 1

Creating Effective Learning Environments
Patterns in Space
Language and Literacy: The Early Years
Primary School Experience 2a

Semester 2

Curriculum, Assessment and Reporting
The Physical Environment
Children and Mathematics: Developing Numeracy Concepts
Primary School Experience 2b

YEAR 3

Semester 1

Primary Science Education
Teachers and Mathematics: Creating An Inquiry-based Classroom
Primary School Experience 3a

Semester 2

Developing Language and Literacy: The Middle Years
Primary Social Education
Primary School Experience 3b

YEAR 4

Semester 1

Professional Relationships
Teaching the Arts in Primary Schools
Primary Physical and Health Education
Primary Technology Education
Primary School Experience 4a
Primary School Experience 4b

Semester 2

Transition to Beginning Teaching
Primary Arts Education: Focussed Study
The Literacy Teacher: The Profession and the Community
Professional Practice and Mathematics: Designing an Inclusive Program
Primary School Experience 4b
Primary School Experience 4c

Courses/VET

- A. Certificate III in Children's Services
 B. Diploma in Children's Services
 C. Certificate IV in Out of School Hours Care
 D. Diploma in Out of School Hours Care

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year full time	2 years full time
Entry Requirements	Mature age with relevant life/work experience or satisfactory completion of VCE or equivalent.	
Articulation/ Credit/ RCC/RPL	Recognition of current competencies (RCC) is a way of reducing course workload by obtaining credits for competencies already achieved. The RCC process identifies previous learning from other courses, life experiences and work experience and measures it against the elements and performance criteria of the competency requirements. Competence can include evidence of, or demonstration of, skill development, underpinning knowledge and their application in the workplace. It can also lead to a reduction of training hours both on and off-the-job.	
Professional outcome	Child care assistant; unqualified child care worker; family day carer; recreation assistant; nanny.	Team/room leader, group leader, program leader, service manager, service director and special needs inclusion worker.
Course	C. Cert. IV OOSHC	D. Dip. OOSHC
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	As for courses A. and B. above	
Articulation/ Credit/ RCC/RPL	As for courses A. and B. above	
Professional outcome	Vacation programs and before and after school activities for children who are of school age. Mobile resource unit. Occupational areas of work include: Recreation assistant, group leader, youth leader, special assistant, play leader, mobile assistant.	Before and After School Care and/or Vacation Care service. Occupational areas of work include: an out of school hours coordinator, a team leader, room leader, service manager, service director of an occasional care service, and an assistant in a kindergarten

Course Details: A. Certificate III in Children's Services

Training for Certificate III level is responsive to the needs of industry and learners. Mixed modes of delivery include evening classes, Saturday schools, workplace projects and home study.

Units of Competence include:

- Child Development, (0 – 12 years)
- Behaviour and guidance
- Planning children's experiences
- Working with families to care for the child
- Health and safety
- Care for babies
- Care for children
- Working with children from diverse environments and different cultures

Understanding State regulatory requirements and accreditation principles
Occupational health and safety
Undertaking risk analysis
Participating in the work environment
First aid

Course Details: B. Diploma in Children's Services

Places are available for workers currently employed and wishing to undergo further training to retain their positions in the childcare field. Training for Diploma level is responsive to the needs of industry and learners. Mixed modes of delivery include face to face classes, evening classes, Saturday schools, workplace projects and home study

Units of Competence include:

Child development (0-12 years)
Health and Safety
First aid
Management systems for Occupational health and safety
Interpersonal communication
Family studies and diversity
Children with additional needs and inclusive programs
Recording and documenting a variety of observations and using these to develop individual profiles of the children in the service
Programming for children (0-12 years) using a variety of play and learning experiences
Understanding State regulatory implications
Team membership/leadership management
Communicating and working with children
Managing responsible behaviours
Awareness of developing a quality accreditation management system

Course Details: C. Certificate IV in Out of School Hours Care

Training for Certificate VI level is responsive to the needs of industry and learners. Mixed modes of delivery include evening classes, Saturday schools, workplace projects and home study.

Units of competence include:

Child Development, (0 – 12 years)
Behaviour and guidance
Working with families to care for the child
Health and safety
Care for children
Working with children from diverse environments and different cultures
Understanding State regulatory requirements and accreditation principles
Occupational health and safety
Undertaking risk analysis
Participating in the work environment
First aid
Administration
Developing recreation programs

Course Details: D. Diploma in Out of School Hours Care

Training for Diploma level is responsive to the needs of industry and learners. Mixed modes of delivery include evening classes, Saturday schools, workplace projects and home study

Units of Competence include:

Child development (0-12 years)
Administration
Health and Safety

First aid
Management systems for Occupational health and safety
Designing, implement and evaluate programs
Interpersonal communication
Family studies and diversity
Children with additional needs and inclusive programs
Recording and documenting a variety of observations and using these to develop individual profiles of the children in the service
Understanding State regulatory implications
Working autonomously
Work effectively with youth
Team membership/leadership management
Communicating and working with children
Managing responsible behaviours
Awareness of developing a quality accreditation management system

Vic

Gordon Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
B. Diploma in Children's Services

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	Full Time: 24 weeks (605 hours)	2 years
Entry Requirements	1. Successful completion of Year 11 or equivalent; OR 2. Mature age applicants who are at least 18 years of age on the year of class commencement and have been out of full time secondary study at least 1 year; OR 3. Applicants already working in the field. In accordance with the current Children's Services Centre Regulations applicants must meet the following requirements: • A satisfactory police check (at applicant's expense).	
Articulation/ Credit/ RCC/RPL	Links and options exist between various levels of study. Accredited pathways exist enabling students to move between courses within the Gordon and to other HE institutions. Example of pathway: Year 11/Mature Age entry Cert.III Child. Serv. - TAFE Dip.Child. Serv. - TAFE BA Early Childhood Education	Links and options exist between various levels of study. Accredited pathways exist enabling students to move between courses within the Gordon and to other HE institutions. Example of pathway: Certificate III in Children's Services - TAFE Diploma of Children's Services - TAFE Bachelor of Early Childhood - University
Professional outcome	Employment possibilities in child care centres, pre-schools and kindergartens, as caregivers and fieldworkers at family day care services, before and after school hours care, toy libraries and nannies in private homes (both Australia and overseas).	Employment across a range of children's services. These can include child care centres, pre-schools and kindergartens, caregivers and fieldworkers at family day care services, before and after school hours care, toy libraries and nannies in private homes (both Australia and overseas).

Course Details: A. Certificate III in Children's Services

Health and Safety Units

Ensure Children's Health and Safety
Care for Children
Respond to Illness Accidents and Emergencies
Apply Advanced First Aid

Professional Practice Units

Participate in Workplace Safety Procedures
Work within a Legal and Ethical Framework
Identify and Respond to Children and Young People at Risk of Harm
Participate in the Work Environment
Curriculum and Planning Units

Provide children with a rich learning environment.

Deliver Services / Activities to Stimulate Children's Development and Enhance their Leisure
Arrange/ Organise Experiences which Facilitate and Enhance Children's Development

Child Development Units

Support the Development of Children in the Service
Develop an Understanding of Children's Interests and Developmental Needs
Care for Babies

Diversity Units

Work Effectively with Families in Caring for the Child

Interaction and Guidance Units

Interact Effectively with Young Children

Course Details: B. Diploma in Children's Services**Health and Safety**

Ensure Children's Health and Safety

Care for Children

Respond to Illness Accidents and Emergencies

Apply Advanced First Aid

Plan Care Routines

Establish Manage and Monitor the Implementation of a Safe and Healthy Environment

Professional Practice

Participate in Workplace Safety Procedures

Work within a Legal and Ethical Framework

Identify and Respond to Children and Young People at Risk of Harm

Participate in the Work Environment

Support the Rights and Safety of Children within Duty of Care Requirements

A Manage Workplace OH&S Systems

Maintain an Effective Work Environment

Curriculum and Planning

Deliver Services / Activities to Stimulate Children's Development and Enhance their Leisure

Arrange and Organise Experiences which Facilitate and Enhance Children's Development

Provide Experiences which Facilitate Children's Expressive Development

Use Music as a Medium to Enhance Children's Experiences and Development

Provide Experiences which Enhance Children's Development and Learning

Child Development

Support the Development of Children in the Service

Develop an Understanding of Children's Interests and Developmental Needs

Care for Babies

Foster and Enhance Children's Social Emotional and Psychological Development

Foster and Enhance Children's Cognitive and Language Development

Observe Children and Interpret Observations

Diversity

Work in Partnerships with Families to Care for the Child

Work Effectively with Culturally Diverse Clients and Co-Workers

Implement and Promote Inclusive Policies and Practices

Plan the Inclusion of Children with Additional Needs

Interaction and Guidance

Interact Effectively with Children

Establish and Implement Plans for Developing Responsible Behaviour

Program Planning

Foster and Enhance Children's Development

Document Interpret and Use Information about Children

Design Implement and Evaluate Programs of the Service

Vic

Holmesglen Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services
- C. Certificate IV in Out of School Hours Care
- D. Diploma of Out of School Hours Care

Course	A. Cert. III Child. Services	B. Dip. Child. Services
Sector	VET	VET
Length of study full-time	6 months	2 years - this includes a substantial component of workplace training and assessment.
Entry Requirements	Aged 16 or over as at course commencement date with a genuine interest in the children's services field.	Successfully completed VCE mature age (aged 18 or over and away from formal education for at least one year) or satisfactorily completed the Certificate III in Children's Services (or its equivalent). Applicants must be aged 17 or over as at course starting date. Intending applicants without recent experience in a child care setting are strongly advised to arrange to spend at least one day in a centre as an observer.
Articulation/ Credit/ RCC/RPL	Students may be able to shorten the length of their chosen course by measuring the skills acquired through work or life experiences, or through qualifications obtained from formal studies or training. AQTF Qualifications and Statements of Attainment issued by any other RTO will be recognised in accordance with the principle of mutual recognition.	
Professional outcome	Child Care Assistant; Family Day Carer; Nanny; Out-of-School Hours Care Assistant; Recreation Assistant; Unqualified Child Care worker	Child Care Worker – Qualified; Team Leader; Group Leader; Program Leader; Service Manager; Service Director; Special Needs Inclusion Worker
Course	C. Cert. IV OOSHC	D. Dip. OOSHC
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Aged 16 or over as at course commencement date with a genuine interest in the Out-of-School Hours Care field.	Successfully completed VCE, mature age (aged 18 or over and away from formal education for at least one year) or satisfactorily completed the Certificate IV in Out-of-School Hours Care, Certificate III in Children's Services (or its equivalent)
Articulation/Credit/ RCC/RPL	Students may be able to shorten the length of their chosen course by measuring the skills acquired through work or life experiences, or through qualifications obtained from formal studies or training. AQTF Qualifications and Statements of Attainment issued by any other RTO will be recognised in accordance with the principle of mutual recognition.	
Professional outcome	Out-of-School Hours Care Assistant; Recreation Assistant	Coordinator of Out-of-School Hours Care; Program Coordinator

Course Details: A. Certificate III in Children's Services

Identify and Respond To Children and Young People at Risk of Harm
Ensure Children's Health and Safety
Care for Children
Respond To Illness, Accidents and Emergencies
Care for Babies
Work within A Legal and Ethical Framework
Support the Development of Children in the Service
Interact Effectively With Children
Participate In Workplace Safety Procedures
Participate In the Work Environment
Deliver Services/Activities to Stimulate Children's Development and Enhance Their Leisure
Arrange/Organise Experiences Which Facilitate and Enhance Children's Development
Develop an Understanding of Children's Interests and Developmental Needs
Work Effectively With Families to Care for the Child

Course Details: B. Diploma in Children's Services

Identify And Respond To Children And Young People At Risk Of Harm
Support The Rights And Safety Of Children Within Duty Of Care Requirements
Establish, Manage And Monitor The Implementation Of A Safe And Healthy Environment
Ensure Children's Health And Safety
Care For Children
Respond To Illness, Accidents And Emergencies
Care For Babies
Plan Care Routines
Work Effectively With Culturally Diverse Clients And Co-workers
Support The Development Of Children In The Service
Foster And Enhance Children's Development
Foster And Enhance Children's Social, Emotional And Psychological Development
Foster And Enhance Children's Cognitive And Language Development
Provide Experiences Which Facilitate Children's Expressive Development
Use Music As A Medium To Enhance Children's Experience And Development
Provide Experiences Which Enhance Children's Development And Learning
Establish And Implement Plans For Developing Responsible Behaviour
Implement And Promote Inclusive Policies And Practices
Plan For The Inclusion Of Children With Additional Needs
Interact Effectively With Children
Participate In Workplace Safety Procedures
Manage Workplace OHS Management System
Participate In The Work Environment
Design, Implement And Evaluate Programs Of The Service
Observe Children And Interpret Observations
Deliver Services/Activities To Stimulate Children's Development And Enhance Their Leisure
Arrange/Organise Experiences Which Facilitate And Enhance Children's Development
Develop An Understanding Of Children's Interests And Developmental Needs
Document, Interpret And Use Information About Children
Manage An Accreditation Process
Work In Partnership With Families To Care For The Child
Work Effectively With Families To Care For The Child
Apply Advanced First Aid

Course Details: C. Certificate IV in Out of School Hours Care

Undertake Administrative Work
Identify and Respond To Children and Young People at Risk of Harm
Ensure Children's Health and Safety
Work within A Legal and Ethical Framework
Work Effectively With Culturally Diverse Clients and Co-workers
Interact Effectively With Children
Implement and Monitor OHS Policies and Procedures for a Workplace
Deliver Services/Activities to Stimulate Children's Development and Enhance Their Leisure
Develop an Understanding of Children's Interests and Developmental Needs
Work Effectively With Young People
Apply Advanced First Aid
Develop Recreation Programs
Undertake risk analysis of activities
Work Autonomously
Care for Children
Respond To Illness, Accidents and Emergencies
Support the Development of Children in the Service
Participate In the Work Environment

Course Details: D. Diploma of Out of School Hours Care

Undertake Administrative Work
Work Effectively With Culturally Diverse Clients And Co-workers
Implement And Monitor OHS Policies And Procedures For A Workplace
Work Effectively With Young People
Develop Recreation Programs
Undertake risk analysis of activities
Work Autonomously
Participate In The Work Environment
Foster And Enhance Children's Development
Establish, Manage And Monitor The Implementation Of A Safe And Healthy Environment
Establish And Implement Plans For Developing Responsible Behaviour
Manage Workplace OHS Management System
Maintain An Effective Work Environment
Develop And Implement Policy
Design, Implement And Evaluate Programs Of The Service
Work In Partnership With Families To Care For The Child
Plan Care Routines
Implement And Promote Inclusive Policies And Practices
Maintain Organisation's Information Systems
Prepare Nutritionally Balanced Food In A Safe And Hygienic Manner
Foster And Enhance Children's Social, Emotional And Psychological Development
Foster And Enhance Children's Cognitive And Language Development
Reflect And Improve Upon Professional Practice
Arrange/Organise Experiences Which Facilitate And Enhance Children's Development
Conduct a program for children and young people with special needs
Act as a resource to workers

Vic

Kangan Batman Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
B. Diploma in Children's Services
C. Certificate III in Education

Course	A. Cert. III Child. Serv.	B. Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	All applicants are interviewed and tested for their interest in and suitability for work in the children's services field.	All prospective students will need to have a current ENTER score, or pass a written test and attend an information session and an interview
Articulation/Credit/RCC/RPL	Graduates of this course are eligible to study the Diploma of Children's Services and for credit transfers to courses in other Certificate III Children's Services streams.	Graduates may be eligible for credit transfers towards the university Bachelor of Early Childhood Studies.
Professional outcome	Certificate III graduates can work under the direction of more qualified or experienced staff in centre based day care services. There are three streams within this qualification. From 2004 priority will be given to the centre based care stream.	Work with infants and children from birth to 12 years of age. The 3 streams under this qualification are: centre based care; out of hours school care; and family day care. In 2005 primacy will be given to the centre based care stream.
Course	C. Cert. III in Education	
Sector	VET	
Length of study full-time	1 year part-time	
Entry Requirements	n/a	
Articulation/Credit/RCC/RPL	n/a	
Professional outcome	Integration Aide	

Course Details: A. Certificate III in Children's Services

Development
Health
Communication and Interaction
Programming
Professional Studies.

Course Details: B. Diploma of Children's Services

Development
Health
Communication and Interaction
Programming
Professional Studies

Course Details: C. Certificate III in Education

To apply specialist communication techniques with students and teachers to build strong relationships;
To assist teachers in the selection of reading materials to develop the reading and comprehension skills of students;
To assist in the development of writing skills for students;
To work with students with a range of special needs;
To support the learning needs of students with a special need in the classroom;
To assist with the daily needs of students with disabilities in order for them to operate successfully in a learning environment.

Vic

La Trobe University

Courses/HE

A.

Bachelor of Education

Course	A B.Education
Sector	HE
Length of study full-time	4 years
Entry Requirements	VCE Units 3 and 4: a study score of at least 20 in English (any).
Articulation/ Credit/ RCC/RPL	Consideration given to relevant paid or unpaid work experience
Professional outcome	Graduates from the Bachelor of Education may be eligible for teacher registration in some States (other than Victoria) and in some overseas countries.

Course Details: Bachelor of Education

Year1

Introduction to Teaching
Theories of Learning
Inclusive Education
Mathematics Teaching
Learning Language
Learning Technologies

Year 2

Practicum B
Science Teaching
Art and Music Education
Studies of Soc. and Environment
The Contemporary Child
Indigenous Studies

Year 3

Practicum C
Health and Physical Education
Literacy Training
Mathematics Learning
Science Learning

Year 4

Field Experience A and B
Literacies for All
Numeracy for All

Vic

Monash University

Courses/HE

A.

Bachelor of Early Childhood Studies

B.

Bachelor of Early Childhood Education

Course	A B. Early Childhood Studies	B B. Early Childhood Education
Sector	HE	HE
Length of study full-time	3 years with credit (advanced standing) provided for the first year.	4 years
Entry Requirements	All students entering the course will do so with advanced standing. To be eligible for admission with advanced standing students must hold: A Diploma of Community Services (Children's Services) or equivalent awarded by an Australian RTO (i.e. TAFE or private provider) OR Other qualifications and experience deemed by the Faculty Board to be equivalent to or a satisfactory substitute for the above qualifications.	n/a
Articulation/ Credit/ RCC/RPL	The Bachelor of Early Childhood Studies offered at the Peninsula campus provides graduates of the Diploma of Community Services (Children's Services) or equivalent qualification, articulation into degree level status. Students entering the course are given a minimum of one-year advanced standing based on completed studies in early childhood education/children's services. In addition, students with extensive related work experience who submit documentary evidence of at least two years full-time satisfactory teaching in an early childhood setting will receive credit for up to an additional four units.	n/a
Professional outcome	On completion of the Bachelor of Early Childhood Studies, graduates will be eligible for appointment as kindergarten teachers in pre-schools or childcare centres in Victoria.	On completion of the Bachelor of Early Childhood Education, graduates may seek employment in preschools, childcare centres, primary schools, and other children's services and specialist early childhood settings in Victoria.

Course Details: A. Bachelor of Early Childhood Studies**First year**

Advanced standing equivalent to 48 credit points based on previous studies.

Second and third year

Foundations in early childhood education* (10 days fieldwork)
 Music in early childhood
 Visual arts in early childhood
 Child development 2
 Early childhood teaching studies 1* (three-to-five days fieldwork)
 Early childhood literacy
 Family studies
 Early childhood expressive arts
 Early childhood teaching studies 4* (18 days fieldwork)
 Child development 4 - exceptional children
 Teacher as a researcher
 Early childhood maths, science and technology
 The early childhood professional
 Contemporary issues in early childhood
 Early childhood teaching studies 5* (33 days fieldwork)
 Early childhood teaching studies 6* (15 days fieldwork)

* Applicants with significant work history in the field would be eligible to apply for up to a further six months of advanced standing based on recognition of prior learning (RPL) for this experience and would not be required to complete these units.

Course Details: B. Bachelor of Early Childhood Education**First Year**

Computer essentials
 Curriculum studies: primary English 1
 Curriculum studies: primary mathematics 1
 Perspectives on learning
 Perspectives on teaching
 Foundations of early childhood
 Early childhood music
 Visual arts in early childhood

Second Year

Child development 1
 Child development 2
 Curriculum studies: primary studies of society and environment
 Curriculum studies: primary science
 Child development 3: child, health and safety
 Early childhood teaching studies 1
 Early childhood teaching studies 2
 Curriculum studies: primary health and PE

Third Year

Curriculum studies: primary art and music
 Curriculum studies: primary technology
 Early childhood literacy and studies of society
 Australian family studies
 Early childhood expressive arts
 Cultural studies (early childhood)
 Early childhood teaching studies 3
 Early childhood teaching studies 4

Fourth Year

Child development 4: exceptional children
 The teacher as a researcher
 Early childhood maths, science and technology
 The early childhood professional
 Contemporary issues in early childhood
 Administration and management
 Early childhood teaching studies 5
 Early childhood teaching studies 6

Vic

Northern Melbourne Institute of TAFE

Courses/VET

- A. Certificate III in Children's Services
- B. Diploma in Children's Services
- C. Certificate IV in Out of School Hours Care

Course	A. Cert. III Child. Services	B. Dip. Child. Services
Sector	VET	VET
Length of study full-time	Up to 18 months	2 years
Entry Requirements	<p>Be employed for a minimum 15 hours per week (consistently with a group of children) in a child care centre.</p> <p>Contractual traineeship agreement with a New Apprenticeship Centre/group training company.</p> <p>For applicants whose first language is not English, the recommended level of English skills (comprehension and written) needed to complete this course is ISLPR 3+.</p>	<p>1. Applicants must have turned 17 years of age by 1 February of the year in which they intend to commence their studies, AND 2. Applicants must have passed VCE Year 12 with an ENTER score in the year before they intend to commence their studies, OR 3. Mature age applicant (over 18 years, and who have been out of full time secondary school for at least 12 months) who must sit an Entry Test.</p> <p>Preference will be given to:</p> <ol style="list-style-type: none"> 1. applicants already working in a child care centre. (Part time applicants need to be working in a minimum of 15 hours per week with children. 2. Applicants who have completed some training and wish to upgrade or complete their qualifications. (Documented evidence of training completed must be provided.)
	<p>All applicants must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Demonstrate interest in, knowledge of and suitability for work in children's services field ▪ Have physical and psychological health necessary to work with children in a children's service (Successful applicants will be asked to complete a medical health form). ▪ Demonstrate maturity including ability to be responsible for the care and education of children ▪ Be able to read and comprehend course requirements ▪ Be able to express themselves fluently verbally and in writing 	
Articulation/ Credit/ RCC/RPL	<p>Students who successfully complete this course may apply to articulate into the Diploma of Children's Services through the diploma application / selection process.</p>	<p>Students may obtain recognition for their studies to gain entry to degree or advanced diploma courses at a University or a TAFE institute. Candidates having completed Diploma may receive credits for part of these courses.</p> <p>Eg. Bachelor of Education (Early Childhood) (kindergarten) Bachelor of Education (primary teaching)</p>

Professional outcome	Graduates are considered to be a Level 2 Trained Child Care Assistant on completion of the course. Work involves caring for infants and young children up to 6 years of age generally under the direct supervision of a qualified child care worker, or independently, depending on the type of children's service	Qualified Child Care Workers (Level 3 in Victoria). The qualification is recognised nationally. Workers at this level are commonly responsible for all aspects of the care and education of a group of children (0 - 6 years) in child care centres eg. long day care or occasional child care. They may supervise other staff and volunteers. Additionally, there are some employment opportunities in other areas of the children's services field
Course	C. Cert. IV OOSHC	
Sector	VET	
Length of study full-time	Up to 18 months part-time	
Entry Requirements	<p>Be employed for a minimum 15 hours per week (consistently with a group of children) in an Out of School Care program. 2. Contractual traineeship agreement with a New Apprenticeship Centre/group training company. All applicants must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Demonstrate interest in, knowledge of and suitability for work in children's services field ▪ Have physical and psychological health necessary to work with children in a children's service ▪ Demonstrate maturity including ability to be responsible for the care and education of children ▪ Be able to read and comprehend course requirements ▪ Be able to express themselves fluently verbally and in writing <p>For applicants whose first language is not English, the recommended level of English skills (comprehension and written) needed to complete this course is ISLPR 3+.</p>	
Articulation/Credit/RCC/RPL	Students who successfully complete this course may apply to articulate into the Diploma of Out of School Hours Care through the diploma application / selection process.	
Professional outcome	Graduates can work as Qualified Child Care Workers, Recreational Assistants, Out of School Hours Care Supervisor, Group Leader, Play Leader or Special Needs Inclusion Worker.	

Course Details: A. Certificate III in Children's Services

(This course is divided into NMIT 'on the job' and 'off the job' course requirements).

Identify and Respond to Children and Young People at Risk of Harm

Work with a Legal and Ethical Framework

Participate in the Work Environment

Participate in Workplace Safety Procedures

Apply Advanced First Aid

Interact Effectively with Children

Work Effectively with Families to Care for the Child

Ensure Children's Health and Safety

Care for Children

Respond to Illness, Accidents and Emergencies

Support the Development of Children in the Service

Deliver Services/Activities to Stimulate Children's Development and Enhance Children's Development

Arrange/Organise Experiences which Facilitate and Enhance Children's Development

Develop an Understanding of Children's Interests and Developmental Needs

Course Details: B. Diploma in Children's Services

(This course is divided into 'on the job' and 'off the job' course requirements).

Manage an Accreditation Process
Identify and Respond to Children and Young People at Risk of Harm
Work with a Legal and Ethical Framework
Participate in the Work Environment
Participate in Workplace Safety Procedures
Apply Advanced First Aid
Interact Effectively with Children
Work Effectively with Families to Care for the Child
Ensure Children's Health and Safety
Care for Children
Respond to Illness, Accidents and Emergencies
Support the Development of Children in the Service
Deliver Services/Activities to Stimulate Children's Development and Enhance Children's Development
Arrange/Organise Experiences which Facilitate and Enhance Children's Development
Develop an Understanding of Children's Interests and Developmental Needs
Support the Rights and Safety of Children within Duty of Care
Maintain an Effective Work Environment
Establish and Implement Plans for Developing Responsible Behaviour
Implement and Promote Inclusive Policies and Practices
Plan the Inclusion of Children with Additional Needs
Work in Partnership with Families to Care for the Child
Work Effectively with Culturally Diverse Clients and Co-workers
Care for Babies
Plan Care Routines
Establish, Maintain and Monitor the Implementation of a Safe and Healthy Environment
Foster and Enhance the Children's Social, Emotional and Psychological Development
Foster and Enhance Children's Cognitive and Language Development
Provide Experiences which Facilitate Children's Expressive Development
Use music as a Medium to Enhance Children's Experiences and Development
Provide Experiences which Enhance Children's Development and Learning
Document, Interpret and Use Information about Children
Design, Implement and Evaluate Programs of the Service
Observe Children and Interpret Observations

Course Details: C. Certificate IV in Out of School Hours Care

(This course is divided into NMIT 'on the job' and 'off the job' course requirements).

Identify and Respond to Children and Young People at Risk of Harm
Work with a Legal and Ethical Framework
Participate in the Work Environment
Participate in Workplace Safety Procedures
Apply Advanced First Aid
Interact Effectively with Children
Work Effectively with Families to Care for the Child
Ensure Children's Health and Safety
Care for Children
Respond to Illness, Accidents and Emergencies
Support the Development of Children in the Service
Deliver Services/Activities to Stimulate Children's Development and Enhance Children's Development
Develop an Understanding of Children's Interests and Developmental Needs
Work effectively with diverse clients and co-workers
Undertake administrative work
Work Autonomously
Implement and monitor Occupational Health and Safety
Develop recreation programs
Undertake risk analysis of activities
Work effectively with young people

Vic

RMIT University

Courses/HE

A.

Bachelor of Education, Bundoora campus

Course	A B.Education
Sector	HE
Length of study full-time	4 years
Entry Requirements	Current Year 12 Prerequisite Units 3 and 4: English (any). Extra Requirements: Full-time applicants must follow any extra requirements listed in the VTAC Guide; failure to do so may jeopardise an applicant's chances of an offer of a place. Non-Year 12 Requirements Applicants may be admitted to a program on the basis of qualifications deemed to be equivalent to the Victorian Certificate of Education (VCE). These include many qualifications at either secondary (including TAFE) or tertiary level obtained in Victoria, interstate or overseas (link to recognition of overseas studies). Comparable qualifications could include satisfactory completion of the International Baccalaureate (IB), the satisfactory completion of two university courses (subjects) or the satisfactory completion of one year of TAFE study at Certificate IV or a higher level.
Articulation/ Credit/ RCC/RPL	n/a
Professional outcome	Graduates will have a professional qualification which will be recognised by the Victorian Institute of Teaching (VIT). Graduates who complete a specialisation in early childhood may also be qualified with Early Childhood Australia Inc. (EAC). Graduates of this program will normally be employed as teachers in schools, child care centres and/or community education centres and kindergartens, and in private or government training areas.

Course Details: A. Bachelor of Education, Bundoora campus

The program consists of four components:

1. Applied Learning and Professional Practice (ALPP)

Held onsite and at RMIT, the focus of this component is practical and experiential. ALPP is designed to support, reinforce and enrich professional practice. In each course, links will be made to the Theoretical Frames courses offered in the same semester.

Applied Learning and Professional Practice aims to:

- link theoretical and practical aspects of teaching and learning;
- develop communication, organisational and management skills;
- build upon and maintain partnerships between teachers and the university including shared delivery of courses;
- develop high levels of expertise for pre-service teachers through working with mentors;
- develop skills in research, critical thinking, problem solving and reflection;
- develop an understanding of curriculum theory and philosophy;
- provide links between theory and applied learning through university and site experiences;
- provide links between other curriculum-based courses and their application in professional practice;
- emphasise the role and use of ICT in teaching and learning programs; and
- include the use of the learning hub as an integral aspect of communication and information access between pre-service teachers, mentors and university staff.

2. Theoretical Frames for Education

This component provides pre-service teachers with knowledge and an understanding of the historical, theoretical and philosophical debates that underpin decision making and drive change in education.

Courses focus on 'big picture issues' including:

- education history, philosophy, thinkers, ideas, trends and key debates;
- economic, social and political influences in education;
- learning stages, cognitive development, learning styles, diversity, multiliteracies, and special needs; and
- new technologies, globalisation, popular culture, social literacy, and educating for citizenship.

3. Learning Areas

This component provides pre-service teachers with essential pedagogy and content knowledge for:

- Literacy/English;
- Numeracy/mathematics;
- Science and technology;
- Health and physical education;
- The arts;
- Studies of society and environment; and
- ICT.

Course content is linked to ALPP and Theoretical Frames courses. Use of ICT is embedded in all courses and is the focus of a 'stem' course.

4. Electives for Expertise

Courses for expertise will be offered in the following areas:

- Young learners;
- Middle years learners school (years 5 – 9); and
- ICT, the arts, physical education.

Courses/VET

A. Diploma in Children's Services

Course	A. Dip. Child. Services
Sector	VET
Length of study full-time	2 years
Entry Requirements	Applicants must have Year 12 certificate or equivalent or be mature aged with educational and/or relevant experience
Articulation/ Credit/ RCC/RPL	Application for Recognition of Prior Learning (RPL) can be made through the Institute following enrolment. Graduates may gain significant credit towards Degree/Bachelor courses, particularly in early childhood education.
Professional outcome	Child care centres where they are responsible for providing a program of care and education for children up to the age of 12.

Course Details: A. Diploma in Children's Services**1st Year - Core Units**

Arrange/organise experiences which facilitate and enhance children's development

Care for babies

Care for children

Deliver services/activities to stimulate children's development and enhance their leisure

Develop an understanding of children's interests and developmental needs

Document, interpret and use information about children

Ensure children's health and safety

Foster and enhance children's development

Foster and enhance children's social, emotional and psychological development

Identify and respond to children and young people at risk of harm

Interact effectively with children

Participate in the work environment

Participate in workplace safety procedures

Plan care routines

Prepare nutritionally balanced food in a safe and hygienic manner

Respond to illness accidents and emergencies

Support the development of children in the service

Work effectively with families in caring for their child

Work within a legal and ethical framework

2nd Year - Core Units

Apply Advanced First Aid

Co-ordinate the work environment

Design, implement and evaluate programs of the service

Establish and implement plans for developing responsible behaviour

Establish, manage and monitor the implementation of a safe and healthy environment

Foster and enhance children's cognitive and language development

Implement and Promote Inclusive Policies and Practices

Manage workplace OHS management system

Observe children and interpret observations

Plan for the inclusion of children with additional needs

Provide experiences which enhance children's development and learning

Provide experiences which facilitate children's expressive development

Support the rights and safety of children within duty of care requirements

Use music as a medium to enhance children's experience and development

Work effectively with culturally diverse clients and co-workers

Work in partnership with families to care for the child

Courses/VET

A.

Diploma in Children's Services

Course	A. Dip. Child. Services
Sector	VET
Length of study full-time	2 years
Entry Requirements	<p>Applicants must</p> <ul style="list-style-type: none"> ▪ have turned 18 years of age by the end of February in the same year they commence the course; ▪ have passed an approved Year 12 course. Mature age applicants who cannot meet this requirement must be able to demonstrate that they could successfully cope with course subjects by completing a numeracy and literacy test; ▪ be able to demonstrate interest in, and knowledge about child care as a career; ▪ be able to read and comprehend course requirements; ▪ be able to express themselves fluently in writing; ▪ be able to converse fluently
Articulation/ Credit/ RCC/RPL	<p>In all sectors there are career pathways into service co-ordination and ultimately with further study, into teaching, policy and management roles. Pathways to further studies include;</p> <ul style="list-style-type: none"> • Bachelor of Early Childhood Studies • Bachelor of Arts • Bachelor of Education • Bachelor of Social Science
Professional outcome	Before and After School Care Programs, Pre-school/Kindergarten, Long Day Care Centres, Family Day Care and Occasional Day Care

Course Details: A. Diploma in Children's Services**First Year Units**

Identify and respond to children and young people at risk of harm
 Ensure children's health and safety
 Care for children
 Respond to illness, accidents and emergencies
 Work within a legal and ethical framework
 Support the development of children in the service
 Interact effectively with children
 Participate in workplace safety procedures
 Participate in the work environment
 Deliver services/activities to stimulate children's development and enhance their leisure
 Develop an understanding of children's interests and developmental needs
 Apply advanced First Aid
 Care for babies
 Work effectively with families in caring for the child
 Plan and/or modify meals and menus according to nutrition care plans
 Observe children and interpret observations
 Foster and enhance children's social, emotional and psychological development
 Foster and enhance children's cognitive and language development
 Provide experiences which facilitate children's expressive development

Second Year Units

Use music as a medium to enhance children's experiences and development
 Foster and enhance children's development

Plan for the inclusion of children with additional needs
Support the rights and safety of children within duty of care requirements
Provide experiences which enhance children's development and learning
Manage workplace OHS management system
Document, interpret and use information about children
Plan care routines
Establish, manage and monitor the implementation of a safe and healthy environment
Design, implement and evaluate programs of the service
Work effectively with culturally diverse clients and co-workers
Establish and implement plans for developing responsible behaviour
Arrange/organize experiences which facilitate and enhance children's development
Lead and develop others
Work effectively with families in caring for the child

Courses/VET

- A. Certificate II in Community Services Work, (Children's Services Stream)
 B. Certificate III in Children's Services, Workplace Training
 C. Diploma of Children's Services
 D. Diploma of Out of School Hours Care, Off-Campus
 E. Advanced Diploma of Children's Services

Course	A Cert. II Comm. Services.	B Cert. III Child. Services
Sector	VET	VET
Length of study	1 year part-time	1 year part-time
Entry Requirements	n/a	n/a
Articulation/ Credit/ RCC/RPL	Applicants with prior tertiary studies that satisfy part of the academic requirements of these courses may be granted 'credit' and/or entry to the course with 'advanced standing'. University policies apply and applicants are assessed on a case-by-case basis. Recognition of Prior Learning is available. Graduates of this course can apply to articulate with credits into the Certificate III in Children's Services and the Diploma in Children's Services.	The Certificate III in Children's Services is part of a suite of courses which provide a comprehensive package of training to meet the needs of the children's services industry. Students will be equipped with the skills and expertise for a challenging career with young children aged from 0-6 years. This course has extensive credits into the Diploma of Children's Services. Graduates can apply to enter the Diploma course with advanced standing.
Professional outcome	This course can be a starting point for training for work in child care centres and other children's services.	Employment in a range of children's services including Long Day Care (0-6 years), Occasional Care (0-6 years), Family Day Care. Employment may also be gained in kindergartens and pre-schools as assistants.
Course	C Dip. Child. Services	D Dip. OOSHC
Sector	VET	VET
Length of study full-time	2 years full-time	2 years
Entry Requirements	Satisfactory completion of an appropriate Victorian Year 12 or its equivalent, or mature age. Course entry requirements recognise the need for flexibility with respect to entry. Four major categories for entry have been established: School Leavers, Alternative Category (ACE) Entry, Mature Age Students and Persons of Non-English Speaking Background who are also working in the Industry. Applicants must also be working in the industry and meet the following criteria: 1. Demonstrated interest in and suitability for work in the children's services field. 2. Entry competencies which reflect the starting point for course delivery. 3. Physical and psychological health necessary to meet course requirements including practicum. 4. Demonstrated maturity including ability to be responsible for the care of children.	

Articulation/ Credit/ RCC/RPL	Applicants with prior tertiary studies that satisfy part of the academic requirements of this course may be granted 'credit' and/or entry to the course with 'advanced standing'. University policies apply and applicants are assessed on a case-by-case basis. Recognition of Prior Learning is available.	
Professional outcome	The majority of graduates work as fully qualified professionals in child care centres where they are responsible for providing a program of care and education to children under six. They may work independently or in a supervisory role with other child care assistants. Some graduates gain positions in family day care schemes, infant care settings, private homes, pre-school play centres, out of school hour programs and some work as aides with children with additional needs. Future career paths lead to management and co-ordination positions in child and family services.	On successful completion of this course graduates will be qualified to work as coordinators in Out of School Hours programs according to The National Standards for Outside School Hours Care. Opportunities include work as qualified professionals in before school care, after school care, and vacation care. The qualification entitles graduates to work in a range of services including Before School Care, After School Care, Vacation Care and Camp Programs as fully qualified staff. There are also career pathways into service coordination, local government and with further study into reaching policy and management roles.
Course	E Adv. Dip. Child. Services	
Sector	VET	
Length of study full-time	1 year part-time	
Entry Requirements	Successful completion of the Diploma of Children's Services or equivalent. A minimum of two years experience working with children is recommended. Applicants need to be currently employed within a children's service or be prepared to undertake significant workplace assessment.	
Articulation/Credit/ RCC/RPL	Applicants with prior tertiary studies that satisfy part of the academic requirements of these courses may be granted 'credit' and/or entry to the course with 'advanced standing'. University policies apply and applicants are assessed on a case-by-case basis. Recognition of Prior Learning is available.	
Professional outcome	Leadership and management roles in the children's services industry. For example: Child Care Directors and/or Team Leaders, Field Supervisors of students in children's services placements and management positions within local government children's services.	

Course Details: A. Certificate II in Community Services Work (Children's Services Stream)

Compulsory

Prepare for work in the Community Services Industry
 Communicate with people accessing the services of the organisation
 Follow the organisation's policies, procedures and programs
 Work with others
 Follow OHS procedures

Electives

Support the development of children in the service

Communicate with children
Deliver services/activities to stimulate children's development and enhance their leisure
Ensure children's health and safety
Apply advanced First Aid
Prepare nutritionally balanced food in a safe and hygienic manner

Course Details: B. Certificate III in Children's Services, Workplace Training

Course Structure

Refer to course subjects below. Certificate III in Children's Services has 5 streams. All streams will require off-campus time completing assignments and self-paced exercises. In addition, students will be required to undertake placements in a children's services setting.

General Stream - Croydon and Prahran

The general stream is for students who are competent in both written and spoken English.

Bilingual Stream - Prahran

The bilingual stream has the same content as the general stream. The method of delivery is designed for students from a non-English speaking background, who have completed most of their schooling overseas.

Family Day Care Stream

This course is customised for family day care workers. It can be undertaken on campus or offered to groups in regional settings. Placements are organised in the day care worker's own work place and in a children's services setting.

Indigenous Stream

The Indigenous stream, customised for Indigenous participants, will be offered in 2005 at the Prahran and/or Lilydale campus, depending on demand. This customised stream gives the same national qualifications as the other streams. It has a particular focus on the needs of Indigenous participants and Indigenous children and families.

Traineeship Stream

New employees in childcare or persons who are about to commence employment may be able to combine work with study and undertake their Certificate III in Children's Services as a trainee. Trainees, with the agreement of their employer, undertake training in the workplace combined with workshops conducted by Swinburne staff.

Course Details: C. Diploma of Children's Services

Year 1

Developmental Studies

Support the development of children in the service
Develop an understanding of children's interests and developmental needs
Interact effectively with children
Foster and enhance children's development
Foster and enhance children's social, emotional and psychological development

Health Studies

Ensure children's health and safety
Care for children
Respond to illness accidents and emergencies
Care for babies
Participate in workplace safety procedures
Plan care routines

Program Play and Curriculum

Deliver services/activities to stimulate children's development and enhance their leisure
Arrange/organise experiences which facilitate and enhance children's development
Provide experiences which facilitate children's expressive development

Professional Studies

Participate in the work environment
Work within a legal and ethical framework

Identify and respond to children and young people at risk of harm
Family and Community Studies
Work effectively with families in caring for their child
Implement and promote inclusive policies and practices

Year 2

Developmental Studies

Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional needs

Health Studies

Establish, manage and monitor the implementation of a safe and healthy environment
Apply advanced First Aid

Manage workplace OHS management system

Program Planning and Curriculum Studies

Design, implement and evaluate programs of the service
Use music as a medium to enhance children's experience and development
Provide experiences which enhance children's development and learning
Observe children and interpret observations

Professional Studies

Support the rights and safety of children within duty of care requirements

Manage an accreditation process

Family and Community Studies

Work in partnership with families to care for the child
Work effectively with culturally diverse clients and co-workers

Course Details: D. Diploma of Out of School Hours Care, Off-Campus

Developmental Studies

Foster and enhance children's development
Foster and enhance children's social, emotional and psychological development
Foster and enhance children's cognitive and language development
Develop an understanding of children's interests and developmental needs
Interact effectively with children
Work effectively with young people
Establish and implement plans for developing responsible behaviour
Conduct a program for children and young people with special needs

Health Studies

Implement and monitor OHS policies and procedures for the work place
Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Prepare nutritionally balanced food in a safe and hygienic manner
Plan care routines
Establish, manage and monitor the implementation of a safe and healthy environment
Manage workplace OHS management system
Apply advanced First Aid

Family and Community Studies

Implement and promote inclusive policies and practices
Work in partnership with families to care for the child

Programming Play and Curriculum Studies

Deliver services/activities to stimulate children's development and enhance their leisure
Arrange/organise experiences which facilitate and enhance children's development
Design, implement and evaluate programs of the service
Develop recreation programs
Undertake risk analysis of activities

Professional Studies

Undertake administrative work
Manage an accreditation process
Work autonomously
Work within a legal and ethical framework
Work effectively with culturally diverse clients and co-workers
Maintain organisation's information systems
Maintain an effective work environment
Develop and implement policy
Act as a resource to workers

Course Details: E. Advanced Diploma of Children's Services**Community, Ethics and Advocacy**

Advocate for the rights and needs of children and young people
Promote the ethical understanding of children

Leadership and Management

Manage Innovation and Continuous Improvement
Work with other services
Manage Workplace Issues
Act as a resource to other services
Provide leadership in Community Services Delivery

Advanced Communication Skills

Develop, implement and promote effective communication techniques
Manage complex behavioural situations
Support parents in their parenting role

Research and Development

Undertake research activities
Enhance the emotional and psychological development of children

Promotion and Marketing

Promote and represent the service

Workplace Assessment

Plan assessment
Conduct assessment
Review assessment

Quality Assurance

Undertake Systems Advocacy
Ensure a safe workplace
Manage the delivery of Quality Client Service
Coordinate the Assessment and Delivery of Services to clients with particular needs

Vic

University of Ballarat

Courses/HE

A. Bachelor of Education

Courses/VET

B. Certificate III in Children's Services

C. Diploma of Children's Services

Course	A B.Ed	B Cert III Child. Serv.	C Dip. Child. Serv.
Sector	HE	VET	VET
Length of study full-time	4 years	1year	2 years
Entry Requirements	Year 12 Applicants must have completed the VCE or equivalent. Pre-requisite VCE studies are: a study score of 25 or above in Units 3 and 4 of English and a pass in Units 1 and 2 one of general mathematics or mathematical methods. Other applicants may be accepted using alternative criteria.	Current Year 11 students need a satisfactory completion of Year 11. All mature age (away from school for 12 months) applicants will be considered for eligibility on the basis of previous life experience, work history and educational background. A police check is required to work.	Current Year 12 students require satisfactory completion of the VCE. All other applicants will be considered for eligibility on the basis of previous life experience, work history and educational background. A Police Check is required to work in this industry.
Articulation/ Credit/ RCC/RPL	Pathway opportunities may exist from the Diploma of Children Services or Integration Aide. Credit arrangements: 1 year credit, course length now 3 years	If what students have learned at work, from other courses, from life experience or training provided at work is relevant to this course, they may be entitled to gain subject credits or exemptions. Completion of this course provides credit to the Diploma of Children's Services offered at SMB and Horsham. Note: Completion of one course does not guarantee selection into a subsequent program.	If what students have learned at work, from other courses, from life experience or training provided at work is relevant to this course, they may be entitled to gain subject credits or exemptions. Graduates may also receive credits into Degree Courses offered at some Universities. Note: Completion of one course does not guarantee selection into a subsequent program.
Professional outcome	Professional recognition: Victorian Institute of Teachers (VIT). Qualification to teach in primary schools (P-6) or primary and middle years of schooling (P-10)	Graduates can work as assistants in Occasional Care, Centre Based Care, Pre-school Play Programs, out of school hours programs, as Family Day Care Providers or as aides for children with additional needs.	The majority of graduates work in centre based care, although some gain positions in family day care schemes, private homes, pre-school play centres, out of school hours programs and as aides with children with additional needs.

Course Details: A. Bachelor of Education

The course is comprised of: education studies; curriculum studies; discipline studies; and practicum

These studies are integrated into the following themes:

Year One: Communities of Learners

Year Two: Connections in Learning

Year Three: Diversity of Learning

Year Four: Developing a Professional Identity

Course Structure

(P-6 and P-10)

Year 1

Year 1	Teaching Period 1	Teaching Period 3
	Curriculum 1	Curriculum 3
	Curriculum 2	Curriculum 4
	Education Studies 1 and Field Experience	Education Studies 2 and Field Experience
	Discipline Sequence Unit 1a	Discipline Sequence Unit 1b

Year 2	Teaching Period 1	Teaching Period 3
	Curriculum 5	Practicum 1
	Curriculum 6	Curriculum 7
	Discipline Unit 1c	Curriculum 6
	Education Studies 3	Education Studies 4
	Discipline Sequence Unit 1c	Discipline Sequence Unit 1d
	Discipline Unit 2a	Discipline Unit 2b

Year 3	Teaching Period 1	Teaching Period 3
	Practicum 2	Practicum 3
	Curriculum 8	Curriculum 9
	Curriculum 7	Curriculum 8
	Education Elective 1	Education Elective 2
	Education Elective 1	Discipline Unit 1d
	Discipline Sequence Unit 1e	Discipline Sequence Unit 1f
	Discipline Unit 2c	Discipline Sequence Unit 2d

Year 4	Teaching Period 1	Teaching Period 3
	Integrated Curriculum Studies	Curriculum Elective
	Curriculum 9	Integrated Curriculum Studies
	Perspectives on Curriculum and Education	Prof. Policy Practice and Responsibility
	Team Enterprise Project	Extended Practicum

Honours

Students will have the option, subject to meeting the entry criteria, of completing an alternative fourth year Honours program.

Education Studies

This strand consists of the following Education units:

The Successful Learner

Communities of Learners

Inclusive Learning Environments

Creating Learning Environments

Team Enterprise Project
Professional Policy, Practice and Responsibility
Education **electives** (P-6) are selected from: Virtual Mentoring; Adolescent Health and Wellbeing*; Students with Special Needs; Engagement in the Middle Years*; Learning in English as a Second Language; Rural Learners I and II; and International Perspectives in Education. (*P-10 electives)

Curriculum Studies

The Curriculum Studies consists of the following core units:

Language and Literacies
Approaches to Teaching English
Learning and Teaching Mathematics I and II
Technology and Communities of Knowledge
Health and Physical Education Curriculum
Approaches to Teaching in the Arts
Introduction to Science Education
Study of Society and Environment Curriculum
Perspectives on Curriculum and Education
Integrated Curriculum Studies

Curriculum electives (P-6) may be selected from: Changing Literacy Education; Information and Communication Technologies; The Student as Art Maker.

Curriculum electives subject to availability

Discipline Studies

This consists of a 6 unit sequence (P-6) or 2 x 4 unit sequence. Sequences may be selected from the following:

For P-6 and P-10 students

Literature, Mathematics, Science, Computers, History and Social and Political studies.

For P-6 students only

Japanese, Film and Media, Psychology and Health and Physical Education.

For P-10 students only

Health

Note for P-10 students the two discipline sequences undertaken will determine each student's secondary teaching areas.

Units subject to approvals and availability

Practicum

School placements take place across each year of the course, beginning in year one with field experience. The practicums in years 2 to 4 provide the minimum supervised practicum requirement, a total of 80 days. However, the course provides extensive opportunities for students to have additional placement experiences.

Course Details: B. Certificate III in Children's Services

- Work within a legal and ethical framework
- Ensure children's health and safety
- Care for children
- Respond to illness, accidents and emergencies
- Care for babies
- Support the development of children in the service
- Interact effectively with children
- Participate in the work environment
- Deliver services/activities to stimulate children's development and enhance their leisure
- Arrange/organise experiences which facilitate and enhance children's development
- Develop an understanding of children's interests and developmental needs

- Work effectively with families to care for the child
- Identify and respond to children and young people at risk of harm
- Apply advanced first aid
- Participate in workplace safety procedures

Course Details: C. Diploma of Children's Services

- Work within a legal and ethical framework
- Establish manage and monitor the implementation n of a safe and healthy environment
- Ensure children's health and safety
- Care for children
- Respond to illness, accidents and emergencies
- Care for babies
- Plan care routines
- Support the development of children in the service
- Foster and enhance children's development
- Foster and enhance children's social, emotional and psychological development
- Foster and enhance children's cognitive and language development
- Establish and implement plans for developing responsible behaviour
- Plan the inclusion of children with additional needs
- Interact effectively with children
- Participate in the work environment
- design, implement and evaluate programs of the service
- Deliver services/activities to stimulate children's development and enhance their leisure
- Arrange/organise experiences which facilitate and enhance children's development
- Develop an understanding of children's interests and developmental needs
- Document, interpret and use information about children
- Work in partnership with families to care for the child
- Work effectively with families to care for the child
- Identify and respond to children and young people at risk of harm
- Support the rights and safety of children within duty of care requirements
- Apply advanced first aid
- Participate in workplace safety procedures
- Manage workplace OHS management systems
- Provide experiences which facilitate children's expressive development
- Use music as a medium to enhance children's experiences
- Provide experiences which enhance children's development
- Implement and promote inclusive policies and practices
- Maintain an effective work environment
- Observe children and interpret observations
- Work effectively with culturally diverse clients

Vic

University of Melbourne

Courses/HE

- A. Bachelor of Early Childhood Education
 B. Bachelor of Early Childhood Studies, Pathways Program

Course	A B. ECE	B B. ECS Pathways
Sector	HE	HE
Length of study full-time	4 years full-time	5 years part-time
Entry Requirements	Applicants must have successfully completed the Victorian Certificate of Education or approved equivalent Year 12 certificate with a study score of at least 25 in VCE English (any) Units 3 and 4 and a satisfactory grade in Units 1 and 2 General Mathematics or Mathematical Methods. The 2004 clearly-in rank was an ENTER score of 75.70.	Students with a TAFE Diploma of Children's Services are eligible to apply. The selection criteria specify that applicants holding VET Diplomas must have graded subjects. Applicants may also be required to sit an entry test
Articulation/ Credit/ RCC/RPL	Credit of up to 60 credit points (equivalent of half a year) is available to students who have completed Year 12 and the VET Diploma of Children's Services	The Bachelor of Early Childhood Studies Pathways Program is designed to give holders of a TAFE Diploma of Children's Services the opportunity to upgrade their qualification to degree level by undertaking the BECS course part time and on an external basis. Students with the Diploma in Children's Services receive approximately 1.5 (i.e. 150 points of the 4 year degree and then complete 250 points i.e. 2.5 years, normally part-time) years credit towards the Bachelor's degree. Credit towards the Bachelor of Early Childhood Studies may also be granted for previous relevant tertiary studies. Credit is determined by the faculty and awarded at the time of enrolment. Credit is not normally granted for studies undertaken more than 10 years prior to the year of admission to the degree.
Professional outcome	Work in a range of settings including child-care, kindergarten and the early years of school and provides dual qualification for employment as early childhood educators in preschools and primary schools	Qualified to work in early childhood services such as childcare and pre-schools. Completion of this course does not qualify graduates to teach in primary schools.

Course Details: A. Bachelor of Early Childhood Education

First year

Teaching and Professional Practice 1A
Teaching and Professional Practice 1B
Learning, Teaching and Play 1A
Learning, Teaching and Play 1B
Physical Development
Language and Literacy Development
Orientation to the Profession
Learning Area (EC): Arts 1
Learning Area: Mathematics 1
Learning Area (EC): Health and Physical Ed 1

Second year

Teaching and Professional Practice 2A
Teaching and Professional Practice 2B
Learning and Teaching for Young Children2A
Learning and Teaching for Young Children2B
Cognitive Development
Learning Area (EC): Society and Environment
Dimensions of the Profession
Learning Area (EC): Language and Literacy 2
IT and Children's Learning
Learning Area (EC): Mathematics 2

Third Year

Teaching and Professional Practice 3A
Teaching and Professional Practice 3B
Adapting the Curriculum 3A
Adapting the Curriculum 3B
Social and Emotional Development
Professional Roles and Relationships
Learning Area (EC): Arts 2
Learning Area (EC): Language and Literacy 3
Learning Area (EC): Health and Physical Ed 2
Learning Area (EC): Science and Technology

Fourth Year

Teaching and Professional Practice 4a
Teaching and Professional Practice 4b
Project Design
Project Design (Honours)
Project Report
Project Report (Honours)
The Integrated Curriculum 4A
The Integrated Curriculum 4B
Developmental Differences
Indigenous Australian Studies
Navigating Professional Contexts Learning Area (EC): Mathematics 3

Course Details: B. Bachelor of Early Childhood Studies, Pathways

Year One

Semester 1

Curriculum 3-5,
Teaching and Learning
Winter Intensive
Play and Development

Semester 2

Socialisation and Identity,
Arts 1

Year Two

Semester 1

Language, Literacy and Numeracy,
Administrative Processes
Winter Intensive
Curriculum Design 2

Semester 2

Developmental Differences,
Mathematics

Year Three

Year long Practicum 3

Semester 1

Managing the Centre
Winter Intensive
Inclusive Curriculum

Semester 2

Information Technology,
Social Diversity

Year Four

Semester 1

Practicum 4 (or semester 2),
Leadership and Advocacy
Winter Intensive
Assessment and Evaluation

Semester 2

Science
Special Research Study (or) Special Research Study (Honours)

Vic**Victoria University****Courses/HE**

- A. Bachelor of Arts (Early childhood)
 B. Bachelor of Education - Four Year Pre-Service (P-12)

Courses/VET

- C. Certificate III in Children's Services
 D. Diploma of Children's Services
 E. Certificate IV in Out of School Hours Care
 F. Diploma of Out of School Hours Care
 G. Diploma of Children's Services
 H. Advanced Diploma of Community Services (Children's Services)
 I. Diploma of Community Services (Children's Services)
 J. Certificate IV in Community Services (Children's Services)
 K. Certificate III in Community Services (Children's Services)

Course	A B.A. (EC)	B B.Ed. (EC)
Sector	HE	HE
Length of study full-time	3 years part-time	4 years
Entry Requirements	To qualify for admission to the course applicants must normally have successfully completed a two year TAFE Diploma in child studies, such as the Diploma of Community Services (Children's Services); or the Diploma of Community Services (Child Care); or Associate Diploma of Social Sciences (Child Care); or equivalent. Applicants may be required to attend a selection interview.	n/a
Articulation/ Credit/ RCC/RPL	The Bachelor of Arts (Early childhood) enables Diploma qualified childcare workers to articulate to a Bachelor of Arts (Early Childhood Education).	The design of the course accommodates those students who seek to transfer to or from the course after establishing a need for a change of course or career orientation. While the course is designed as a four-year concurrent program, it can accommodate students who have already completed a first degree, for example a Bachelor of Arts or a Bachelor of Applied Science.
Professional outcome	n/a	The course aims to: graduate teachers who are competent to teach in both primary and secondary schools.

Course	C Cert. III Child. Services	D Dip. Child. Services
Sector	VET	VET
Length of study full-time	n/a	
Entry Requirements	<p>To qualify for admission to the course, applicants must have completed year 12 or equivalent, and /or be able to demonstrate to the satisfaction of the Head of Department that they possess the necessary aptitude, skills and knowledge to undertake formal study at AQF level 3 and to work in Children's Services.</p> <p>Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.</p>	
Articulation/Credit/RCC/RPL	<p>Credit transfer may be available for study previously completed. Students who have already successfully completed any of the modules/units in the course in which they are enrolling may be eligible for credit transfer. Under Mutual Recognition Victoria University will recognise Qualifications and Statements of Attainment issued by a RTO.</p>	
Professional outcome	n/a	Child care supervisor, director, service manager
Course	E Cert. IV OOSHC	F Dip. OOSHC
Sector	VET	VET
Length of study full-time	minimum of 528 nominal hours	minimum of 1160 nominal hours
Entry Requirements	<p>To qualify for admission to the course, applicants must have completed year 12 or equivalent, and /or be able to demonstrate to the satisfaction of the Head of Department that they possess the necessary aptitude, skills and knowledge to undertake formal study at AQF level 5 and to work in Children's Services.</p> <p>Applicants must have successfully completed all prerequisite competencies or equivalent before being permitted to commence core and elective course competencies.</p> <p>Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.</p>	
Articulation/Credit/RCC/RPL	n/a	n/a
Professional outcome	Child care supervisor, director, service manager	Child care supervisor, director, service manager
Course	G Dip. Child. Services	H Adv. Dip. Comm. Services (Children's Services)
Sector	VET	VET
Length of study full-time	minimum of 1160 nominal hours	1760 nominal hours
Entry Requirements	<p>To qualify for admission to the courses, applicants must have completed year 12 or equivalent, and /or be able to demonstrate to the satisfaction of the Head of Department that they possess the necessary aptitude, skills and knowledge to undertake formal study at AQF level 5 and to work in Children's Services.</p> <p>Applicants must have successfully completed all prerequisite competencies or equivalent before being permitted to commence core and elective course competencies.</p>	
Articulation/Credit/RCC/RPL	<p>Recognition of prior learning may be available based on skills and knowledge acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.</p>	
Professional outcome	Childcare supervisor, director, service manager	Qualified worker, leadership and management roles in the children's services industry

Course	I Dip. Comm. Services (Children's Services)	J Cert. IV Comm. Services (Children's Services)
Sector	VET	VET
Length of study full-time	1760 nominal hours	760 nominal hours
Entry Requirements	To qualify for entry to the course applicants must generally have successfully completed an approved course of study at Year 12 level or equivalent, or be of mature age or working in Children's Services, and be assessed by the Department as being capable of successfully completing the course.	
Articulation/ Credit/ RCC/RPL	Recognition of prior learning may be available based on skills and knowledge already acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.	
Professional outcome	Qualified worker, management of a range of children's services	Out of school programs, childcare worker, childcare assistant level II, kindergarten assistant and family day care worker
Course	K Cert. III Comm. Services (Children's Services)	
Sector	VET	
Length of study full-time	n/a	
Entry Requirements	No formal qualifications are required, but applicants must be at least 16 years of age on the first day of course commencement; and have successfully completed Year 11 or equivalent. Special consideration will be given to certain groups of applicants who fit into the following categories: <ul style="list-style-type: none"> ▪ Persons working in Children's Services who have worked the equivalent of six months full-time or who have had substantial voluntary work ▪ Persons from a non-English-speaking background ▪ Persons who have successfully completed other relevant qualifications e.g. Certificate in Child Care Home Based, Certificate in Occupational Studies Social and Community Services. ▪ Persons who are of mature age. 	
Articulation/ Credit/ RCC/RPL	Recognition of prior learning may be available based on skills and knowledge already acquired by the applicant through previous study, as in articulation, informal or formal learning or from work and/or life experience.	
Professional outcome	Employment in out of school programs, childcare worker, childcare assistant level II, kindergarten assistant and family day care worker. This course has three specialist streams: Centre Based Care Workers; Out of School Hours Care Workers; Family Day Care Workers	

Course Details: A. Bachelor of Arts (Early Childhood)

Year One

Semester One

General Studies: Current Research in Early Childhood Education

General Studies: Development Studies 1

Semester Two

Mathematics and Numeracy Education

Language, Education and Culture

Year Two

Semester One

Science, Technology and Numeracy

Curriculum Theory

Semester Two

General Studies: Development Studies 2
Arts and Literacy Education

Year Three**Semester One**

General Studies: Administration and Management
Physical Education, Health and Community

Semester Two

Inclusive Education
General Studies: Policy and Practice in Early Childhood Education

Course Details: B. Bachelor of Education - Four Year Pre-Service (P-12)**Year One****Semester One**

Language, Technology and Education
Core General Studies Subject
Elective General Studies Subjects

Semester Two

Language, Education and Culture
Core General Studies Subject
Elective General Studies Subjects
Hours (including Partnership days) 468

Year Two**Semester One**

Mathematics and Numeracy Education
Core General Studies Subject
Elective General Studies Subjects

Semester Two

Arts and Literacy Education
Core General Studies Subject
Elective General Studies Subjects

Year Three**Semester One**

Science, Technology and Numeracy
Curriculum Theory
Elective General Studies Subjects

Semester Two

SOSE and Literacy Education
Inclusive Education
Elective General Studies Subjects
Hours (including Partnership days) 442

Year Four**Semester One**

Physical Education Health and
Community
Mentoring Literacy and Numeracy
Change in Education
Education Studies

Semester Two

Planning in Education
Systems and Issues
Partnerships and Practice
Graduating Seminar
Hours (including Partnerships days) 533

Course Details: C. Certificate III in Children's Services**Core Units of Study**

Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
A Work within a legal and ethical framework
Support the development of children in the service
Interact effectively with children
A Participate in workplace safety procedures
Deliver services/ activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Apply advanced First Aid

Elective Units of Study

Plus at least 4 units, selected by the Head of Department from the approved list in the Community Services Training Package to meet Victorian regulatory and other requirements.
Care for babies (This unit is required as a core unit in Victoria)
Arrange/Organise experiences which facilitate and enhance children's development
Participate in the work environment

Work effectively with families in caring for the child

Course Details: D. Diploma of Children's Services

Prerequisite Units of Study

Identify and respond to children and young people at risk of harm

Ensure children's health and safety

Care for children

Respond to illness, accidents and emergencies

Work within a legal and ethical framework

Support the development of children in the service

Interact effectively with children

Participate in workplace safety procedures

Participate in the work environment

Deliver services/ activities to stimulate children's development and enhance their leisure

Develop an understanding of children's interests and developmental needs

Apply advanced First Aid

Note: Care for babies is required as a prerequisite unit in some jurisdictions (This is the case for Victorian Delivery.)

Diploma Units of Study

Core Units of Study

Support the rights and safety of children within duty of care requirements

Establish, manage and monitor the implementation of a safe and healthy environment

Plan care routines

Foster and enhance children's development

Foster and enhance children's social emotional and psychological development

Foster and enhance children's cognitive and language development

Establish and implement plans for developing responsible behaviour

Plan the inclusion of children with additional needs

Manage workplace OHS management systems

Design, implement and evaluate programs of the service

Course Details: E. Certificate IV in Out of School Hours Care

Core Units of Study

Undertake administrative work

Identify and respond to children and young people at risk of harm

Ensure children's health and safety

Work within a legal and ethical framework

Work effectively with culturally diverse clients and co-workers

Interact effectively with children

Implement and monitor OHS policies and procedures for a workplace

Deliver services/activities to stimulate children's development and enhance their leisure

Develop an understanding of children's interests and developmental needs

Work effectively with young people

Apply basic first aid

Develop recreation programs

Undertake risk analysis of activities

Work autonomously

Course Details: F. Diploma of Out of School Hours Care

Prerequisite Units

Undertake administrative work

Identify and respond to children and young people at risk of harm

Ensure children's health and safety

Work within a legal and ethical framework

Work effectively with culturally diverse clients and co-workers

Deliver services/activities to stimulate children's development and enhance their leisure

Interact effectively with children
Work effectively with young people
Apply basic First Aid and/or Apply advanced First Aid
Develop recreation programs
Undertake risk analysis of activities
Work autonomously

Core Units

Foster and enhance children's development
Establish, manage and monitor the implementation of a safe and healthy environment
Establish and implement plans for developing responsible behaviour
Manage workplace OHS management system
Maintain an effective work environment
Develop and implement policy
Design, implement and evaluate programs of the service
Work effectively with families in caring for the child
Conduct a program for children and young people with special needs

Course Details: G. Diploma of Children's Services

Prerequisite Units

Identify and respond to children and young people at risk of harm
Ensure children's health and safety
Care for children
Respond to illness, accidents and emergencies
Work within a legal and ethical framework
Support the development of children in the service
Interact effectively with children
Participate in workplace safety procedures
Participate in the work environment
Deliver services/activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Apply advanced First Aid

Core units

Support the rights and safety of children within duty of care requirements
Establish, manage and monitor the implementation of a safe and healthy environment
Plan care routines
Foster and enhance children's development
Foster and enhance children's social emotional and psychological development
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Plan the inclusion of children with additional Needs
Manage workplace OHS management systems
Design, implement and evaluate programs of the service
Arrange/organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child

Course Details: H. Advanced Diploma of Community Services (Children's Services)

Core Units of Study

Meet information needs of the community
Support community resources
Develop, implement and promote effective communication techniques
Maintain organisation's information systems
Maintain an effective work environment
Manage workplace issues
Lead and develop others
Implement and monitor occupational health and safety policies, procedures and programs

Develop and maintain the quality of service outcomes
Facilitate the design of programs of the service
Monitor and evaluate programs
Facilitate the development of programs for children with additional needs
Work in partnership with families to care for the child
Respond to problems and complaints about the service
Act as a resource to workers

Course Details: I. Diploma of Community Services (Children's Services)

Core Units of Study

Support the rights and Safety of Children within Duty of Care Requirements
Support the Emotional Needs of Children
Guide the Establishment and Maintenance of a Safe Environment
Plan Care Routines
Foster Children's cognitive Development
Foster Children's Language Development
Foster children's Aesthetic and Creative Development
Establish plans for Developing Responsible Behaviour
Implement and Promote Inclusive Policies and Practices
Plan the Inclusion of Children with Special Needs
Facilitate Children's Communication Skills
Provide Opportunities and Experiences to enhance Children's Development
Enhance children's Play and Leisure
Use Observations and Records
Develop New Approaches for providing Service

Course Details: J. Certificate IV in Community Services (Children's Services)

Core Units of Study

Foster the physical development of children
Foster the social development of children
Foster the emotional and psychological development of children

Elective and Optional Units

Nine elective units and one optional unit selected from one of the following three specialisations:

- Centre Based Care Workers
- Out of School Hours Care Workers
- Family Day Care Workers

Course Details: K. Certificate III in Community Services (Children's Services)

Core Units of Study

Respond to Illness, Accidents and Emergencies
Travel with Children Safely
Foster Children's Self Help Skills
Support the Development of Children in the Service
Interact positively with children
Guide Children's behaviour
Work Collaboratively with Children
Participate in the Work Environment
Facilitate Play and Leisure
Organise Experiences for Children
Observe Children
Communicate with Family Members about their Child

Vic

Wodonga Institute of TAFE

Courses/VET

- A. Certificate II in Community Services (Children's Services)
 B. Certificate III in Community Services (Children's Services)
 C. Certificate III in Children's Services
 D. Diploma in Children's Services

Course	A. Cert. II Comm. Services (Child. Serv.)	B. Cert. III Comm. Services (Child. Serv.)
Sector	VET	VET
Length of study full-time	6 months part-time	1 year
Entry Requirements	Applicants are required to attend an interview, complete a basic knowledge and literacy assessment and may need to undergo a police check.	Successful completion of Year 11. Applicants must attend an information session, an interview, and complete testing. May also be required to undergo a police check.
Articulation/ Credit/ RCC/RPL	Students who successfully complete this course are eligible to apply for entry to the Certificate III in Community Services (Children's Services). Credit transfers are available for some subjects.	Graduates are able to gain significant credit standing in the Diploma of Community Services (Children's Services), or may go on to studies in teaching, policy and management.
Professional outcome	This is a pathway qualification into the community services sector and ideal if interested in working with children in a range of children's services settings and want to gain some formal training.	Childcare worker for children 0-6 years
Course	C. Cert. III Child. Services	D. Dip. Child. Services
Sector	VET	VET
Length of study full-time	1 year	2 years
Entry Requirements	Applicants who have not completed Year 11 in 2005 will be required to undertake testing. You may also be required to undergo a police check.	Applicants are required to attend an information session and attend an interview.
Articulation/ Credit/ RCC/RPL	Graduates of this course may gain significant credit towards the Diploma of Children's Services, or further studies in children's services/early childhood.	Credit is available towards the Advanced Diploma of Community Services. Graduates may continue onto HE studies
Professional outcome	Childcare worker for children 0-6 years	Childcare worker for children 0-6 years

Course Details: A. Certificate II in Community Services (Children's Services)

n/a

Course Details: B. Certificate III in Community Services (Children's Services)

Theory includes communication, diversity, program planning, accident prevention and child protection, OH&S, children's play and leisure, child development and general health practices.

Course Details: C. Certificate III in Children's Services

Communication with children, parents and adults in the work environment;
Program planning;
Health, safety and well being of children - child protection and working within legal frameworks;
Occupational health and safety and first aid;
Stimulating children's play and leisure;
Enhancing children's physical and social development.

Course Details: D. Diploma in Children's Services

n/a

Courses/HE

- A. University Diploma for Teacher Assistants
 B. Bachelor of Education (Early Childhood Studies)
 C. Bachelor of Education (Kindergarten through Primary)
 D. Bachelor of Education (Primary)

Course	A Uni. Dip. for Teach. Ass.	B B.Ed. (ECS)
Sector	HE	HE
Length of study full-time	1 year	4 years
Entry Requirements	N/A	Standard Admission Requirements apply based on <ul style="list-style-type: none"> ■ TEE; ■ Mature-Age Entry; ■ TAFE Qualifications; ■ Aboriginal Student Entry; or ■ Alternative Entry Requirements
Articulation/ Credit/ RCC/RPL		TAFE qualifications
Professional outcome	Teacher Assistant in the area of either Early Childhood Education or Children with Special Needs	work with young children 0-8 years. The award provides an initial qualification for early childhood teachers in both: <ol style="list-style-type: none"> 1. Child care settings which cater for young children 0-5 years, and 2. Kindergarten, pre-primary, and junior primary settings which cater for children 4-8 years of age.
Course	C B.Ed. (K. through Prim.)	D B Ed. (Prim.)
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	n/a	Standards Admission Requirements apply based on <ul style="list-style-type: none"> ■ TEE; ■ Mature-Age Entry; ■ TAFE Qualifications; ■ Aboriginal Student Entry; or ■ Alternative Entry Requirements
Articulation/ Credit/ RCC/RPL	n/a	
Professional outcome	The Bachelor of Education (Kindergarten through Primary) qualifies students to teach kindergarten, pre-primary, junior, middle and upper primary levels	the Bachelor of Education (Primary) qualifies students to teach at junior, middle and upper primary levels.

Course Details: A. University Diploma for Teacher Assistants

Study Skills
 Understanding Children's Development
 Educational Resources
 Understanding Self and Communicating with Others
 Supporting Student Learning in Mathematics
 Language and Literacy
 Supporting Student Learning in Arts
 Working with Children with Educational Needs
 Working in Early Childhood Settings
 Managing Individual and Small Group Learning
 Professional and Career Development Issues

Course Details: B. Bachelor of Education (Early Childhood Studies)**Year 1****Semester 1**

Socio-cultural Influences on Learning
 Becoming a Teacher
 Drama Education in Early Childhood Settings
 Becoming Multi literate

Semester 2

Information Communication Technology
 Growth and Development 0-8years
 Becoming learners
 Music and Young Children

Year 2**Semester 1**

Language and Literacy 1: An introduction to language, literacy and the learner
 Early Learning Environments
 Visual Art Experiences for Young Children
 Healthy, Active and Safe Children
 Workplace Learning (Child Care)

Semester 2

Mathematics Education for Young Children 1
 Technology and Enterprise Education
 Language and Literacy 2: Early Literacy-Learning to read and write
 Physical Education for Young Children
 Workplace Learning K/PP

Year 3**Semester 1**

Embracing Diversity
 Science and Young Children
 Society and Environment in the early years
 Mathematics Education for Young Children 2
 Workplace Learning JP

Semester 2

Working with Indigenous Children and Families
 Integrating Mathematics, Science and Technology and Enterprise
 Language and Literacy 3: Literacy teaching: putting it all together
 Diagnosing, Assessing and Improving outcomes
 Workplace Learning

Year 4**Semester 1**

Early Childhood Educators as Researchers
 Curriculum Development
 Workplace Learning (Assistant Teacher Practice)

Semester 2

Educators as Leaders and Managers
 Enrichment Studies (elective 1)
 Enrichment Studies (elective 2)
 Enrichment Studies (elective 3)
 Or Internship Or School based project

Course Details: C. Bachelor of Education (Kindergarten through Primary)

Art Education
 Assistant Teaching Experience
 Drama Education
 Learning, Development and Teaching
 Foundation Studies
 Health and Physical Education
 Language Education
 Mathematics Education
 Music Education

Information Communication Technology
Practicum Experience
Professional Practice
Research and Reflection in Curriculum
Science Education
Society and Environment Education
Technology and Enterprise
Teaching Indigenous and Multicultural Students
Teaching English as an Additional Language
Teaching Children with special needs

Course Details: D. Bachelor of Education (Primary)

Year 1

Semester 1

Social Influences on Learning; Becoming a Teacher
Becoming More Effective Learners; Becoming Multi Literate

Semester 2

Becoming an Australian Citizen in New Times; Arts and Aesthetics
Curriculum Decision Making and Pedagogical Practices: Mathematics and Numeracy 1
An Introduction to Language, Literacy and Learners

Year 2

Semester 1

Curriculum Decision Making and Pedagogical Practices: Society and the Environment;
Technology and Enterprise Education
Curriculum Decision Making and Pedagogical Practices: Science Education
Pathway Studies 1; Pathway Studies 2

Semester 2

Curriculum Decision Making and Pedagogical Practices: Mathematics and Numeracy 2
Teaching Reading and Writing in the Early Years:
The Emergent Learner
Curriculum Decision Making and Pedagogical Practices: Music Education
Curriculum Decision Making and Pedagogical Practices: Visual Arts Education
Workplace Learning 1: Learning Engagement and Classroom Management

Year 3

Semester 1

Students with Special Needs in the Primary Classroom
Curriculum Decision Making and Pedagogical Practices: Physical Education and Health
Curriculum
Extending Literacy: The Fluent Reader and Writer
Curriculum Decision Making and Pedagogical Practices: Drama Education
Pathway Studies 3

Semester 2

Language and Literacies for Diverse Learners
Diagnosis, Intervention and Enrichment:
Focus on Language and Mathematics
Productive pedagogies, Assessment and Reporting
Workplace Learning 2: Inclusive Curriculum
Decision Making and Leadership

Year 4

Semester 1

Workplace Learning 3: Assistant Teacher Program (ATP) and Beginning Teachers'
Conference
Curriculum Differentiation for Inclusive
Learning: A Multidisciplinary Approach
Pathway Studies Project

Semester 2

Curriculum Enrichment Project, options: Internship; Special Education; Catholic Education;
Middle Years Education; Behavioural Management; Research Dissertation

Courses/HE

A. Bachelor of Education (Primary)

Course	A B .Ed. (Primary)
Sector	HE
Length of study full-time	4 years full-time or part-time equivalent
Entry Requirements	As per normal undergraduate admission requirements.
Articulation/ Credit/ RCC/RPL	<p>Students who have had at least two years of full-time recent relevant and satisfactory teaching experience may seek partial exemption from the School Experience unit/s. Whilst Murdoch recognises that some students may have prior and/or current teaching experience, it requires that a student's classroom competence be assessed before exemptions from School Experience can be given.</p> <p>Students who have been employed as a teacher and have had at least one year of full-time equivalent recent, relevant and satisfactory teaching experience may seek exemption from EDU101 Introduction to Teaching. Students cannot receive exemption from EDU367 Assistant Teacher Programme: Primary BEd or EDU368 Assistant Teacher Programme: Secondary BEd, but those who are currently employed in relevant teaching positions may seek permission to complete Primary or Secondary practicum in their school. Students must contact the School Experience Office.</p> <p>Students seeking exemptions must be able to provide documentary evidence in support of their application.</p>
Professional outcome	<p>Primary Teacher Education graduates are qualified to teach in primary schools. Minors are available for primary teachers in Early Childhood Education, Special Education and Science Communication (quotas apply to some minors in this program - see description of minor).</p> <p>Murdoch graduates are employed in government and non-government schools and other education related occupations.</p>

Course Details: A. Bachelor of Education (Primary Education)

Course Structure - 96 points

Part I (24 points)**A Foundation Unit (3 points)****Core Units (15 points)**

Cultural Mathematics — 3 pts

Principles of Language and Literacy — 3 pts

Introduction to Science — 3 pts

Introduction to Teaching — 6 pts

General Electives (6 points)

Select from any 100-level units offered by the University, subject to individual unit prerequisites. Students are advised to consider using these points to meet the requirements of a second major or minor.

Part II (72 points)**Core Units (54 points)**

Part-time and external students should create their own study plan for scheduling their units, particularly as regards necessary concurrent enrolments in the School Experience and Primary Curriculum units.

Year 2

School Experience: Primary BEd — 2 pts

Primary Curriculum I (English) — 4 pts

Primary Curriculum IIA — 6 pts

Processes of Learning — 4 pts

Learning through the Arts — 4 pts

Year 3

School Experience: Primary BEd — 2 pts
Primary Curriculum III (Mathematics) — 4 pts
Aboriginal and Multicultural Education — 4 pts
Processes of Assessment — 2 pts

Year 4**Semester 1**

School Experience: Primary BEd — 2 pts
Primary Curriculum IV (Society and Environment, Science) — 4 pts
Schools in Context — 4 pts

Semester 2

Assistant Teacher Programme: Primary BEd — 6 pts
Professional Issues in Teaching — 4 pts
Special Needs — 2 pts

Specified Electives - 4 to 8 points

Select from the following:

Children, Families and Schools — 4 pts
Children and the Media — 4 pts
Creating Effective Learning Environments — 4 pts
Principles and Practices in Early Childhood Education — 4 pts
Integrated Early Childhood Curriculum — 4 pts
Environmental Education — 4 pts
ICT in the Classroom — 4 pts
Children's Theatre — 4 pts
Second/Foreign Languages and the Curriculum — 4 pts
Second/Foreign Languages and the Curriculum — 2 pts
Science Communication — 4 pts
Social Research Methods — 4 pts
Social, Educational and Policy Research Methods — 4 pts
Education Policy, Youth and Work — 4 pts
Teaching Religion in Schools — 4 pts
Teaching Religion in Schools — 2 pts

WA

TAFE WA Central

Courses/VET

- A. Certificate III in Children’s Services
- B. Diploma of Children’s Services
- C. Certificate IV in Out of School Hours Care
- D. Certificate III in Teacher Assistant
- E. Certificate IV in Teacher Assistant
- F. Certificate IV in Teacher Assistant (Special Needs)

Course	A Cert. III Child. Serv.	B Dip. Child. Serv.
Sector	VET	VET
Length of study full-time	9 months	2 years
Entry Requirements	<p>Completion of Year 10 with an average level of 3.5 in each of four Learning Areas including English</p> <p>On acceptance of offer, a current First Aid Certificate from a course of at least 16 hours duration, eg. St Johns Red Cross, Royal Life Saving Society of Australia (RLSSA), Sports Medicine Australia (SMA) is required.</p> <p>On acceptance of an offer, applicants need to provide a Federal Police Clearance Certificate or equivalent</p>	
Articulation/ Credit/ RCC/RPL	<p>Skills Recognition Equivalence refers to all types of assessment-only pathways to qualifications:</p> <ul style="list-style-type: none"> • Recognition of Prior Learning • Recognition of Current Competencies • Upfront Assessment • Challenge Testing <p>Centrals Skills Recognition Service is designed to help students to gain formal recognition for the skills and knowledge they may already have. This may mean that they are given a credit towards a qualification they wish to achieve.</p> <p>Central offers Skills Recognition in a growing number of areas. Skills Recognition places an emphasis on assessment. This can happen in a number of ways:</p> <ul style="list-style-type: none"> ▪ A collection of evidence which prospective students present to us (portfolio) ▪ Challenge testing, or ▪ Direct observation of work 	
Professional outcome	<p>The majority of graduates are employed in services providing centre-based care for children aged 0-12 years. They are employed as child care givers in settings such as:</p> <ul style="list-style-type: none"> - Long day child care centres - Occasional child care centres - Outside school hours care / vacation care programs - Home based child care 	

Course	C Cert. IV. OOSHC	D Cert. III Teach. Ass.
Sector	VET	VET
Length of study full-time	1 year	6 months
Entry Requirements	Minimum C grade in four accredited Year 12 (E Code) subjects including an English, or equivalent	Completion of Year 10 with an average level of 3.5 in each of four Learning Areas including English Prior to supervised field placement, applicants need to provide a Education Police Clearance Certificate and a current First Aid Certificate. On acceptance of offer, a current First Aid Certificate from a course of at least 16 hours duration, eg. St Johns Red Cross, Royal Life Saving Society of Australia (RLSSA), Sports Medicine Australia (SMA) is required. On acceptance of an offer, applicants need to provide a Federal Police Clearance Certificate
Articulation/ Credit/ RCC/RPL	Skills Recognition Equivalence refers to all types of assessment-only pathways to qualifications: Recognition of Prior Learning Recognition of Current Competencies Upfront Assessment Challenge Testing Central offers Skills Recognition in a growing number of areas. Central's Skills Recognition Service is designed to help students to gain formal recognition for the skills and knowledge they may already have. This may mean that they are given a credit towards a qualification they wish to achieve. Skills Recognition places an emphasis on assessment. This can happen in a number of ways: <ul style="list-style-type: none"> ▪ A collection of evidence which prospective students present to us (portfolio) ▪ Challenge testing, or ▪ Direct observation of work 	
Professional outcome	The majority of graduates are employed in services providing care for children aged 5-12 years. They are employed as child care givers in settings such as: Long day child care centres; Occasional child care centres; Outside school hours care / vacation care; Home based child care	This course provides learners with the core competencies to work as a Teacher Assistant across the Pre-primary, Primary and/or Secondary school sectors. The course will enable Teacher Assistants to commence on Level 4 of the Teacher Assistant Award.

Course	E Cert. IV Teach. Ass.	F Cert. IV Teach. Ass. (sp.needs)
Sector	VET	VET
Length of study full-time	6 months	6 months
Entry Requirements	Successful completion of Certificate III in Teachers Assistant 7055. Prior to supervised field placement, applicants need to provide an Education Police Clearance Certificate and a current First Aid Certificate.	
Articulation/ Credit/ RCC/RPL	<p>Skills Recognition Equivalence refers to all types of assessment-only pathways to qualifications:</p> <ul style="list-style-type: none"> • Recognition of Prior Learning • Recognition of Current Competencies • Upfront Assessment • Challenge Testing <p>Centrals Skills Recognition Service is designed to help students to gain formal recognition for the skills and knowledge they may already have. This may mean that they are given a credit towards a qualification they wish to achieve.</p> <p>Central offers Skills Recognition in a growing number of areas. Skills Recognition places an emphasis on assessment. This can happen in a number of ways:</p> <ul style="list-style-type: none"> ▪ A collection of evidence which prospective students present to us (portfolio) ▪ Challenge testing, or ▪ Direct observation of work 	
Professional outcome	This course provides learners with the core competencies to work as a Teacher Assistant across the Pre-primary, Primary and/or Secondary school sectors.	Graduates may seek employment as Education Assistants across the school sector or in a number of other educational support settings.

Course Details: A. Certificate III in Children's Services

Course Outline:

Identify and respond to children and young people at risk of harm
 Care for children
 Care for babies
 Work within a legal and ethical framework
 Interact effectively with children
 Participate in workplace safety procedures
 Deliver services/activities to stimulate children's development and enhance their leisure
 Develop an understanding of children's interests and developmental needs
 Ensure children's health and safety
 Respond to illness accidents and emergencies
 Support the development of children in the service
 Prepare nutritionally balanced food in a safe and hygienic manner
 Work effectively with families in caring for their child
 Participate in the work environment.

Course Details: B. Diploma of Children's Services

Support the rights and safety of children within duty of care requirements
 Establish, manage and monitor the implementation of a safe and healthy environment
 Plan care routines
 Foster and enhance children's development
 Foster and enhance children's social, emotional and psychological development
 Foster and enhance children's cognitive and language development
 Establish and implement plans for developing responsible behaviour
 Plan for the inclusion of children with additional needs
 Manage workplace OHS management system

Design, implement and evaluate programs of the service
Arrange/organise experiences which facilitate and enhance children's development
Document, interpret and use information about children
Work in partnership with families to care for the child
Contribute to policy development
Implement and promote inclusive policies and practices

Course Details: C. Certificate IV in Out of School hours Care

Undertake risk analysis of activities
Work autonomously
Develop recreation programs
Undertake administrative work
Identify and respond to children and young people at risk of harm
Work within a legal and ethical framework
Work effectively with culturally diverse clients and co-workers
Interact effectively with children
Implement and monitor OHS policies and procedures for a work place
Deliver services/activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Work effectively with young people
Ensure children's health and safety
Support the development of children in the service
Respond to illness accidents and emergencies
Contribute to policy development.

Course Details: D. Certificate III in Teacher Assistant

Work effectively in an educational environment
Facilitate the implementation of planned education programs
Contribute to the education of students in all developmental domains
Contribute to the Safety and health of students
Identify and respond to children and young people at risk of harm
Work effectively with culturally diverse clients and co-workers
Support students with additional needs in the classroom
Provide reading support to students
Provide writing support to students
Provide maths support to students
Interact effectively with children
Support the development of children in the service

Course Details: E. Certificate IV in Teacher Assistant

Contribute to the organisation and management of the classroom or centre
Work professionally
Assist in the management of referred student(s) behaviour
Respond to Challenging and Difficult Behaviour
Provide language support to students
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's experience and development
Assist in Conducting Sport and Recreation Sessions for clients
Participate in workplace safety procedures
Develop an understanding of children's interests and developmental needs
Work effectively with young people
Support students with special needs
Liaising between the intensive language student and the education programs
Provide a communication link between the Aboriginal student and the education program
(between student and teacher in the classroom)

Course Details: F. Certificate IV in Teacher Assistant (special needs)

Contribute to the organisation and management of the classroom or centre
Work professionally
Assist in the management of referred student(s) behaviour
Respond to Challenging and Difficult Behaviour
Provide language support to students
Provide experiences which facilitate children's expressive development
Use music as a medium to enhance children's experience and development
Assist in Conducting Sport and Recreation Sessions for clients
Participate in workplace safety procedures
Develop an understanding of children's interests and developmental needs
Work effectively with young people
Support students with special needs
Liaising between the intensive language student and the education programs
Provide a communication link between the Aboriginal student and the education program
(between student and teacher in the classroom)

Courses/HE

- A. Bachelor of Education (Primary Education)
 B. Bachelor of Education (Early Childhood Education)

Courses/VET (offered through Kalgoorlie and Esperance campuses)

- C. Certificate III in Children's Services
 D. Certificate III in Teacher Assistant
 E. Certificate IV in Out of School Hours Care
 F. Diploma of Out of School Hours Care
 G. Diploma of Children's Services

Course	A B.Ed. (Prim)	B B.Ed. (ECE)
Sector	HE	HE
Length of study full-time	4 years	4 years
Entry Requirements	Year 12 TEE complete or STAT. In addition, a TEE mathematics is required. Admission also granted on the basis of a VET Certificate IV or a Diploma	Year 12 TEE complete or STAT. Admission also granted on the basis of a VET Certificate IV or a Diploma
Articulation/ Credit/ RCC/RPL	Assessed on an individual basis.	Assessed on an individual basis.
Professional outcome	Primary school teachers in all S States of Australia and countries with comparable education systems. This course is recognised nationally as an initial pre-service teaching qualification. Graduates are qualified to seek employment in the State and independent systems of education. Some also seek employment in alternative settings and related industries.	Early childhood teachers in all States of Australia and countries with comparable education systems such as Canada, New Zealand, and the United Kingdom. This course is recognized nationally as an initial pre-service teaching qualification. Graduates are qualified to seek employment in the State and independent systems of education. Some also seek alternative settings and related industries.
Course	C Cert. III (Child. Serv.)	D Cert. III (Teach. Ass.)
Sector	VET	VET
Length of study full-time	Nominal curriculum hours: 550	Nominal curriculum hours: 405
Entry Requirements	Completion of Year 10 with an average level of 3.5 or C grades in each of four learning areas including English or equivalent. A national police clearance is required prior to work placement.	Completion of Year 10 with an average level of 3.5 or C grades in each of four learning areas including English or equivalent. Current first aid certificate.
Articulation/ Credit/ RCC/RPL	Students who wish to seek RCC are encouraged to apply. RCC can take the form of transcripts, certificates, achievement transcripts from other RTOs or through practical skills assessment. Where a student seeks advanced standing on the basis of a qualification received from another RTO, Curtin will recognise that qualification under the principles of Mutual Recognition.	
Professional outcome	Childcare assistant, nanny or family day carer, outside-school-hour-care assistant	Teacher's assistant working with students in mainstream classrooms and students with additional needs.

Course	E Cert. IV (OOSHC)	F Dip. (OOSHC) (Children's Services)
Sector	VET	VET
Length of study full-time	Nominal curriculum hours: 587	Nominal curriculum hours: 905
Entry Requirements	Minimum C grade in four accredited Year 12 (E Code) subjects including English or equivalent A national police clearance is required prior to work placement and employment in most community services agencies.	Successful completion of Certificate IV in Out of School Hours Care or equivalent. A national police clearance is required prior to work placement and employment in most community services agencies.
Articulation/ Credit/ RCC/RPL	Students who wish to seek RCC are encouraged to apply. RCC can take the form of transcripts, certificates, achievement transcripts from other RTOs or through practical skills assessment. Where a student seeks advanced standing on the basis of a qualification received from another RTO, Curtin will recognise that qualification under the principles of Mutual Recognition.	
Professional outcome	Childcare/out of school care assistant, nanny, family day carer or playgroup leader.	Child care worker, nanny, family day carer, playgroup leader, and with suitable experience a coordinator of a centre. Lecturer of children's services, occasional care worker, teacher's assistant, play leader in hospital.
Course	G Diploma of Children's Services	
Sector	VET	
Length of study full-time	Nominal curriculum hours: 1025. Course is delivered full-time, part-time and flexibly.	
Entry Requirements	Completion of Certificate III in Children's Services or Certificate IV in Out of school hours care or equivalent. A national Police Clearance is required prior to work placement.	
Articulation/ Credit/ RCC/RPL	Students who wish to seek RCC are encouraged to apply. RCC can take the form of transcripts, certificates, achievement transcripts from other RTOs or through practical skills assessment. Where a student seeks advanced standing on the basis of a qualification received from another RTO, Curtin will recognise that qualification under the principles of Mutual Recognition.	
Professional outcome	Childcare worker, group leader, and with suitable experience, a coordinator of childcare services	

Course Details: A. Bachelor of Education (Primary Education)

YEAR 1	
Semester One Development and Education Information and Communication Technology in Education Reflective Practice I in the Primary Context Introduction to Curriculum (Primary)	Semester Two Learning, Teaching and Assessment Reflective Practice II in the Primary Context Introduction to the English and Mathematics Learning Areas Educating children with Diverse Abilities
YEAR 2	
Semester One Reflective Practice III in the Primary Context Curriculum Planning Processes in Physical Health Education Literacy Education I Option	Semester Two Society and Environment Learning Area Technology and Enterprise Learning Area Mathematics Education I Option
YEAR 3	
Semester One The Arts Learning Area Social and Cultural Contexts in Curriculum – LOTE Aboriginal Education Option	Semester Two Reflective Practice IV in the Primary Context Science Learning Area Literacy Education II Option
YEAR 4	
Semester One Action Learning Integrated Programming Mathematics Education II Option	Semester Two Internship

Course Details: B. Bachelor of Education (Early Childhood Education)

YEAR 1	
Semester One Development and Education Information and Communication Technology in Education Reflective Practice I in the EC Context Introduction to Curriculum (Early Childhood)	Semester Two Learning, Teaching and Assessment Reflective Practice II in the EC Context Introduction to English and Mathematics Learning Areas Educating children with Diverse Abilities
YEAR 2	
Semester One Reflective Practice III in the EC Context Curriculum Planning Processes in Physical Health Education Literacy Education I Option	Semester Two Society and Environment Learning Area Technology and Enterprise Learning Area Mathematics Education I Option
YEAR 3	
Semester One Arts Learning Area Social and Cultural Contexts in Curriculum – LOTE Aboriginal Education Option	Semester Two Reflective Practice IV in the EC Context Science Learning Area Literacy Education II Option
YEAR 4	
Semester One Action Learning in Education Integrated Programming Mathematics Education II Option	Semester Two Internship

Course Details: C. Certificate III in Children's Services

Stage 1

Ensure Children's health and safety
Care for Children
Respond to illness, accidents and emergencies
Work effectively with families to care for the child
Participate in the work environment
Participate in workplace safety procedures
Develop an understanding of children's interests and developmental needs

Stage 2

Care for babies
Interact effectively with children
Support the development of children in the services
Deliver services/activities to stimulate children's development and enhance their leisure
Prepare nutritionally balanced food in a safe and hygienic manner
Work within a legal and ethical framework
Identify and respond to children and young people at risk of harm
Apply basic first aid

Course Details: D. Certificate III in Teacher Assistant

Work effectively in and educational environment
Develop own professional skills
Work effectively with culturally diverse clients, customers and co-workers
Support students with additional needs in the classroom
Identify and respond to children and young people at risk of harm
Facilitate the implementation of planned education programs
Interact effectively with children
Establish and implement plans for developing responsible behaviour
Foster and extend children's development
Contribute to the education of students in developmental domains
Contribute to the safety and health of students
Contribute to the organisation and management of the classroom
Apply basic first aid

Course Details: E. Certificate IV in Out of School Hours Care

Stage 1

Ensure Children's health and safety
Respond to illness, accidents and emergencies
Apply basic first aid
Support the Development of the children in the service
Deliver services/activities to stimulate children's development and enhance their leisure
Develop an understanding of children's interests and developmental needs
Interact effectively with children
Work effectively with culturally diverse clients and co-workers
Establish and implement plans for developing responsible behaviours

Stage 2

Identify and respond to children and young people at risk of harm
Participate in the work environment
Undertake administrative work
Work within a legal and ethical framework
Work effectively with young people
Develop recreation programs
Implement and monitor OHS policies and procedures for workplace
Contribute to policy development
Undertake risk analysis of activities
Work autonomously

Course Details: F. Diploma (OOSHC) in Children's Services

(Certificate IV is a pre-requisite for the Diploma of Out of School Hour Care)

Stage 3

Prepare nutritionally balanced food in a safe and hygienic manner
Foster and enhance children's development
Foster and enhance Children's social, emotional and psychological development
Establish, manage and monitor the implementation of a safe and healthy environment
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Arrange/organise experiences which facilitate and enhance children's development
Plan care routines
Support the rights and safety of children within duty of care requirements
Work effectively with families in caring for the child

Stage 4

Document, interpret and use information about children
Plan the inclusion of children with special needs
Design, implement and evaluate programs of the services
Manage workplace OHS management system
Maintain an effective work environment
Develop and implement policy
Conduct a program for children and young people with special needs
Provide experiences which facilitate children's expression development
Provide experiences which enhance children's development and learning
Use music as a medium to enhance children's experience and development

Course Details: G. Diploma in Children's Services

(Certificate III in Children's Services is a pre-requisite for all childcare courses)

Stage 3

Work effectively with culturally diverse clients and co-workers
Foster and enhance children's development
Foster and enhance Children's social, emotional and psychological development
Establish, manage and monitor the implementation of a safe and healthy environment
Foster and enhance children's cognitive and language development
Establish and implement plans for developing responsible behaviour
Arrange/organise experiences which facilitate and enhance children's development
Plan care routines
Support the rights and safety of children within duty of care requirements
Work in partnership with families in caring for the child

Stage 4

Document, interpret and use information about children
Plan the inclusion of children with special needs
Design, implement and evaluate programs of the service
Manage workplace OHS management system
Maintain an effective work environment
Develop and implement policy
Conduct a program for children and young people with special needs
Provide experiences which facilitate children's expression development
Provide experiences which enhance children's development and learning
Use music as a medium to enhance children's experience and development

WA

University of Notre Dame

Courses/HE

- A. Tertiary Enabling Program (Education)
- B. Bachelor of Education - Early Childhood

Courses/VET

- C. Teaching Assistant Course (Special Needs)
- D. Teaching Assistant Course (Early Childhood)

Course	A Tertiary Enabling Programme (Education)	B B.Ed. Early Childhood
Sector	HE	HE
Length of study full-time	1 semester	4 years
Entry Requirements	<p>The Tertiary Enabling Program (Education) course is an alternative entry program to undergraduate teaching studies at Notre Dame (Broome and Fremantle Campus).</p> <p>The program is available to students who: didn't finish secondary school, or didn't do TEE, or complete enough TEE subjects at high school; are seeking to pursue a different career or just broaden their horizons.</p> <p>Students need to demonstrate satisfactory written and verbal communication skills, along with one of the following: TER score of 60 or more; or Certificate of Education; or Certificate III in Teacher Assistant; Mature-age STAT score over 140; or other experience deemed relevant and acceptable by the Course Coordinator</p>	<p>Students who complete the Teaching Assistant course may apply for entry into the Bachelor of Education degree. In order to be admitted into first year degree studies at Notre Dame College of Education, students must pass all their Teaching Assistant units with a minimum Distinction grade average, as well as demonstrate an aptitude for teaching. The applicant must have the recommendation of the Teaching Assistant Course Coordinator.</p> <p>Students who fail to complete all of the requirements for the Teaching Assistant course will receive a Statement of Attainment.</p>
Articulation/ Credit/ RCC/RPL	<p>Recognition of prior learning may be available if a person has done previous study or work in a particular area. Students will need to provide documentation to support their request for recognition of prior learning.</p>	<p>The following pathways are offered into the area of Early Childhood Teaching: A. Teacher Assistant (Early childhood) certificate followed by a Bachelor of Education degree (four years); or a relevant undergraduate degree followed by a two-year Master of Teaching.</p>
Professional outcome	<p>By completing the Tertiary Enabling Program (Education) course students will have an opportunity to study for a teaching degree in Early Childhood Education, Kindergarten to Year 7 [Broome only], Primary, Middle School or Secondary.</p>	<p>A qualification to teach children in Kindergarten to Year Three. Ability to teach in all Learning Areas of the Curriculum Framework, together with Religious Education (if desired). Attainment of all employer and government requirements and (if necessary) formal registration demands. Accreditation to teach Religious Education in a Catholic school. Requirements to teach in a Catholic school</p> <p>Graduates will find employment in Catholic, Independent and Government Schools. Notre Dame graduates have a very high rate of employment success.</p>

Course	C Teaching Ass. Course (Special Needs)	D Teaching Assistant Course (Early Childhood)
Sector	VET	VET
Length of study full-time	1 year	1 year
Entry Requirements	<p>A Tertiary Entrance Rank is not a requirement for admission into the Teaching Assistant course. Students are required to sit a basic literacy and numeracy test prior to admission.</p> <p>Preference given to applicants who:</p> <ul style="list-style-type: none"> ▪ are currently working as a special needs or early childhood teaching assistant; ▪ school leavers who have completed their secondary schooling and ▪ who have post-school work experience; ▪ have completed the Instep program; ▪ have completed relevant voluntary work; ▪ are recommended by a school principal 	<p>A Tertiary Entrance Rating is not a requirement for admission into the Teaching Assistant course. Students will be required to sit a basic literacy and numeracy test prior to admission.</p> <p>Preference will be given to applicants who:</p> <ul style="list-style-type: none"> ▪ are currently working as a Teaching Assistant; ▪ have completed relevant voluntary work; ▪ are recommended by a school to complete the course; ▪ are school leavers and have attained secondary graduation.
Articulation/ Credit/ RCC/RPL	<p>Students who complete the Teaching Assistant course may apply for entry into the Bachelor of Education degree. In order to be admitted into first year degree studies at Notre Dame College of Education, students must pass all their Teaching Assistant units with a minimum Distinction grade average, as well as demonstrate an aptitude for teaching. The applicant must have the recommendation of the Teaching Assistant Course Coordinator.</p>	<p>Students who complete the Teaching Assistant course may apply for entry into the Bachelor of Education degree. In order to be admitted into first year degree studies at Notre Dame College of Education, students must pass all their Teaching Assistant units with a minimum Distinction grade average, as well as demonstrate an aptitude for teaching. The applicant must have the recommendation of the Teaching Assistant Course Coordinator. Students who fail to complete all of the requirements for the Teaching Assistant course will receive a Statement of Attainment.</p>
Professional outcome	<p>The Teaching Assistant (Special Needs) course focus is on preparing those interested in working with children with special needs who are enrolled in mainstream schools or in education support centres in a mainstream school.</p>	<p>The course trains students to work with children aged 3–8 years in regular educational settings. Whilst the course has a focus on the Catholic Education system, it is also an appropriate qualification for the role of Teaching Assistant in the government and independent school systems.</p>

Course Details: A. Tertiary Enabling Program (Education)

Learning Skills
Literacy Competency
Academic Writing
Research Skills and Information Literacy
Mathematical Competency
Information Technology for Academic
Purposes
Applied Learning

Course Details: B. Bachelor of Education - Early Childhood

Year 1

Three modules in Communication
Literacy One unit of the core curriculum
Introduction to Theology
Five Education units
Introduction to Teaching and the Curriculum Framework
Creating Learning Environments
Health and Physical Education
Development and Learning
Presentation Skills in Early Childhood Education
One Elective unit
Unit chosen in consultation with the Course Coordinator

Year 2

The coursework in first semester is done on an intensive basis over 9 weeks, followed by a 10-week school experience program. Second semester has a typical semester structure.

Eight Education units
Introduction to Teaching Skills
English 1
Mathematics 1
Information Technology for Teaching and Learning
Principles of Religious Education 1 (or substitute)
Science and Technology and Enterprise
Society and Environment and Languages Other Than English (LOTE)
Planning Evaluation in Early Childhood Education
One Education unit (school-based)
Teaching Method 1
One Theology Unit
Christology (or substitute)

Year 3

The coursework in first semester is done on an intensive basis over 9 weeks, followed by a 10-week school experience program. Second semester has a typical semester structure.

One unit of the core curriculum
Philosophy
Six Education units
The Arts
English 2
Catering for Students with Special Needs
Understanding and Guiding Children's Behaviour
Advanced Teaching Skills
Maths 2
One Education unit (school-based)
Teaching Method 2
Two elective units

Year 4

Six Education units.
Working with Indigenous Students,
Professional Responsibilities of the Teacher,
Families and Partnerships in Teaching and Learning,
Transition to Teaching
Principles of Religious
Education 2 (or substitute),
Internship Preparation
Two Theology units
Scripture and Church
Sacraments of Initiation (or substitute)
One elective unit
One unit of the core curriculum
Ethics

Course Details: C. Teaching Assistant Course (Special Needs)

The Nature of Disabilities
Catholic Education
The Teaching Assistant in the School
Basic Teaching Skills 1
Behaviour Management
Strategies for Inclusion
Adaptive Physical Education and Creative Arts
Basic Teaching Skills 2
Literacy and Numeracy
Facilitating Needs and Access
Learning Difficulties: a) Early Childhood Years; b) Secondary Years

Course Details: D. Teaching Assistant Course (Early Childhood)

Catholic Education and Supporting the RE program
Professional Responsibilities of the Teaching Assistant
Introductory Teaching Skills
Introduction to Planning
Fundamentals of Play
Strategies to Cater for individual Differences
Supporting Early Literacy and Numeracy
Children's Development (3-8 years)
Learning Environments for Young Children
Interactions with Children
School, Family and Community Partnerships
Supervised Field Placement

Pathways to a Profession

Education and training in
early childhood education
and care, Australia

Louise Watson

August 2006

APPENDIX B

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Appendix B: Regulatory and Licensing frameworks for childcare in Australia

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Summary as at 1 October 2005

ACT – Child Care Regulatory and Licensing Framework
NAT – Child Care Regulatory and Licensing Framework
NSW – Child Care Regulatory and Licensing Framework
NT – Child Care Regulatory and Licensing Framework
Qld – Child Care Regulatory and Licensing Framework
SA – Child Care Regulatory and Licensing Framework
Tas – Child Care Regulatory and Licensing Framework
Vic – Child Care Regulatory and Licensing Framework
WA – Child Care Regulatory and Licensing Framework

Summary as at 1 October 2005

Service Type	NSW	Vic	Qld	SA	WA	Tas	ACT	NT
Long Day Care	Y	Y	Y	Y	Y	Y	Y	Y
Family Day Care	Y	N ¹⁰	Y	Y ¹¹	Y	Y	Y	N ¹²
Outside School Hours Care	N ¹³	N ¹⁴	Y ¹⁵	N ¹⁶	Y ¹⁷	Y	Y	N ¹⁸
Occasional care	Y	Y	Y	Y	Y	Y	Y	Y
In Home Care	N ¹⁹	N ²⁰	Y ²¹	Y ²²	N ²³	N ²⁴	N	N ²⁵

¹⁰ In Victoria, OSHC and FDC must not have more than four pre-school children in care at one time. The Food Handling legislation in Victoria applies to Outside School Hours Care as well as centre based care. In December 2004, the Victorian Premier and the Minister for Children announced the creation of an Office for Children as a new part of the Department of Human Services (DHS). This emanated from recommendations of the Premier's Children's Advisory Committee (PCAC) report – "Joining the Dots: A new Vision for Victoria's Children", released October 2004.

¹¹ The South Australian government operates the bulk of FDC. A license is required if a private operator runs a service, but as the government cannot license itself, it asks providers to provide a statement to the effect that they will operate in line with licensing.

¹² NT have developed draft legislation which is scheduled to be considered by the NT Parliament in November 2005. No timeframes have been advised for implementation of regulations.

¹³ The NSW Government is currently undertaking an internal cost-benefit analysis of implementing a regulatory framework for OSHC. Planning for consultation with the sector on this issue has not yet commenced. In the absence of regulations and licensing arrangements for OSHC services, the NSW Government recommends staffing levels of one staff member to every 15 children and staff be qualified.

¹⁴ In the Victorian Government's response paper, it is stated that regulations for OSHC will be implemented. It also states that the government will consider an "appropriate regulatory regime" for FDC. Both these statements are part of the expressed desire to link proposed new children's services regulations under a "unified quality framework for Early Childhood services in Victoria". There is no further details at this stage on exactly what this framework might look like, nor any key dates.

¹⁵ All new OSHC services must meet licensing and regulations. Existing services have 3 years to comply with the regulations and become licensed. New legislation passed by the Queensland Legislative Assembly in October 2002 includes the licensing and regulation of school age care services.

¹⁶ Not licensed, but validated in terms of using the OSHC National Standards. South Australia is moving to introduce licensing in early 2006.

¹⁷ All new OSHC services established since 28 August 2003 have been required to have a license, prior to the commencement of the service and/or approval for CCB. All services must meet licensing conditions and obtain a license before 27 August 2005.

¹⁸ NT have developed draft legislation which is scheduled to be considered by the NT Parliament in November 2005. No timeframes have been advised for implementation of regulations.

¹⁹ The New South Wales Government has not advised of any action being taken to regulate In-Home Care.

²⁰ The Victorian Government has not advised of any action being taken to regulate In-Home Care.

²¹ Standards are in place for the delivery of In Home Care

²² In-Home Care is treated as a baby-sitting agency, as defined in the *Children's Services Act 1985*, and therefore licensed under this provision of the act.

²³ The WA Government has not advised of any action being taken to regulate In-Home Care.

²⁴ The Tasmanian Government has not advised of any action being taken to regulate In-Home Care.

²⁵ NT have developed draft legislation which is scheduled to be considered by the NT Parliament in November 2005. No timeframes have been advised for implementation of regulations.

ACT Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care (Centre Based)	Y
Family Day Care	Y (licence schemes)
Outside School Hours Care	Y
Occasional care	Y (as per centre based)
In Home Care	N

Discussion on reason for no regulation.

In home care is currently not licensed. It is administered by licensed Family Day Care Schemes.

Regulations		
<i>Children and Young People Act 1999</i> ACT Conditions for Approvals in Principle and Licences (a distinct set for centre based care, school age care, Independent preschools and playschools)		
Allocation/Planning Mechanism		
Approval and allocation of CCB places is administered by the local FACS Planning and Advisory committee. Development of new centre based services is primarily through private development.		
Licensing		
Services hold an Approval in Principle for 2 1/2 yrs and then are eligible to be licensed for a maximum of three years.		
Operating Requirements		
As per Australian Government requirements regarding eligibility for Child Care Benefit (CCB).		
Standards		
Australian Standards are incorporated into conditions where appropriate (eg Playground Standards)		
Staff to children ratios		
<u>Centre Based Care</u> Minimum of two staff present at all times one of whom must be qualified. Children under three years - 1:5 Children three and over – 1:11	<u>Family Day Care:</u> 1 carer with a maximum of 7 children, a maximum of 4 not yet attending primary school	<u>Outside School Hours Care:</u> Minimum of two staff present at all times. 1:11

Staff Qualification requirements

Centre Based Care.

One in every two must be qualified. Approved qualifications for Centre Based Care are:

A Diploma in Community Services (Children's Services) or equivalent

or

An accredited tertiary course in early childhood education.

School Age Care .

One in every three staff to be qualified by January 2005. (extended until December 2006)

A degree or diploma in Education.

A Diploma in Community Services (Children's Services) or equivalent

A Diploma in Youth or Recreational Studies; or

A person who has completed the third year of a Bachelor of Education and who is eligible for an internship with the ACT Department of Education and Community Services.

Discussion on exemptions for unqualified staff

If proprietors are unable to recruit suitably qualified staff a variation to the qualification condition can be applied for. The proprietor must show that they have advertised for the position. Variations will only be issued to allow a person to act in a qualified position if they have the Certificate 3 and are currently studying the Diploma. Variations are generally issued for a 6 month period. Evidence that study is continuing must be provided for a variation to be extended.

Police Checks

Services are required to have a "*procedure to ensure that all persons employed at, or involved with the children of the services are fit and proper persons.*" Police checks are recommended but not mandatory.

Other information (*including proposed or upcoming changes to regulations or licensing*)

Current review of *The Children and Young People Act 1999*.

Consideration will be given to broadening the definition of family day care to allow it to occur in places other than the carer's home (in-venue care)

NAT Child Care Regulatory and Licensing Framework

The Australian government is responsible for Quality Assurance Systems (QA systems) which aim to ensure that children in Commonwealth funded child care services have positive experiences that foster all aspects of their development.

In order to be eligible for Child Care Benefit and other funding support, services are required to satisfy State government regulations and to satisfactorily participate in the relevant Quality Assurance system. Among other sanctions, the Australian Government retains the legislated ability to withdraw CCB funding from services that do not 'satisfactorily participate'.

As Quality Assurance adopts a continuous improvement approach, child care services may have more than one opportunity to be assessed for accreditation before being deemed non-compliant. As long as a service demonstrates sufficient capacity to resolve quality concerns identified in their Quality Assurance assessment, or are not breaching their State regulations or licensing arrangements, they are deemed to be 'participating satisfactorily'. Therefore, it is possible that child care services may not have been accredited at their first attempts, but still be eligible for CCB.

The Australian Government has no formal responsibility for monitoring requirements of State and Territory regulatory systems.

NSW Child Care Regulatory and Licensing Framework

Regulations by Service Type	
Long Day Care	Y
Family Day Care	Y
Outside School Hours Care	N
Occasional care	Y
In Home Care	N

Discussion on reasons for no regulations (Outside School Hours Care)

The NSW Government are currently undertaking a Regulatory Impact Analysis of OSHC regulation in NSW. Consultation with relevant stakeholders on this issue has commenced, and will include discussions with FaCS.

In the absence of regulations and licensing arrangements for OSHC services, the NSW Government recommends staffing levels of one staff member to every 15 children and staff be qualified.

In the absence of State regulations, the Australian Government requires applicants for new OSHC places to demonstrate compliance with the National Standards for OSHC.

Regulations (<i>came into effect 30 September 2004</i>)		
<i>Children's Services Regulation 2004*</i> Chapter 12 <i>Children's and Young Persons (Care and Protection) Act 1998</i>		
<i>*There is a 15-month transition period for services that existed prior to 30 September 2004 – from 1 January 2006 all services must comply</i>		
Allocation/Planning Mechanism		
Funds are provided to primarily community based organisations who are willing to sign a Service Agreement with the Department of Community Services, and meet accountability requirements.		
Licensing		
Services are licensed for up to a maximum of 3 years. Services covered are Long Day Care, Family Day Care, Occasional Care, Mobile Services and Home-Based Care.		
Operating Requirements		
Local government may place restrictions on operating times, numbers of children etc.		
Standards		
Nothing additional to the regulations. Australian Standards for playgrounds are referred to in the regulations.		
Staff to children ratios		
<u>Long Day Care:</u> 0-2 years 1:5 2-3 years 1:8 3-6 years 1:10	<u>Family Day Care:</u> 0-12 years 1:7 (including own children) 0-6 years 1:5	<u>Outside School Hours Care:</u> Not regulated, but DoCS recommends 1:15
<u>Mobile Services:</u> 0-2 years 1:5 2-3 years 1:8 3-6 years 1:10	<u>Occasional Care:</u> 0-2 years 1:5 2-3 years 1:8 3-6 years 1:10	<u>Home Based Care:</u> 0-12 years 1:7 (including own children) 0-6 years 1:5

Staff Qualification requirements

Qualified staff member for children under 2 years of age must be qualified as follows:

- Enrolled nurse (mothercraft) with a Certificate IV in Parenthood or Certificate III in Children's Services; or
- Registered nurse with approved qualifications or experience in providing a children's service; or
- Child Care Certificate, Certificate of Child Care Studies or Associate Diploma of Social Science (Child Studies); or
- Diploma of Community Services (Children's Services); or
- Has some other approved qualification.

At least one staff member must hold a first aid qualification.

A teaching staff member (one qualified member required for 30-40 children, and each additional 10 children thereafter) must be qualified as follows:

- Degree or Diploma in early childhood education; or
- Has some other approved qualification; or
- Has other approved training and experience.

An authorised Supervisor must be qualified as follows:

- Degree or Diploma in early childhood education; or
- Child Care Certificate, a Certificate of Child Care Studies or an Associate Diploma of Social Science (Child Studies); or
- Diploma of Community Services (Children's Services); or
- Has other approved training and experience.

Exemptions for unqualified staff

The NSW Government's Interim Early Childhood Teacher Policy applies to child care centre licencees who demonstrate they are unable to attract qualified early childhood teachers as required under the regulations.

Operators must show proof to the NSW Department of Community Services that they have repeatedly advertised for qualified staff over a minimum 3 month period, and that the field of applicants did not include anyone suitable. Operators can apply for permission to employ staff who are either currently undertaking the relevant course, or who have made a formal commitment to undertake a course. Operators must provide a support plan for the proposed employee, which can involve mentoring or some other adequate arrangement. Each request for exemption is considered on merit and approval may be given for a period of up to 9 months.

About 60 approvals have been granted in NSW. The majority have been given in rural areas, and to private operators.

Police Checks?

Yes.

Set up in 1998 under the *Commission for Children and Young People Act 1998* and the *Child Protection (Prohibited Employment) Act 1998*. Screens employees only, and includes convictions, Apprehended Violence Orders and general employment information. This is currently being reviewed.

NT Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care	Y
Family Day Care	N
Outside School Hours Care	N
Occasional care	Y
In Home Care	N

Discussion on reasons for no regulations

The NT Government are currently consulting with the community in reviewing the *Community Welfare Act 1983* as they have developed new legislation for children and families using FDC, OSHC, IHC. The review is still in draft format and the new proposed legislation, the '*Care and Protection of Children and Young people Act 2005*' is planned to be in Cabinet by June 2005. No set time frame has been proposed for the implementation of regulations for OSHC, FDC and IHC until the legislation is passed through Cabinet. We have had a suggestions of possible legislation by 2007, however, no commitments have been made.

In the absence of regulations for OSHC, FDC and IHC the Australian Government requirement for new OSHC, FDC and IHC providers is to demonstrate compliance with National Standards for FDC and OSHC and CCB legislation requirements.

Regulations
Childcare services in the NT are currently operating under the Community Welfare Act 1983, which is under review as stated above. The new act ' <i>Care and Protection of Children and Young People Act 2005</i> ' is an opportunity to develop legislation that encompasses a much broader perspective in relation to the care and development of children and the support of families and communities, including OSHC, and FDC.
Allocation/Planning Mechanism
FaCS has significant involvement in the planning process for new childcare services through the Planning and Advisory Committee PAC process. The PAC comprises of NT Govt, childcare industry peak representatives, education department and local government representatives. The stakeholders review existing and new applications for OSHC, FDC and IHC and valuable local knowledge is obtained to assist in the planning of childcare services.
As there is no allocation of centre-based long day care places anymore – potential providers of long day care apply to State Offices for an ' <i>Application for approval under the Family Assistance law for the purposes of Child Care Benefit</i> ' As long as they meet relevant criteria they are approved as approved operators. We have recently had the second round of the LDCIS advertised which listed 'high need areas' for States/Territories as part of the application package.
Licensing
Childcare services in the Northern Territory are required to comply with the Community Welfare Act 1983 (NT) (currently being reviewed as above) and the Community Welfare (Child Care) Regulations 1987 before a licence is issued by a delegated officer for the Minister for Health and Community Services. The Children's Services Unit (NTG) is responsible for the recommendation of the issue of a licence – long day care and occasional care services are licensed for a maximum of 3 years
Operating Requirements
As part of the procedure for obtaining a childcare licence an applicant must provide documents including a copy of the centre's operating plan that is assessed as part of the approval process by the NTG. The Plan is to be written in accordance with the format provided by the Minister, outlining the details of the policies and planned method of operation of the centre for the following 12 months – the centre must operate according to the approved operation plan.

Standards		
<p>Further guidelines are specified in the NTG Standards for NT Child Care Centres.</p> <p>These documents set a minimum benchmark that all childcare centres in the NT should meet. Before a licence is issued the building Certifier will arrange for inspections and approvals by the following authorities:</p> <ul style="list-style-type: none"> ▪ Territory Health – Environmental Health – Approval under the Health Act ▪ Northern Territory Fire and Rescue Services – Approval under the Fire and Emergency Act ▪ City/Town Council – Town Planning (inc swimming pool fencing, if applicable) ▪ Work Health Authority – Gas Compliance Certificate. ▪ <p>Potential applicants can access the document “Design Considerations for NT Child Care Centres” which provides assistance with construction requirements.</p>		
Staff to children ratios		
<p><u>Long Day Care:</u> 0 – 3 years 1:5 3 – 5 years 1: 11</p>	<p><u>Family Day Care:</u> Not regulated FaCS recommends not more than 5 children under 6 years. (including own children) 0-12 years 1:7</p>	<p><u>Outside School Hours Care:</u> Not regulated FaCS recommend the National Standard Ratios 1:15 (school aged) 1:11 (Pre-school aged) 1: 15 (School Aged)</p>
<p><u>Mobile Services:</u> Not licensed at the moment but will be in the future when the new Act is passed</p>	<p><u>Occasional Care:</u> Same as LDC - a short term care option.</p>	<p><u>Home Based Care:</u> Not regulated FaCS recommend 0 – 6 years 1:5 (including own children) 0 – 12 years 1: 7</p>
Staff Qualification requirements		
<p>NT Child Care Centres Standards – 17-75 places and 1-16 places: The following qualifications shall be considered as approved for staff working in qualified positions:</p> <ul style="list-style-type: none"> ▪ two year accredited post-secondary course in child care ▪ three year accredited tertiary course in early childhood care or education ▪ person who holds an appropriate award in childcare as approved by the Minister, or from an accredited training provider. <p>Guidelines for OSHC in the NT:</p> <ul style="list-style-type: none"> ▪ OSHC coordinators are required to be qualified* ▪ OSHC services must employ staff on the basis of a minimum of one qualified staff member to every 30 children, or part thereof* <p>*to be phased in by 2005.</p> <p>A degree in teaching (Primary and/or Early Childhood) an Associate Diploma in childcare and/or youth or recreation (experience in working with children aged five to 12 years is desirable) shall be considered an acceptable qualification.</p> <p>Transitional arrangements may be developed to ensure that staff currently working in the OSHC services are not disadvantaged by the introduction of the standard on qualifications.</p>		

Discussion on exemptions for unqualified staff

Historically, childcare centres in the NT have experienced difficulty in recruiting appropriately qualified staff. This has been attributed to many reasons, including the limited number of qualified staff available and the difficulty in attracting suitably qualified people to work in remote, rural and isolated areas within the NT.

In 1997 and reviewed in 2003, the NT Government developed 'Staff Development Plan Guidelines' to assist licensed child care centres meet licensing standards – as it is a licensing requirement for all centres to operate with the required number of qualified staff. Staff Development Plans were not intended to exempt services from having to employ qualified personnel, or deem individuals qualified. Its purpose was to recognise childcare centres' attempts to meet licensing requirements. The Plan is a formal plan for the professional development of staff within a service. It is a process that provides Licensees/Managers/Sponsors/Director and staff in an organisation the opportunity to set goals and objectives, give regular feedback on work performance and identify areas where skills and training are needed. Plans are regularly reviewed and future skills developed is planned for.

Police Checks?

Yes – currently as part of the approval process.

The new NT legislation the '*Care and Protection of Children and Young People Act 2005*' will include employment screening as part of the Act. The process will be similar to the 'blue card' system in Qld.

Current assessment by FACS for the approval of child care benefit requires staff employed by the service to be suitable people to provide childcare before approval is granted. The NT Government as part of the license assessment process requires the '*Application to operate a child care centre*' form to be completed.

Other Information (including proposed or upcoming changes to regulations or licensing).

Please refer to the above for information on the new Act.

Qld Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care	Y
Family Day Care	Y
Outside School Hours Care	Y
Occasional care	Y
In Home Care	Y (No licensing required, minimum standards only)

Discussion on reasons for no regulations

There is currently no requirement for In Home Care services to be licensed in Qld.

Child Care Services that cater for up to 6 children in a centre based or a home based service will be known as a stand alone service, will not be required to be licensed but will be required to meet certain minimum standards. The care can be provided in a home or other place (e.g. a hall or church).

IHC is classified as a stand alone child care and pursuant to the provisions Part 5 of the *Child Care Act 2002* (the Act), IHC is required to meet the following standards:

- S99 Person conducting service and carers must be adults
- S100 Comply with the suitability notice requirement under the Children’s Commission legislation; and
- S101A carer providing stand alone care cannot care for more than 6 children in a home or other place, no more than 4 of whom are not yet school children. In deciding how many children a carer is caring for, the carer’s own children who are school children are not counted (section 101 of the Act). For the purposes of this section, “school child” includes a child who is not yet attending school, but is enrolled to attend a school in that year.
- S102 Must have the public liability insurance cover in relation to the care they are providing prescribed under the regulation.

Introduction of licensing/regulations for Qld Outside School Hours Care (OSHC) services

The enactment of the *Child Care Act 2002* (the Act) and *Child Care Regulations 2003* commenced on 1 September 2003. School Age Care Services (SAC) in Queensland are now captured within the licensing framework within Qld child care legislation.

A school age care service, as defined in Schedule 2 of the *Child Care Act 2002* (“the Act”), means a licensed centre based service for which, under its licence conditions, the children in care –

- Must always be comprised entirely or mostly of school children; and
- Must never include a child who is not a school child or preschool child.

School age care services may operate a before school care program, an after school care program and/or a vacation care program during school holidays. The new legislation will capture services that provide:

- Before and/or after school care; or
- Before and/or after school care and vacation care.

All eligible school age care services will be required to apply for a licence by 31 August 2005. Eligible services include before school care, after school care and a combination of before and after school care.

Stand alone vacation care programs are not captured under the legislation, as they do not operate with sufficient regularity. Stand alone vacation care services are not required to be

licensed under the Act. These services that only provide vacation care are not required to be licensed (*Child Care Act 2002* section 5(1) (e)(i)).

Vacation care provided by services that also provide before and/or after school care, however, are considered as services captured under the Act.

Within the *Child Care Act 2002* and *Child Care Regulation 2003* (the "Regulation") school age care services are classified as "centre based" services. This legislation highlights a range of common requirements for all such services. In addition, certain provisions included in the legislation pertain only to school age care (e.g. no limit to licensed capacity, qualification, requirements, carer/child ratios etc).

Standard Requirements of a School Age Care Service

The legislation sets down the standard requirements for school age care services. The following outlines those requirements in relation to:

Building Standards

Suitability notices (refer Police checks)

Staffing requirements

Deciding on licensed capacity

Licence conditions

First aid competency

Emergency care

Equipment and facilities and Other health and safety matters

Building Standards

Please note transitional provisions are included in the Act for school age care services that were operating prior to 1 September 2003. Please see the section headed Transitional Provisions for School Age Care Services.

The building standards for child care centres are located in Part 22 – Child Care Centres, of the Queensland Development Code (QDC). This is called up by the *Standard Building Regulation 1998* which was amended to enable the building standards for child care centres to commence at the same time as the *Child Care Act 2002* on 1 September 2003.

The requirements for school age care services have been based on the previously, non-compulsory National Standards for Outside School Hours Care, (1995).

The specific requirements for school age care services are in relation to:

- P2 Accessibility
- P6 Combined Play Spaces
- P7 Toilet Facilities
- P9 Personal Washing Facilities
- P10 Food Preparation Facilities
- P12 Play Pits (If applicable)
- P16 Electrical Safety Precautions
- P17 Equipment and Chemical Safety

SAC services that were not operating before 1 September 2003 must provide a certified copy of the Certificate of Classification (issued by a Building Certifier) with the licence application.

Staffing Requirements

Qualifications

Please note transitional provisions are included in the Act for school age care services that were operating prior to 1 September 2003. Please see the section headed Transitional Provisions for School Age Care Services.

At least one person meeting the minimum 2-year qualification requirement (see below) must be present at all times that care is being provided. This person –

- Does not have to be the coordinator but will generally be the case, and
- May be used to meet the staff:child ratios or in addition to the minimum staff:child ratios (i.e. undertaking administrative tasks).

However, if the service operates for more than 7 hours 15 minutes in a day (e.g. during school holidays) then a person meeting the minimum requirement does not need to be present for more than 7 hours 15 minutes per day (see Section 32 of the Regulation).

At least one carer for every 30 children must meet the qualification requirements at all times. The qualification requirement must be at least the Certificate III level under the Australian Qualifications Framework level of study and in many cases will be higher.

In recognition of the varying nature of school age care services and the value of a multi-disciplined team, the acceptable qualifications for carers in school age care services are broader than early childhood or child care studies, and include the following:

- Nursing, physiotherapy, occupational therapy;
- Divisional therapy of speech pathology;
- Primary, secondary or special education;
- Human welfare studies and services;
- Behavioural science;
- Sport and recreation.

Position	Qualification Requirements	Transitional Provisions
Qualified Group leader* in school age care service	2 year qualification (e.g. Diploma) or Commences a course within 6 months of starting their job and finishes the course within the “prescribed finishing period.” (see Sections 118 (3) (4), 119 of the Regulation) * The legislation terms the 2 year qualified person in SAC as the “qualified group leader” Regulation 113 (d)	Staff will have 5 years from the commencement of the legislation before staff will be required to possess a qualification. Once this 5 year period has finished, a person without a qualification may be engaged in a school age care service, for the purposes of meeting the qualified staff:child ratio, provided they commence a relevant course within 6 months of starting in that position that requires the qualification, and complete the course with the “prescribed finishing period.” (see section 187 of the Act and 119 (4) of the Regulation)
Qualified assistant in school age care	1 year qualification (e.g. Cert III) or Commences a course within 6 months of starting their job and finishes the course within the “prescribed finishing period.” (see Sections 112 (d), 118 (1), 119 of the Regulation)	Staff will have 5 years from the commencement of the legislation before staff will be required to possess a qualification. Once this 5 year period has finished, a person without a qualification may be engaged in a school age care service, for the purposes of meeting the qualified staff:child ratio, provided they commence a relevant course within 6 months of starting in that position that requires the qualification, and complete the course with the “prescribed finishing period.” (see section 187 of the Act and 119 (4) of the Regulation)

N.B. The “prescribed finishing period” means the period that is twice as long as the period in which the course would be completed by a person undertaking the study full time.

If a person is working in a school age care service has started studying but has not finished their study by the time the 5 years elapses, Section 128 of the Regulation will apply to the person in order to give them sufficient time to complete the course.

Presence of at least two adults

Section 65 (1) of the Act requires that in centre based services there must be at least 2 adult staff members present at the centre at all times child care is provided. Section 65 (3) makes provision for some variation in school age care services and the requirement is that –

- 2 adult staff members are present at the centre; or
- 1 adult staff member and 1 other adult are present at the centre; or
- 1 adult staff member is present at the centre and 1 other adult is near the centre and able to attend at the centre immediately if required.

An adult staff member includes a 17 – year old staff member who is a qualified assistant.

When applying for a new licence or a licence renewal, licensees are required to provide staff rosters. If a service intends to make use of Section 65 (3) (c) of the Act, an action plan for the presence of two people must be provided to the Department to demonstrate that the care provided is safe and suitable and adequate numbers of staff are engaged in the service. This plan should include the following information:

- Name of the person/s who will attend the centre immediately;
- The suitability of the person;
- How the person will be contacted;
- The position of the person;
- A copy of the role statement for the position;
- The contact telephone number/s of the person/s;
- The time period for which the agreement with this person/s covers;
- The times this arrangement applies to in the course of the service;
- A brief description of how the service will manage a safe and suitable service, including any contingency plans in the event the contact person/s are not available; and
- Endorsement of the plan by the licensee and the relevant person/persons.

Deciding the licensed capacity

The *Child Care Act 2002* provides that school age care services can have their licensed capacity set at any appropriate number. In deciding the licensed capacity for a service, the chief executive must have regard to matters such as the space and facilities available at the service for providing child care. The extent to which the available space and facilities are also used by children other than the children in care at the service the available space and facilities are also used by children other than the children in care at the service, would also need to be considered (see Section 32 of the Act).

The licensed capacity will have an upper limit, i.e. a figure that may exceed the actual number of children that generally use the service but reflects the facilities, staffing and other attributes of the service. A service may have a licensed capacity for the different services (e.g. after school care and vacation care) depending on the facilities available.

If a licensee of a school age care service needs to increase the licensed capacity, the licensee must apply to the Department of Communities to amend the licence. The licensee will need to show that the service has the additional space and staff etc, required to meet the increased licensed capacity. There is no fee for amending the licensed capacity of a service.

The number of Child Care Benefit (CCB) places approved by the Australian Government does not necessarily influence the decision in determining the licensed capacity. For example, if a service has 30 CCB approved places for after school care but has adequate space and facilities for 70 children, a licence could be issued for the service to provide care for up to 70 children during after school care. However the service would be restricted to the lower of the two numbers i.e. 30 places for current operation. The higher license number would allow for expansion of the service, if they were to be approved more CCB places in the future.

The Australian Government's allocation of new CCB places to services takes into account the service's space and facilities. Since 1995 the National Standards specified inter alia minimum indoor space requirements that services were expected to meet. Also, more recently we knew

that Qld services would need to meet licensing requirements in the near future so suitability of venue has been a consideration when allocating places in funding rounds.

Licence conditions

School age care services may apply for the licence condition outlined in Section 62 of the Act in order to be able to provide overnight care. When applying for licence conditions services will need to complete Child Care Form 7 – Application for an Amendment to a Licence.

First aid competency

Whenever child care is being provided at a place under a licence for a centre based service, the licensee must ensure at least 1 staff member with the prescribed first aid competency is present at the place whenever child care is being provided (including vehicles when transporting children and excursions). (See section 66 of the Act).

Under Section 121 (1) and (2) of the Regulation, a person has the prescribed first aid training within the prescribed time if the person has both of the following –

- Training, conducted by an authorised entity leading to a senior first aid certificate – 3 years
- Training, conducted by an authorised entity, leading to a certificate in the area of cardiopulmonary resuscitation – 1 year.

Emergency Care

School age care services are able to provide emergency care under section 31 of the Regulation. This provision allows a service to cater for a child or family group where care is required in an emergency or unforeseen circumstance and no vacancies exist at the service.

The licensee must display, at an appropriate place at the service accessible to parents and guardians a notice stating that the number of children being cared for is more than the service's licensed capacity because emergency care is being provided.

For each occasion emergency care is being provided the licensee must keep a record stating child's name, period for which emergency care is provided and a brief description of the emergency or other circumstance giving rise to the need for the care (see Section 102(e) of the Regulation). Authorised officers of the Department may view these records as part of a licensing or monitoring visit.

This provision presents difficulties for FaCS as CCB legislation (relating to OSHC) does not allow for the CCB approved number of places to be exceeded.

Equipment and facilities and other health and safety matters

The licensee of a centre based service must ensure the child care centre and facilities used to provide child care are adequate and appropriate for the children in care (see Sections 45-54 of the Regulation).

The Regulation provides for the Department of Communities to issue guidelines in relation to facilities and equipment for school age care services. Specific guidelines for equipment and facilities have been developed for school age care services. *These guidelines are available on the Department of Communities web site at www.communities.qld.gov.au/childcare*

In addition, the licensee of a school age care service must meet all requirements related to health and safety as outlined in sections 55-63 (other health and safety matters) of the Regulation.

Summary of SAC Transitional Arrangements

Section 187 of the Act outlines the transitional provisions included in the legislation for school age services that were existing prior to the commencement of the new legislation on 1 September 2003. These include –

- 2 years to apply for a licence (until 31 August 2005);
- 5 years to comply with the building standards for child care centres (until 31 August 2008)
- 5 years before staff are required to meet qualification requirements (until 31 August 2008)

The transitional provisions apply only to services operating immediately prior to the commencement of the legislation. Services commencing from 1 September 2003 are required to

be licensed and meet all legislative requirements prior to commencement of operation. The transitional provisions do not apply to services that began operation on or after 1 September 2003.

Services that were only operating a vacation care programs prior to the commencement of the Act and wish to provide before and/or after school care they will be classed as a new services and will be required to meet all of the licensing requirements before offering the new service/s. This is because vacation care is not classed as a child care service under section 5 of the Act.

Applying for a licence

Services existing prior to 1 September 2003 are able to continue to operate without being in breach of child care legislation until 31 August 2005. By this date, a licensee is required to apply for a licence. A service that does not apply for a licence by 31 August 2005 cannot continue to operate.

Building standards

During the time the transitional provision is in force (i.e. until 31 August 200*), licensees of services operating prior to 1 September 2003 are not required to provide a Certificate of Classification in relation to the building when applying for or renewing a licence. Up until this time, it is understood that services will be working towards meeting the minimum standards. Each service must provide a certified copy of the Certification of Classification (issued by a Building Certifier) by 31 August 2008.

While services have 5 years to comply with the building standards, in deciding whether to issue a licence, the Department must be satisfied that the facilities are safe and suitable for the provision of child care (see section 28 of the Act). The licensee will need to demonstrate that they are able to access the play spaces whilst care is being provided. A written formal agreement with a school may be suitable.

Staff Qualifications

Once the 5 year transition period has finished, people without a qualification may be engaged in a school age care service for the purpose of meeting the qualified staff/child ratio, provided they commence a relevant course within 6 months of starting in the position requiring the qualification and complete the course within the 'prescribed finishing period'.

Regulations
Child care services in Qld currently operate under the following Act and regulations: <i>Child Care Act 2002</i> <i>Child Care Regulation 2003</i> And Part 22: <i>Child Care Centres of Queensland Development Code</i> .
Subordinate Legislation: <i>Building Act 1975</i> <i>Child Care Act 2002</i> <i>Education (Accreditation of Non-State Schools) Act 2001</i> <i>Health Act 1937</i> <i>Integrated Planning Act 1997</i> <i>Commissioner for Children and Young People Act 2000</i>
Allocation/Planning Mechanism
DoCs is involved and contribute to the planning process for new child care services through the Planning Advisory Committee (PAC). This committee comprises FaCS, DoCs and Qld child care industry stakeholder representatives' and meets to discuss and identify unmet demand and make recommendations of high need for FDC and OSHC places.
Local authorities are responsible for ensuring that child care centres are constructed in accordance with the standards. Individuals planning to build and operate child care centres should still, however refer to the Department of Communities for information relevant to the licensing and operation of a child care centre.

Licensing

There are 2 types of child care services that may be licensed under the *Child Care Act 2002*: A service for regularly providing child care in premises that are not a home (a “**centre based service**”);

A service for regularly providing child care in 1 or more homes (a “**home based service**”).

Child care services (home based or centre based) that cater for 7 children or more will be required to be licensed.

Services that are now known as long day care centres, limited hours care centres, occasional care centres and kindergartens will all be forms of licensed centre based care.

Services that cater for school age children only (including preschool children) and operate –
Before and/or after school, or

Before and/or after school and/or during school holidays

Will be required to be licensed. These types of services are referred to as “school age care services” in the Act and Regulation. Services providing only vacation care will not be required to be licensed.

Family Day Care Schemes will be a type of licensed home based care service.

A licence is only for one child care centre. Each service must hold its own licence.

A licence for a home based service authorises the licensee to conduct a child care service in which child care is provided in 1 or more homes.

A licence for a home based service may authorise the provision of child care in any number of homes.

A person may hold more than 1 licence, whether or not for the same type of child care service.

2 or more persons may hold a license jointly.

A licensee can be an individual, partnership, corporation or a P&C Association.

Each licensed service must have a nominee. The nominee is a person (with a Queensland address) that the Department of Communities may use to contact regarding the service. While the nominee may act on behalf of the licensee, the nominee is not legally responsible for the service.

The maximum term of a licence under the Act is up to 3 years (section 14). Licences may be issued subject to conditions. However, a licence condition cannot exempt a service from a provision of the legislation.

The Chief Executive may issue a **provisional licence** for a period of not longer than three months, and can only issue one in regard to applications for a new licence. A provisional license may be issued in circumstances where the service is already to commence operation but there are a small number of minor matters outstanding that will be rectified within the time stated in the provisional license (section 20 of the Act)

An application for a new licence includes a fee of \$500.

Conditions appearing on a license

- The licensee’s name and address; and
- For a licence held by a corporation – the name and address of the nominee for the licence; and
- For a centre based service – the address of the child care centre and any name by which the centre is known; and
- The conditions applying to the licence (e.g. the licensed capacity of the service i.e. the maximum number of children that may be cared for by the service at any time. Some services may have different capacities at different times (e.g. before school care and vacation care); and
- The day on which the term of the licence starts; and
- The day on which the license is due to expire.

Monitoring and Enforcement

The Act contains all of the inspectorial powers necessary to ensure that departmental officers have the power to monitor child care services, including powers relating to entering and searching child care services.

Community Support Officers of the Qld Department of Communities (the Department) are authorised officers under the Act and are responsible for the licensing and the monitoring of compliance with child care legislation within Qld. These officers are required to visit licensed services at least twice a year and will conduct both announced and unannounced visits. They are also able to assist services through the licensing process and provide assistance where necessary.

There are a number of enforcement options available to the Department under the Act. This will mean that whilst the new legislation will allow licensees flexibility in service delivery, there will be sufficient ability for the Department to ensure that licensing standards are maintained.

The enforcement options include:

- A compliance notice
- A show cause notice
- Power to amend a licence
- And power for urgent amendment of the license
- Power to suspend or revoke a license
- Power to issue a prohibition notice to a person

Unless the situation is urgent, the Department must provide the licensee with a “show cause” notice before amending, suspending or revoking a license.

Where the licence is suspended or revoked, the licensee will be required to give notice of the suspension or revocation to parents who use the service (for a centre-based service) and the carers in the service (for a home based service).

In addition, the Department will be able to use infringement notices for certain minor breaches of the legislation. However the implementation of this process will be delayed for approximately 1 year after the commencement of the Act, in order to allow time for training of the Departmental staff.

Operating Requirements

Standard Requirements

Under section 61 of the Act a licensee for a centre based service must comply with the ‘standard requirements’ about caring for children in groups and staffing. The ‘standard requirements’ are contained in the Regulation, and include provisions requiring children to be cared for in groups , and –

- Specify age restrictions for groups;
- The maximum number of children permitted in a group; and
- The minimum number of qualified staff members for each group.

The standard requirements apply at all times the service is being conducted on a day between the hours of 500am and 1000pm. If a service is being conducted between the hours of 1000pm on a day and 500am the next day (i.e. overnight care), the requirements applying to the service during this period are those stated in its licensing conditions.

There are specific requirements for licensed centre based and licensed home based care. The types of requirements detailed include bedding, telephone, refrigerators and laundry facilities that are adequate and appropriate for children who use the centre or home.

Standards

One of the objectives of the new legislation is to address perceived duplication between the agencies involved in setting standards for licensed child care services. One of the areas of duplication identified in previous legislation is the building standards for child care centres.

Local authorities are responsible for ensuring that buildings are constructed in accordance with relevant building legislation. The previous *Child Care (Child Care Centres) Regulation 1991* also contains building requirements that are monitored by departmental officers. This has resulted in duplication in the monitoring of building standards.

To avoid this duplication, the building requirements for child care centres do not appear in the new Act and will be incorporated into the *Building Act 1975*.

Local authorities are responsible for ensuring that child care centres are constructed in accordance with the standards. Individuals planning to build and operate child care centres should still, however refer to the Department of Communities for information relevant to the licensing and operation of a child care centre.

The building standards are based on the building requirements in *Child Care (Child Care Centre) Regulations 1991*.

The standards contain specific building requirements for school age care services, based on the *National Standards for Outside School Hours Care* and included indoor and outdoor space requirements, the number of toilets required and kitchen/food preparation requirements.

Local Government issues licenses for kitchens (and tuck shops in accordance with food safety legislation).

Staff Qualification requirements

The legislation contains the specific qualification requirements for carers in a licensed centre based service who are engaged in order to meet the qualified staff:child ratios, and for coordinators in licensed home based care services (i.e. family day care coordinators).

All qualified carers in licensed centre based services will be required to be adults, unless they are assistants who are 17 years old and studying.

Carers in licensed home based care and stand alone care services are required to be at least 18 years of age.

The qualification requirements for staff in Centre Based Services (other than school age care services) are:

Director: Advanced diploma in Community Services (Children's Services) **or** a 3 year qualification in early childhood or child care studies from a HE institution (e.g. Bachelor or higher qualification).

Group Leader: Diploma in Community Services (Children's Services) **or** a 2 year qualification in early childhood or child care studies from a HE institution.

Assistant: Certificate III in Community Services (Children's Services) **or** a one year qualification in early childhood or child care studies from a HE institution.

There is no provision for a certificate of endorsement to be issued under the new legislation.

Qualified Staff to children ratios		
<p>Long Day Care: Birth to 2 years 1:4 (Max group size 8) Birth to 3 years 1:5 (Max group size 10 and the group may not include more than 2 children aged birth to 1 year for each qualified carer) 15 months to 3 years 1:5 (Max group size 10) 2 to 3 years 1:6 (Max group size 12) 2 1/2 to 3 years 1:8 (Max group size 16) 3 years to 6 years 1:12 (Max group size 24) 4 years to 6 years 1:13 (Max group size 24) 4 years to 12 years, including at least 1 child of more than 6 years 1:12 (No maximum the group may not include more than 13 children aged 4 or 5 years. Ages for which no other entry applies 1:7 (Maximum group size 21 and the group may not include more than 4 children aged birth to 1 year. The group may not include more than 2 children aged birth to 1 year for each qualified carer. If the group is in a centre based service with a licensed capacity of more than 30, the group may not include more than 10 children aged birth to 2 years.</p>	<p>Family Day Care: At any time that child care is being provided at a home regardless of the number of carers at the home and whether or not the children are being provided with child care, there are not more than 7 at the home; and there are not more than 4 children at the home who are not yet school children.</p> <p>The exemptions are when children who are being cared for by someone other than a carer in the service or school children who are being cared for by a carer in the service who is their parent or guardian or children who are at least 12 years and who are not being provided with child care.</p> <p>Further restrictions may be imposed as a condition on a licence for a home based service if the chief executive is satisfied that it would be in the best interest of the children.</p> <p>These restrictions also apply to the licensee of a home based service while child care is being provided in the course of the service at a place other than a home.</p> <p>There are also restrictions under the Act on playgroups and excursions involving other carers.</p>	<p>Outside School Hours Care: If all children in care are school children 1:15.</p> <p>If any child in care is a preschool child and all of the preschool children are being cared for in a group separate to the school children for the preschool children 1:13; and for the school children 1:15.</p> <p>If any of the children in care is a preschool child and is not being cared for in a group separate to the school children, there must be 1:13.</p> <p>There must be at least 1 qualified assistant for each 30 children.</p> <p>Staff must meet age and qualification requirements.</p>
<p>Mobile Services: N/A</p>	<p>Occasional Care: See Long Day Care</p>	<p>Home Based Care: See Family Day Care</p>

Discussion on exemptions for unqualified staff

The new legislation allows a licensee to engage people without the necessary qualification in certain circumstances:

Director – If a person does not have the relevant qualification for a director that person may be engaged as a director provided they have the qualification of a group leader (the prerequisite qualification) and start the relevant qualifying course within 6 months of being engaged in the position and complete the qualification with the “prescribed finishing period”.

Group Leader – As for a director, a person may be engaged as a group leader if they have the qualification necessary for an assistant (the prerequisite qualification), and they commence a suitable course within 3 months and complete the qualification within the prescribed finishing period.

Assistant – A person may be engaged as an assistant, for the purposes of meeting the qualified staff:child ratio, if they are 18 years old and they commence a suitable course within

6 months and complete the qualification within the prescribed finishing period. A person may also be engaged as an assistant if they are 17 years old, provided they are studying (e.g. trainees may be engaged as assistants).

Group leaders and directors who hold a Certificate of Endorsement – will have six months 1 September 2003 to commence study in the relevant course, and 3 years from the date of the new legislation commencing operation to complete the qualification. These persons will not be required to hold any 'prerequisite qualification', and will be permitted to continue working in the position.

Staff who were 45 years or older on the commencement of the "repealed Act" (i.e. the Child Care Act 1991) – section 193 of the Act covers Directors, Group Leaders and Assistants who were 45 years or older on the commencement of the repealed Act (i.e. on 5 June 1992). It provides that for those people:

If-

- On the day the repealed Act commenced, the person was engaged as a director or assistant director; and
- Immediately before the commencement day, the person was engaged as a director, assistant director, group leader or assistant;
- The person is taken to have the corresponding status to the position mentioned in paragraph (b).

If-

- On the day the repealed Act commenced, the person was engaged as a group leader; and
- Immediately before the commencement day, the person was engaged as a group leader or assistant;
- The person is taken to have the corresponding status to the position mentioned in paragraph (b).

If-

- On the day the repealed Act commenced, the person was engaged as an assistant; and
- Immediately before the commencement day, the person was engaged as an assistant;
- The person is taken to be a qualified assistant.

This section, however, ceases to apply to the person if, at any time after the commencement day, the person stops being a staff member of a centre based service, even if the person later resumes being a staff member of a centre based service.

Those child care workers that are not employed when the new legislation commences will be required to meet the same qualification requirements as newly employed staff when they commence/recommence work in a child care service.

Licensed Home Based Care Services (Family Day Care)

Similarly, coordinators in licensed home based services may have a range of qualifications (i.e. nursing, physiotherapy, occupational therapy, diversional therapy, speech pathology, primary, secondary or special education, human welfare studies, behavioural science, sport and recreation) provided that if the service requires more than 35 coordinator hours to be completed then at least one hour must be completed by a qualified coordinator with an early childhood qualification.

A coordinator in a home based service who on the day the 1991 Act commenced (i.e. 5 June 1992) was a person engaged as a coordinator under that Act is taken to be a qualified coordinator. This provision stops applying if any time after the commencement of the new legislation they stop carrying out the functions of a coordinator of a home based service, even if the person later resumes this position (section 194 of the Act).

Care providers in licensed home based care or stand alone care services will not be required to have a qualification.

Police Checks?

A **suitability notice** is a notice issued by the Commissioner for Children and Young People and Child Guardian's stating that the person to whom an application for a criminal history check relates is either suitable or unsuitable for child-related employment.

The licensee/s, including the directors of licensee companies, and nominee/s are required to hold a current positive suitability notice before the Department can decide the licence (Section 26 of the Act). For Incorporated services, each executive member, (Chair, Vice Chair, Secretary and Treasurer) must also hold a current positive suitability notice.

All persons engaged in the provision of the service are required to hold a current positive suitability or have made application to the Commissioner for Children and Young People and Child Guardian's for a suitability notice. This includes volunteers and other persons who may be engaged in the provision of child care service whether they are paid or unpaid (Section 27 of the Act) and other people who come into regular contact with children in a child care service because of the work that they do (e.g. contract bus drivers engaged by the licensee to deliver children each day to the centre).

Furthermore, carers and co-residents and people who are ordinarily present when licensed home based care is being provided;

Under the Act, carers in stand alone home based care are also required to have positive suitability

The *Child Care Act 2002* requires licensees to keep a copy of the notice issued to the licensee by the Commission for Children and Young People and Child Guardian's or certified copies of current positive suitability notices for all persons engaged in the child care service. This includes staff engaged at the service as well as paid staff members who are 17 years of age and students engaged in the service (as required by the *Commission for Children and Young People Act 2000*). All volunteers engaged by the licensee must also apply, however exemptions from this requirement are –

- Volunteers under 18 years of age;
- Any volunteer who is a parent of a child to whom child care is regularly provided in the service.

Other information (including proposed or upcoming changes to regulations or licensing)

N/a

SA Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care	Y
Family Day Care	Y**
Outside School Hours Care	N**
Occasional care	Y
In Home Care	Y

Discussion on reasons for no regulations

Family Day Care: The State Government operates the bulk of Family Day care in SA. A license is required if a private operator runs a service, The State Government cannot licence itself however provide a statement to the effect that they will operates in line with licensing.

Outside School Hours Care: Is currently not licensed but validated in terms of national standards – State Government is moving to licensing likely to take effect in early 2006.

In-Home Care: The *Children's Services Act 1985* does not specifically mention In-Home Care but refers to Baby Sitting Agencies which it defines as " a person or body that conducts a business where persons are employed to care for children in their own homes during the temporary absence of their guardians." Given that this is what In-Home Care services do, they are treated as baby sitting agencies and licensed under this provision of the Act.

Regulations
Child care services are licensed and operate in terms of the <i>Education and Children's Services Act 1985</i> . This Act is administered by the State Department of Education & Children's Services (DECS) and was reviewed in 1999. There have been no changes to this Act since that time.
Allocation/Planning Mechanism
SA is involved in the planning for children's services through representation on the Planning and Advisory Committee.
Licensing
Services are licensed for a maximum of 2 years. Service types covered are LDC, OCC and any care service where care is longer than 4 hours or a fee is charged.
Family Day Care and In-Home Care are captured for licensing under a different section of the Act. Both deal with 4 or less young children and hence are not regarded as child care centres as defined above. Again the four-hour consideration does not apply as there will be many instances where children will be cared for for less than four hours in family day care but the service still requires to be licensed.
Operating Requirements
Licensing itself is very comprehensive and covers virtually every aspect of service delivery ranging from physical layout and equipment requirements through to staffing and curriculum. A detailed Licensing Handbook covering all aspects of the Licensing process is available on the State Government DECS website at www.childcare.sa.gov.au Apart from State government regulations, recently in South Australia several local governments have rejected applications for new services because of parking and access problems.
Standards
National standards apply to OSHC, including one staff OSHC guidelines (In South Australia there are a number of very small OSHC programs. To deal with the affordability aspects of these services the State has specified a number of conditions under which these very small services may operate with one staff member only. These conditions are referred to as the "one staff OSHC guidelines")

Staff to children ratios		
<u>Long Day Care:</u> <2 : 1:5 First staff member qualified. >2: 1:8 ,2:20 1:10 thereafter. First Staff member qualified.	<u>Family Day Care:</u> <5 : 1:4 including own >5 :1:7 including own	<u>Outside School Hours Care:</u> 1:15 first staff member qualified.
<u>Mobile Services:</u> As for LDC	<u>Occasional Care:</u> As for LDC	<u>Home Based Care:</u> AS for FDC
Staff Qualification requirements		
Child Care Certificate, Early Childhood Degree, any other qualification subject to DECS approval		

Discussion on exemptions for unqualified staff

DECS will provide Qualified Staff exemptions where services can demonstrate that despite efforts qualified staff are not available. In these situation exemption is time limited and operators negotiate a plan through which they will seek to find the requisite staff. Currently DECS reports that about 50% of services have some level of exemption. This figure is particularly high in rural and remote areas.

Police Checks?

Police Checks are under taken on all staff dealing with children. SA has recently implemented a project called Crim-Track which will vet any individual (other than parents) who has contact with children in any setting.

Other information (including proposed or upcoming changes to regulations or licensing)

Licensing is expected to be introduced to OSHC in early 2006.

The Early Childhood Services Inquiry was conducted by the State Government in late 2004. The enquiry looked at all aspects of children's services for all age groups. The enquiry involved extensive consultation with the whole children's services sector as well as extensive community consultation. The final report of the inquiry is not yet complete and as yet there is no set time frame for it to be released.

Feedback from the inquiry indicates that one of the likely recommendations will relate to increasing staff child ratios (eg: moving current 1:5 staff ratio for <2 to 1:4). This is favoured by at least the community based sector of the industry but not necessarily by the private sector. Such a change in staff child ratios would require legislative change which has the potential for delays even if this recommendation is accepted.

Tas Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care	Y
Family Day Care	Y
Outside School Hours Care	Y
Occasional care	Y
In Home Care	N

Discussion on reasons for no regulations

Currently there are no in home care regulations but the State Licensing Authority is working with the three in home care services in the State to implement standards soon.

Regulations
Responsibility for regulation of childcare rests with the Department of Education (DEA) and they implement the requirements of the Child Care Act 2001 which came into effect on 1 September 2003.
Allocation/Planning Mechanism
DEA are members of the Tasmania State Planning Advisory Committee (PAC). This committee comprises FaCS, DEA and WA child care industry stakeholder representatives' and meets to assess and make recommendations for high need areas for new Family Day Care and Outside School Hours. They have regional offices in Launceston and Burnie and therefore are within reach of all urban areas of the State. This allows them to provide information on these areas to the SPAC.
Licensing
Services are licensed on an annual basis. They have the following specific classes of license Approved Registration bodies class 1(Family Day Care) Centre Based Care Class 1 (children aged 0 to 5) Centre Based Care Class 2 (children aged 5 to 12) Outside School Hours care Home Based Care Class 1 (children aged 0 to 12) FDC carer's homes
Operating Requirements
Local government applies the building approval requirements. This may impact on availability of parking, access to the building, standard of building etc. Some councils may apply their food standards where the centre is deemed to be providing commercial catering.
Standards
Appropriate Australian Standards are used in the regulations where they apply.

Staff to children ratios		
<u>Long Day Care:</u> Under 3 1:5 (or part thereof) 3 to 5 inc 1:10 (or part thereof) 6 and over 1:15 (or part thereof)	<u>Family Day Care:</u> With a standard registration a carer cannot provide care for more than seven children aged between 0 and 12 , including own children. A carer can provide care for only four children under 5 at any one time. With an extended registration the number of children under 5 can be increase to five.	<u>Outside School Hours Care:</u> Children aged over 5 1:15
<u>Mobile Services:</u> No specific requirements for mobile services except they must meet the appropriate centre based requirement for the building in which they operate. So Centre based Standards apply to mobile services.	<u>Occasional Care:</u> The State does not distinguish between LDC and Occasional Care. Staffing ratios are the same in both	<u>Home Based Care:</u> If by this you mean in home care Not applicable
Staff Qualification requirements		
<p>Long Day Care Qualified person in charge of the service One qualified person for every 10 children aged under three years of age or part thereof One qualified person for every 20 children aged between 3 and five years of age or part thereof Ability to deal with a mix where one qualified person is required for every 15 children where there is a mix of ages.</p> <p>Family Day Care Standard registration holder is not required to hold any qualification An extended registration holder is required to either hold a Certificate 3 qualification or be working towards gaining this qualification.</p> <p>Outside School Hours Care One qualified staff member for 30 children or part thereof</p>		

Discussion on exemptions for unqualified staff

Where centres are unable to source suitably qualified staff the State Licensing Authority has implemented a mentoring system where experienced Directors from nearby Centres work with staff whilst they are undertaking studies to obtain appropriate qualification

Police Checks?

Police checks are mandatory for all people in child care centres that would be perceived by children as being part of the centre. This would cover all staff and any volunteers and any other adults who may be in the centre on a regular basis.

Other information (including proposed or upcoming changes to regulations or licensing)

N/a

Vic Child Care Regulatory and Licensing Framework

Regulations by Service Type (Y/N)	
Long Day Care	Y
Family Day Care	N
Outside School Hours Care	N
Occasional care	Y
In Home Care	N

Discussion on reasons for no regulations

In December 2004, the Victorian Premier and the Minister for Children announced the creation of an Office for Children as a new part of the Department of Human Services (DHS). The creation of this structure emanated from recommendations of the Premier's Children's Advisory Committee (PCAC) report – "Joining the Dots: A new Vision for Victoria's Children", which was released in October 2004.

In the Victorian Government's response paper, it is stated that regulations for Outside School Hours Care (OSHC) will be implemented. It also states that the government will consider an "appropriate regulatory regime" for Family Day Care (FDC). Both these statements are part of the expressed desire to link proposed new children's services regulations under a "unified quality framework for Early Childhood services in Victoria". There is no further detail at this stage on exactly what this framework might look like, nor any key dates.

Regulations
<p><i>Children's Services Act 1996</i> Children's Services Regulations 1998</p> <p>The current Regulations will expire in 2008. The new Office for Children will develop a process for reviewing the Regulations and will move towards the "unified quality framework" as noted above.</p>
Allocation/Planning Mechanism
<p>The Victorian Governments response paper talks about them wanting to play "a pro-active role in identifying Victoria's child care needs" across Long Day Care (LDC) and OSHC. This theme of wanting to work closely with the Australian Government (and local government) regarding child care needs is mentioned frequently in the paper.</p> <p>Each local council in Victoria has developed a Municipal Early Years Plan for their local government area (under the direction of the State Government). These Plans form an important source of information to inform planning needs and gaps in child care across Victoria.</p>
Licensing
<p>Services are licensed for a maximum of three years.</p>
Operating Requirements
<p>As per Australian Government requirements regarding eligibility for Child Care Benefit (CCB).</p>
Standards
<p>Where Regulations are not in place, adherence to National Standards.</p>

Staff to children ratios		
<u>Long Day Care:</u> MINIMUM OF TWO STAFF PRESENT AT ALL TIMES, NO MATTER HOW MANY CHILDREN ARE PRESENT; ONE OF WHOM MUST BE QUALIFIED. QUALIFIED STAFF: CHILD RATIOS - Children under three years - 1:15 Children three and over – 1:30	<u>Family Day Care:</u> 1:7 school aged 1:4 0-5 y.o.	<u>Outside School Hours Care:</u> 1:15
<u>Mobile Services:</u> As per LDC (but do not have licensing as a specific category)	<u>Occasional Care:</u> As per LDC	<u>Home Based Care:</u> As per FDC
Staff Qualification requirements		
<p>Qualified staff member – Successful completion of a two year, or part–time equivalent, post secondary training in early childhood studies.</p> <p>Staff Member (not qualified) - Not required to hold a formal qualification but must be 15 years of age or more. Many services give preference to a person who has completed a related course in child care, such as a Certificate. Entry to Certificate courses usually requires Year 10. A young person over the age of 17 may commence training and employment under the Child Care Traineeship Scheme (administered by DHS).</p> <p>Note: Early Childhood Association provides regular advice to DHS regarding appropriate early childhood qualifications, including overseas or interstate equivalents.</p>		

Discussion on exemptions for unqualified staff

Where recruitment is difficult and the kindergarten or child care service, which is essential for the community, would likely close, exemptions to qualified staff can be granted by the Minister based on recommendations from the relevant Regional Office of DHS. This almost always occurs for services in rural/remote locations. Exemptions can be granted for a maximum of 12 months. Replacement staff must be enrolled or studying in an approved Early Childhood course. Approximately 20 exemptions are granted in any one year.

Emergency period exemptions can also be granted where a qualified staff member is absent due to emergency circumstances. Five consecutive days is the maximum allowed period.

Exemptions to qualified Occasional Care staff will be granted for Neighbourhood Model services up until June 2006, and for sports and leisure facilities up until May 2008. In both cases, staff are expected to be enrolled and studying in an appropriate Early Childhood course.

Police Checks

Yes.

As part of the PCAC report's release, the Premier also released a draft of the "Working with Children" legislation and a discussion paper for public consultation. While compulsory police

checks are already carried out on teachers and child care workers, this proposed legislation extends the checks to the self-employed and volunteers who have contact with children through pre-schools, schools, religious organisations and camps. The proposal has caused some controversy, with some sections of the community concerned that volunteer numbers will drop considerably even though no offence has been committed.

Other information (*including proposed or upcoming changes to regulations or licensing*)

The Office for Children is now responsible for service delivery and policy development in the following areas:

- Maternal Child Health
- Kindergarten
- Child care
- Localised planning and co-ordination of services (incl. Best Start)
- Family and parenting services
- Primary school nursing services
- Early Intervention services for children with a disability

It is also responsible for a range of programs for vulnerable children, including child protection, juvenile justice, foster care, and indigenous children's initiatives.

WA Child Care Regulatory and Licensing Framework

Regulations by Service Type	
Long Day Care	Y
Family Day Care	Y
Outside School Hours Care	Y (by 28/8/05)
Occasional care	Y
In Home Care	N
Crèches	N (in development)

No regulations for In Home Care

In home care is not currently licensed in WA but operates under guidelines agreed to by the Family Day Care (FDC) schemes and Licensing Unit in WA. All In-home care in WA is provided through FDC organisations as specific In home services, or through their FDC places/funding. The In home care guidelines cover basic operating requirements in relation to the carers, the venue to be used and the number of families accessing each individual In home care service. This arrangement ensures that the provision of In home care does not breach existing licensing/regulation condition.

'In home care' is included as a child care service category in the new legislation introduced late last year. This gives the State government the capacity to include this service type in any future changes to regulations/licensing requirements.

Introduction of licensing/regulations for WA Outside School Hours Care (OSHC) services

On 28 August 2003, regulations were introduced for WA Outside School Hours Care (OSHC) services under the Community Services (Outside School Hours Care) Regulations 2002.

OSHC services, which were operating when the Regulations were introduced, had to register within three months of the start date, and then meet licensing conditions and obtain a licence/permit before 27 August 2005.

All new OSHC services established since 28 August 2003 have been required to have a licence, prior to the commencement of the service and/or approval for Child Care Benefit.

Family Day Care carers who provide Outside School Hours Care only, also have to meet the licensing conditions/regulations for this service type.

Regulations
<p>Child care services in WA are currently operating under the following regulations: <i>Community Services (Child Care) Regulations 1988, and Community Services (Outside School Hours Care) Regulations 2002</i></p> <p>The '<i>Children and Community Services Act 2004</i>' was passed on 20 October 2004. This Act combined three Acts, which dealt with child care and child welfare issues, and brought the legislation up to contemporary standards. Child care provisions are included in Part 8 of this Act. New regulations are currently being developed prior to them being gazetted in September/October 2004. The new Act/regulations will come into effect on 1 January 2006.</p> <p>Most significant changes included in the Act include:</p> <ul style="list-style-type: none"> ▪ The requirement for one supervising officer per service ▪ The capture of large creches in the child care definition ▪ Increased power to scrutinise the suitability/financial viability of licensees at the time of their application for a licence, and on licence renewal ▪ Change in licence period from two years to a period of up to three years ▪ Licences can be issued with conditions (replacing permits) ▪ Chief Executive of the Department for Community Development can place conditions on a licence <p>Department will be able to charge fees for licensing services</p>

Crèches	
<p>Another consequence of the new Act is that the definition of child care service (at clause 198) enables the Department for Community Development to capture crèches within its scope. It is not the intention of the Act to capture small informal crèche care arrangements where parents are near to the children and to supervise them directly, but rather, it is aimed at large formal crèches, e.g. recreation centres, where children are left for considerable periods of time in the care of others.</p> <p>The Department has commenced a community and child care sector consultation phase and expects to circulate a discussion paper for comment by the 30th June 2005. A working group has been established. Feedback will further shape regulations, policy and guidelines, prior to gazetting. The Department is working towards having an implementation plan in place by the start of 2006.</p>	
Allocation/Planning Mechanism	
<p>DCD are involved with and significantly contribute to the planning process for new childcare services through the Planning Advisory Committee (PAC). This committee comprises FaCS, DCD and WA child care industry stakeholder representatives' meets to assess and approve applications received for new Family Day Care and Outside School Hours places. DCD's Children's Service's Officers (CSO's), are based regionally throughout WA, and assist child care services in their regions with licensing and child care quality issues. Their regional knowledge and input into the PAC process is especially valuable in the planning for new child care services.</p>	
Licensing	
<p>Services are licensed for up to a maximum of 3 years. Services covered are Long Day Care, Family Day Care, Occasional Care and Outside School Hours Care.</p>	
Operating Requirements	
<p>Local government may place restrictions on operating times, numbers of children, parking space, signage etc. Some charge child care services (including Family Day Care carers) an initial inspection and annual small business fee. At least one local government authority in the Perth metropolitan area refused planning permission for a new child care centre, because of the impact it would have on a nearby service. The decision was overturned on appeal.</p>	
Standards	
<p>Australian Standards for playgrounds are referred to in the regulations. It is intended to have National Health standards and issues eg physical activity, nutrition, obesity reflected in the new regulations to be introduced in January 2006.</p>	
Staff to children ratios	
<p><u>Long Day Care:</u> 0-2 years 1:4 2-3 years 1:5 3-6 years 1:10</p>	<p><u>Family Day Care:</u> 0-12 years 1:7 (including own children) 0-6 years 1:5</p>
<p><u>Occasional Care:</u> 0-2 years 1:4 2-3 years 1:5 3-6 years 1:10</p>	<p><u>Outside School Hours Care:</u> Preprimary – 12 years 1:13 Staff have to meet age and qualification requirements</p>

Staff qualification requirements

Qualified staff member for children under 2 years of age must be qualified as follows:

- A degree or diploma in early childhood care or early childhood education from a recognised Australian university, or other tertiary institution which includes a specialist course on the principles, and practices of the care and education of children in the 0-24 months age group, in addition to practical experience of 100 hours (minimum) with that age group.
- A two year certificate in child care studies which includes a specialist course on the principles and practices of the care, and education of children in the 0-24 months age group, in addition to practical experience of 100 hours (minimum) with that age group.
- A diploma or associate diploma in child care which includes a specialist course on the principles and practices of the care, and education of children in the 0-24 months age group, in addition to practical experience of 100 hours (minimum) with that age group.
- Be a registered mothercraft nurse
- Hold a mothercraft nursing qualification

Acceptable qualifications for 0 – 2 year olds include:

- Bachelor of Social Science (Children and Family Studies)
- Bachelor of Education (Early Childhood Studies 0 – 8)
- Diploma in Community Services (Children's Services)
- Diploma in Child Care
- Certificate in Child Care (Triple C)

Qualified staff member for children 2 – 6 years must be qualified as follows:

- A degree or diploma in early childhood care or early childhood education from a recognised Australian university or other tertiary institution
- A two year certificate in child care studies
- A diploma or associate diploma in child care
- Be a registered mothercraft nurse
- Hold a mothercraft nursing qualification

Acceptable qualifications for 2 – 6 year olds include:

- Bachelor of Social Science (Children and Family Studies)
- Bachelor of Education (Early Childhood Studies 0 – 8)
- Bachelor of Education (Early Childhood Education 3 – 8 years) NOTE: qualified for 3 – 6 year olds only
- Diploma in Community Services (Children's Services)
- Diploma in Child Care
- Certificate in Child Care (Triple C)

Qualified staff for children attending Outside School Hours Care services must be qualified as follows:

- A Certificate IV, diploma or degree in children's studies covering the age range 4 – 14 years, or
- A degree or diploma in education, recreation, sport science or leisure studies from a recognised university or tertiary institution.
- Certificate IV Outside School Hours Care
- Degree in Children's Studies (Edith Cowan University)
- Diploma or Degree in Education/Teaching (early childhood, primary or secondary)

Acceptable qualification include:

- Certificate in Children's Recreation and Care
- Certificate in Human Services (Playleading 4 – 14 years)
- Certificate IV Human Services (Playleading)
- Diploma in Community Services (Children's Services)
- Certificate IV Human Services (Playleading)
- Diploma in Community Services (Children's Services)
- Bachelor of Science (Exercise and Health Science)

Exemptions for unqualified staff

Operators must show proof to the WA Department for Community Development (DCD) that they have repeatedly advertised for qualified staff, and that the field of applicants did not include anyone suitable. Operators can apply for permission to employ staff who are either currently undertaking the relevant course, or who have made a formal commitment to undertake a course. Operators must provide a support plan for the proposed employee, which can involve mentoring or some other adequate arrangement. Each request for exemption is considered on merit and approval may be given for a period of up to 12 months.

Exemptions have, in the past, been given to both private and community based operators in mainly rural and remote areas. The majority of rural and remote child care services in WA are provided by not-for-profit community organizations.

DCD have indicated that, in the future, it intends to issue limited exemptions to rural and remote services only. It will only consider exemptions for child care services in metropolitan or large regional towns in very exceptional circumstances. There is concern that the granting of exemptions is undermining the quality and consistency of the care provided.

The opening of new child care services in metropolitan areas, or large regional towns may have to be delayed if exemptions are not granted. Alternatively older services may not be able to retain their existing staff base, and also have to close until new qualified staff are recruited.

Police Checks

The *Working with Children (Criminal Record Checking) Bill 2004* was passed late last year. This Act will ensure that all people working with children will have criminal record checks on an on-going basis. This will require any people having regular contact with children to have a current criminal record check ie child care staff, centre owners, volunteers, ministers of religion, tradesmen who regularly work in situations where there are children. The requirements of this Act will be introduced when the relevant regulations have been updated.

Currently all staff in licensed child care service types in WA have to have a criminal record check on employment, and at two yearly intervals thereafter.

Family Day Care carers, and all other adult residents in the home where care is provided have an initial criminal record check as part of the licensing process, and at two yearly intervals thereafter. All adults and 'mature and competent' children in a home where family day care is provided, also have to have a Departmental Record Check completed by the Department for Community Development. This checks if the person/persons involved have had any 'adverse' contacts with the Department.

It is intended that an identity type card, which will have photo ID and contains details/dates of the criminal record check will be issued in the future. This card would have to be shown to the management of any child care centre prior to any worker commencing employment with the service. The card will be valid for three years and a notification system will issue an alert if any offence takes place within the three-year period.

Child Care Advisory Committee

The Child Care Advisory Committee was formed in late 2004 to assist the Minister, and the Department for Community Development respond quickly and effectively to community issues and system changes in a considered, positive and inclusive manner.

Nominations for the Committee were called in August 2004, announced in October 2004. Applicants needed to have experience, knowledge and expertise in the care and education of children in the 0 – 13 age range and a commitment to the provision of good quality child care. The Committee is expected to provide a vital conduit for child, parent, community and sector input into DCD's management of planning, policy development and practice in relation to child care.

The Committee comprises:

Mr Tim Muirhead – Chair

Ms Libby Davy

Mrs Pamela Ellis-Kane

Ms Odette Haley

Ms Gayle Heron

Ms Christine l'Anson – Ethnic Child Care Resource Unit (ECCRU)

Mrs Kathleen Pinkerton – Yorganop Child Care Aboriginal Corporation

Mr Graeme Winters -

Ms Jean Rice – Department of Education and Training

Dr Jann Marshall – Department of Health

Ms Cora-Ann Wilson – Department for Community Development

Ms Sue Ozich – Department for Community Development

Terms of Reference

The Child Care Advisory Committee will:

- monitor local, State, national and international trends and issues impacting on child care, and make recommendations in relation to licensing and quality assurance to improve outcomes for children
- promote and advocate for the interests of children and parents in government decision making, policy, planning and practice related to child care.
- advise on and promote good quality child care services as an integrated early years support and development strategy available to all children in Western Australia.

The work of the Committee will include (as per the Terms of Reference):

- Preparation of submissions
- Provision of reports, research and discussion papers to the Minister
- Its own research
- Commissioning of independent research with the approval of the Minister
- Sponsoring community education forums
- Consultation with community and individual experts.

The Committee had a two-day strategic planning workshop in November 2004, and intend to meet a minimum of six times a year. A part-time Project Officer has recently been appointed to assist with the work of the Committee.