

Informed Choices - Early Childhood Education and Care

Before you enrol

If you intend to enrol in early childhood qualifications, please review the inherent requirements outlined in this statement and think about whether you might experience challenges in meeting them.

- Inherent requirements are the core activities, tasks or skills that are a major part of a job or essential to a specific position, and there can be significant consequences if they are not performed.
- If you think you might experience challenges related to disability, a health condition, or for any other reason, you should discuss your concerns with lecturing staff, a Student Services Officer, or Disability Access and Equity Officer.

Core Skill Requirements (Inherent Requirements)

To work in the Early Childhood Education and Care areas, the following skills need to be considered;

Observational skills – this includes the ability to:

- see and hear changes in children's behaviour
- identify safety hazards and risks
- understand and respond to verbal and non-verbal cues and communication accurately and appropriately. (eg. facial expressions, body language, eye contact)
- being mindful of space, time boundaries and body movements and gestures within the physical environment.
- ability to diligently observe children
- responding to feedback or questions
- identify verbal distress, aggression and associated risk factors (reactions) that may be unseen

Communication skills – this includes the ability to:

- speak clearly, plainly and audibly when communicating and providing instructions
- understand and follow written and verbal instructions
- literacy to complete documents and write basic reports regarding observation and incidents
- use computers for communication e.g. emails, documents, reporting
- communicate and work with other people as a team as well as individually
- understand and respond appropriately to verbal and non-verbal communication
- able to receive, reflect and act on constructive feedback provide timely, accurate and effective delivery of instructions, feedback and reporting.
- be attentive and display consistent and appropriate facial expressions e.g. eye contact.
- differentiate sounds that may alert you of a problem e.g. crying, soft sounds, choking
- convey knowledge and understanding of relevant subject matter, procedures and professional practice standards and ethics in construction of assignments and essays to academic standards.
- ability to initiate and sustain communications with a range of people (other staff, families and children of various ages)

Technical and / or Motor skills – this includes the ability to:

- safely perform manual tasks e.g. bending, squatting, kneeling, crouching, repetitive movements, sitting for long periods of time, moving children, assisting children in and out of chairs, off nappy change areas, in and out of cots
- use fine motor skills to assist children e.g. with dressing, meals and other tasks
- use equipment e.g., computers, move trolleys, resources and equipment to set up environments
- be on your feet for extended periods of time, both walking and standing
- assist with bodily functions and deal with body fluids eg. urine, faeces, blood, vomit
- physical capability to cope with work shifts (early starts late finishes)

Cognitive / intellectual skills – this includes the ability to:

- gather, understand and organise information
- maintain a sufficient level of concentration to complete an activity / task
- use judgement / basic problem-solving skills e.g. to respond to immediate safety risks
- recall and communicate information
- understand another person's perspective / opinions and respect choices
- undertake basic arithmetic calculations e.g. calculate medication, bottle making
- be attentive e.g. to identify risks, to identify changes, perform tasks in a safe manner and within reasonable timeframes

Behavioural and social skills – this includes the ability to:

- control expression of own emotions
- demonstrate tolerance, patience and willingness to work with people from diverse cultural backgrounds
- have close contact with children of varying body types and ages
- respect personal and professional boundaries – including use of social media
- adapt to change
- take responsibility for own actions
- demonstrate professional behaviour maintain confidentiality
- good hygiene and personal presentation
- genuine interest in working with children and their families
- interpersonal skills and an ability to put children and families at ease

Language, Literacy & Numeracy

The Language, Literacy & Numeracy requirements are core skills for all job roles at all levels. The Australian Core Skills Framework (ACSF) indicates that the five core skill areas are reading, writing, numeracy, oral communication and learning which we apply in our personal and community; workplace and employment; and education and training.

Some of the core language, literacy and numeracy (LLN) skills for entry into this Industry are:

Learning – legal and ethical guidelines of work, understand human needs, individual differences, service standards, safety policies and procedures

Reading Skills - reading and understanding children's plans, procedures and work instructions, industry specific terminology and symbols, workplace safety signs

Writing Skills - completing forms, documents, WHS reports, taking messages from families

Oral Communication –active listening skills, communicating with children and their family, team members. Communicating with children who have impaired communication. Effective questioning, phone skills and providing information to team members.

Numeracy Skills –measuring fluids, interpreting and filling in charts.

Snapshot Reading and Numeracy Indicator (SRNI) [Training Provider Centre | Assessing literacy and numeracy](#)

Employability Skills

Below are some examples of the important individual personal skills students need to demonstrate during training and are highly valued by industry:

Communication

The ability to develop and maintain relationships, trust and confidence.

The ability to communicate with a range of people from different backgrounds.

Teamwork

The ability to work with other people for a common outcome. Respect for other people and their role within the work team. The ability to accept direction and feedback.

Problem solving

The ability to identify potential problems and respond appropriately. The ability to ask questions and seek clarification when necessary.

Initiative and enterprise

The ability to seek assistance when necessary.

Foresight / the ability to see what needs to be done.

Planning and organising

Appropriate time management skills.

Self-management

Seek feedback and reflect on your own performance

Accept responsibility for own actions.

Learning

Ability to identify own strengths and weaknesses and seek assistance where necessary.

The ability and motivation to build on past knowledge and experience.

The ability to take on new information and tasks.

Technology

The ability to learn and adapt to new technology.

The ability to access information and use digital media for study and work.

Vocational Placement Requirements

As part of your course, you are required to complete vocational placement in a regulated childcare service. The placement is to be arranged by the placement unit (In Place) within TAFESA. Students will be provided with forms and a vocational placement logbook to record their placement experiences. The workplace forms needs to complete the forms prior to commencing work placement.

The following hours are required to be completed for the following qualifications-

CHC30125 Certificate II in Early Childhood Education and Care – **minimum** 160 hours

CHC50125 Diploma of Early Childhood Education and care – **minimum** 280 hours