

Informed Choices

In order to make an informed choice about the suitability of this course, you must take into account the essential skills and knowledge in addition to the critical aspects of assessment of this course or qualification.



Study Area

[Certificate III in Early Childhood Education and Care CHC30113](#)

[Diploma of Early Childhood Education and Care CHC50113](#)

[Diploma of School Age Education and Care CHC50213](#)

Certificate III in Early Childhood Education and Care is the minimum requirement for working in Children's Services.

For more detailed information about specific courses please go to: www.training.gov.au.

Industry Career Pathways

Students who successfully complete their qualifications in this industry will be required to work in close proximity to infants and young people providing care for their social, emotional, physical and educational needs in various care settings, as well as interacting with their families and carers. This could include:

- planning and implementing developmental programs
- observing and recording observations
- supervising children
- maintaining safe physical environments and providing feedback to parents
- These tasks must be demonstrated through study and placement in industry.
- Graduates of child care and related community service courses can work with children, from babies to 12-year-olds in day-long care, occasional care, family day care, out-of-school-hours care and vacation care.
- The diploma qualification assists in gaining entry into university.

Students who have completed the qualification/s in the Training Package listed above may seek employment in the following specialised industry career pathways and are directly linked to the Jobs Guide website (<http://www.jobguide.thegoodguides.com.au>);

- [Family Day Care Educator](#)
- [Community Services Worker](#)
- [Early Childhood Educator](#)
- [Teacher - Early Childhood](#)

For more specific information on the details and tasks relating to Children's Services, please refer to;

- For assistance with employment, visit www.jobsearch.gov.au/jobexplorer
- For up to date career resources to help explore and plan careers, visit www.myfuture.edu.au/TheFacts.aspx
- For information about apprenticeships visit <http://www.australianapprenticeships.gov.au/australian-apprentices> the Australian Apprenticeships website
- For information about the relevant training package visit: <http://www.cshisc.com.au>

For more detailed information about specific courses go to: www.training.gov.au

Core Skill Requirements (Inherent Requirements)

In this industry career pathway, the following areas need to be considered;

1. Observation Skills and abilities

- Understand and respond to verbal and non-verbal cues and communication accurately and appropriately.
- Be attentive and display consistent and appropriate facial expressions, 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
- Read and interpret non-verbal cues (e.g. facial expressions, body language etc.)

2. Communication Skills and abilities

- Speak clearly and directly e.g. providing clear information to families and children
- Use appropriate language and respect when working with a diverse range of families and children
- Communicate with children and families in a professional manner at all times
- 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, eye contact.
- 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)
- Literacy skills sufficient to write clear, concise reports of observation and incidents
- Ability to deliver clear and audible verbal instructions

3. Technical and/or Motor Skills and abilities

- Physical capability to cope with shift work (early starts and late finishes)
- Range of motion, detailed fine work, hand written note taking or use of keyboard.
- Able to lift children and equipment
- Able to clean up children's bodily fluid: vomit, blood, urine and faeces
- Good mobility (able to deal with the physical demands e.g. standing, lifting, bending and/or sitting for period of times)

4. Cognitive Skills and abilities (understanding, interpreting, analysing, applying and transferring)

- Ability to read, write and understand documents such as reports, charts and developmental observations
- Source, understand and apply relevant and appropriate information and resources
- Able to work independently and exercise professional judgement, use initiative and problem solving skills
- Time management skills including prioritising tasks
- Ability to perform basic mathematical functions for measuring medications, infant formula and chemicals
- Ability to recall observations, names and reports with accuracy

5. Behavioural and Social Skills and abilities

- Have tolerance, patience and willingness to work with people from diverse cultural backgrounds
- Works as part of a team and/or independently
- Genuine interest in working with children
- Interpersonal skills and an ability to put children and families at ease
- Sensitive when dealing with families and Children's various additional needs

- Comfortable with physical contact with children of varying body types and ages
- Good hygiene and personal presentation
- Accepts responsibility for work and outcomes

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:

Foundation skills essential to performance in this qualification are:

- **Oral communication** – use effective questioning and active listening techniques to respond and work with children and families.
- **Reading skills** – interpreting and follow children’s observations, incident reports, developmental programs and safety data sheets for safe use of cleaning.
- **Writing skills** – record observations and complete daily feedback charts on children.
- **Numeracy skills**- perform basic mathematical functions for measuring medications, infant formula, chemicals and activities.
- **Problem solving** – identify and respond to children’s needs on a daily basis.
- **Technology skills** – use software to update developmental observations notes, record product purchase.

Australian Core Skills Framework:

http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Documents/ACSF_Document.pdf

Employability Skills

Listed below are the employability skills that an individual student needs to demonstrate during training and are highly valued by industry when seeking employment. As a student you must be able to demonstrate:

- **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**
Motivation and interest.
The ability to seek assistance when necessary.
Foresight / the ability to see what needs to be done.
- **Planning and organising**
Appropriate time management skills.
The ability to prioritise, plan and organise own workload.

- **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. The placement is to be arranged by the student's local TAFESA campus. Students will be provided with forms and a vocational placement log book to record their placement. The workplace needs to complete the forms prior to commencing work placement.

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

- [Certificate III in Early Childhood Education and Care \(CHC30113\)](#) - minimum of 120 hours
- [Diploma of Early Childhood Education and Care \(CHC50113\)](#) - minimum of 240 hours
- [Diploma of School Age Education and Care \(CHC50213\)](#) - minimum 240 hours

IMPORTANT INFORMATION FOR PLACEMENT

- Required to plan and implement experiences for children both indoors and outdoors
- Will be required to travel to an appropriate regulated children's services site
- Be prepared to clean up children's bodily fluid: vomit, blood, urine and faeces
- Complete a DCSI clearance

Other Considerations

All work within this sector will require appropriate police clearances prior to commencing work, which may be at the cost of the individual.

Access to computer/internet and demonstrate digital literacies

Workplace Health and Safety

All students who have completed their qualification practitioners must be able to understand their workplace health and safety obligations and safety requirements under the:

- Workplace Health and Safety Act 2012 (South Australia), which imposes obligations on people at workplaces to ensure workplace health and safety.
- Workplace Health and Safety Regulation 2012 (South Australia) that describes what must be done to prevent or control certain hazards which cause injury, illness or death.
- Codes of Practice, which are designed to give practical advice about ways to manage exposure to risks common to industry.

And all students who have completed a qualification must be able to understand, participate and implement in Risk Assessments, Incident Reports and Hazard Identification.

Industry Legislation or Licencing

All students who have completed practitioners must meet the qualification requirements set by industry standards. These are core requirements for eligibility into various professional memberships to practice within this industry.

- Criminal History Check conducted through the Department of Communities and Social Inclusion (DCSI) Screening Unit

Vocational placement to be undertaken in a regulated care service.

TAFE SA Courses

TAFE SA has a range of courses/ qualifications within *Children's Services* including:

Award Courses: : <http://www.tafesa.edu.au/courses/community-health/children-services>

Short Courses: <http://www.tafesa.edu.au/courses/community-health/children-services>

Apprenticeships/ Traineeships: <http://www.tafesa.edu.au/courses/community-health/children-services>

International Courses:<http://www.tafesa.edu.au/courses/community-health/children-services>

Make sure you read the course information available on the TAFE SA website before finalising your application.
www.tafesa.edu.au

Before you Enrol

- **If you intend to enrol in any Children's services qualifications, please review these inherent requirements listed in this statement and think about whether you might experience challenges in meeting them.**
- **If you think you might experience challenges related to your disability or health condition or for any other reason, you should discuss your concerns with a Learner Services Staff member, Disability Access and Equity Officer or Program Area.**
- **If you have made an informed choice that this is not the right pathway for you, please consider another qualification or the following programs:**
 - TAFE SA Foundation Skills: <http://www.tafesa.edu.au/courses/education-languages/literacy-numeracy>
 - Adult Community Education (ACE): <http://www.skills.sa.gov.au/training-learning/adult-community-education>
 - WEA: <https://www.wea-sa.com.au/>
 - Career Advisers <http://www.skills.sa.gov.au/careers-jobs/talk-to-a-career-adviser>