

## What are these requirements for?

Under the *Education and Care Services National Law*, ACECQA determines and publishes lists of approved qualifications for three types of early childhood educators and teachers under the National Quality Framework (NQF):

- Early childhood teacher
- Diploma level educator
- Certificate III level educator.

ACECQA will assess early childhood teaching program applications using the requirements at **Attachment A**, which are grouped into the following areas:

- Qualification level
- Age focus
- Supervised professional experience
- Program evaluation (for re-applications)
- Curriculum content.

If you are concerned that your program may not satisfy our requirements, you can seek general advice from us before lodging your application.

ACECQA approves programs for a **five year period** (unless a program undergoes significant changes during that timeframe). To ensure continuity of delivery, we strongly recommend submitting your application for renewal at least six months prior to your current approval expiring.

In addition to the documentation required for initial applications, applications for re-approval should also include an evaluation of the program.

## What happens after an application is submitted to ACECQA?

ACECQA will provide an email acknowledging receipt of the application within **10 working days**.

It is the responsibility of the applicant to ensure the application form is completed appropriately and that all relevant documents have been provided. ACECQA is committed to processing applications within **60 calendar days of receiving a complete application**.

If we need to request additional information or documentation, the application process will be delayed.

ACECQA will confirm the outcome of an application by email.

## Can changes be made to a program after it has been approved by ACECQA?

As long as the proposed changes do not significantly affect the program or student outcomes, ACECQA will consider a request for a minor amendment to an [approved program](#).

A new application will need to be submitted for any significant changes that affect the program or student outcomes, including changes that may mean our requirements are no longer being met.

## Can the outcome of ACECQA's assessment be appealed?

ACECQA will consider requests for internal review in limited circumstances. Those circumstances include where the application process has been flawed or unfair, or if we have failed to give weight to special circumstances or facts existing at the time of the assessment.

Complaints about the application process can be made in writing to ACECQA.

If we are unable to resolve your complaint to your satisfaction, you can contact the National Education and Care Services FOI and Privacy Commissioners and Ombudsman.

## How can ACECQA be contacted?

Any questions or queries about the application and assessment process can be directed to 1300 422 327 or [apply@acecqa.gov.au](mailto:apply@acecqa.gov.au).

<p><b>Qualification level</b></p>	<p>▷ Bachelor's degree level or equivalent early childhood teaching qualification that meets the level 7 qualification type descriptor under the <a href="#">Australian Qualifications Framework (AQF)</a>, with reference to the AITSL <a href="#">Accreditation Standards and Procedures</a> for initial teacher education programs and TEQSA <a href="#">Threshold Standards</a> for Higher Education Providers.</p>
<p><b>Age focus</b></p>	<p>▷ Early childhood teaching qualifications must include curriculum and professional experience that covers the age range from birth to five years of age (including transition to school).</p> <p>Where qualifications span birth to eight or birth to 12 years, we would expect to see a significant number of units and period of time devoted to early childhood pedagogy and practice, including specific reference to children under the age of three. At a minimum, at least a third of the course units must be devoted to, or inclusive of, early childhood.</p>
<p><b>Supervised professional experience</b></p>	<p>▷ <b>80 days</b> supervised professional experience for undergraduate early childhood teaching qualifications. This must include a minimum of 15 days in Australian early childhood settings* with children under three years old (birth – 35 months), and a minimum of 25 days in Australian early childhood settings* with children aged three until before they start formal schooling, including days with children under five years of age. The remaining balance may be undertaken with school aged children.</p> <p>▷ <b>60 days</b> supervised professional experience for post graduate early childhood teaching qualifications. This must include a minimum of 15 days in Australian early childhood settings* with children under three years old (birth – 35 months), and a minimum of 15 days in Australian early childhood settings* with children aged three until before they start formal schooling, including days with children under five years of age. The remaining balance may be undertaken with school aged children.</p> <p>In addition, we would typically not expect any of the required supervised professional experience days to be credited from a lower level qualification (e.g. from the Diploma of Early Childhood Education and Care).</p> <p>*early childhood settings are typically children's education and care services that base their educational program on a National Quality Framework <a href="#">approved learning framework</a>.</p>
<p><b>Program evaluation</b></p>	<p>▷ Applications for re-approval should include an evaluation of the early childhood teaching qualification since the previous approval. The evaluation should demonstrate the impact of the program on graduate outcomes and include supporting evidence for any planned program changes.</p>

<p><b>Curriculum content of qualification</b></p>	<p>ACECQA, having reference to the early childhood background and experience of staff leading the development and delivery of course content, will consider the following six areas as part of the assessment process.</p>	
<p><b>Child development and care:</b></p> <ul style="list-style-type: none"> <li>● learning, development and care</li> <li>● language development</li> <li>● social and emotional development</li> <li>● child health, wellbeing, safety and protection (including safe sleep practices)</li> <li>● early intervention</li> <li>● diversity, difference and inclusivity</li> <li>● learners with special / additional needs</li> <li>● transitions and continuity of learning (including transition to school).</li> </ul>	<p><b>Teaching pedagogies:</b></p> <ul style="list-style-type: none"> <li>● alternative pedagogies and curriculum approaches</li> <li>● play based pedagogies</li> <li>● guiding behaviour / engaging young learners</li> <li>● teaching methods and strategies</li> <li>● children with diverse needs and backgrounds</li> <li>● working with children who speak languages other than, or in addition to, English</li> <li>● contemporary society and pedagogy.</li> </ul>	<p><b>Education and curriculum studies:</b></p> <ul style="list-style-type: none"> <li>● Early Years Learning Framework</li> <li>● the Australian curriculum</li> <li>● numeracy, science and technology</li> <li>● language and literacy</li> <li>● English as an additional language</li> <li>● social and environmental education</li> <li>● creative arts and music</li> <li>● physical and health education</li> <li>● curriculum planning, programming and evaluation.</li> </ul>
<p><b>Family and community contexts:</b></p> <ul style="list-style-type: none"> <li>● developing family and community partnerships</li> <li>● multicultural education</li> <li>● Aboriginal and Torres Strait Islander perspectives</li> <li>● socially inclusive practice</li> <li>● culture, diversity and inclusion.</li> </ul>	<p><b>History and philosophy of early childhood:</b></p> <ul style="list-style-type: none"> <li>● historical and comparative perspectives</li> <li>● contemporary theories and practice</li> <li>● ethics and professional practice.</li> </ul>	<p><b>Early childhood professional practice:</b></p> <ul style="list-style-type: none"> <li>● educational leadership</li> <li>● management and administration</li> <li>● professional identity and development</li> <li>● advocacy</li> <li>● research.</li> </ul>