



# VET and Early Childhood Education and Care

## Sector Summary

Currently there is a critical shortage of Early Childhood Educators. The industry promotes this career as a pathway in education and early learning with clear expectations for daily activities such as programming, observation, and reflections.

The industry continues to dispel the myth that working in the sector is 'child minding'. As all individuals under 18 years of age must be constantly supervised, this may impact on their ability to secure work placements and employment. Employees may also be required to have immunisations to work in the Early Childhood Education and Care (ECEC) sector.

## Perception of Training

50% of educators required to meet the relevant educator to child ratios in centre-based services with children preschool age and under must have, or be actively working towards, an approved Diploma level ECEC qualification (or higher)<sup>1</sup>. Anyone entering the sector must have either completed their Certificate III ECEC or be actively progressing toward completing it. It is highly desirable that those entering the industry with a Certificate III qualification are motivated and capable of progressing to completing the Diploma while employed.

## Attributes for New Entrants

- Attainment of the Tasmanian Certificate of Education (TCE) and the assurance of the associated literacy, numeracy and ICT skills. There is an expectation of foundation skills in literacy, numeracy, student development, behaviour management, understanding diverse student cohorts, and an understanding of professional boundaries and confidentiality.

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<sup>1</sup> Under regulation 126 of the Education and Care Services National Regulations

- This is a highly regulated sector so new entrants need the ability to understand the technical nature of mandated National laws and regulations which requires a good standard of literacy and numeracy.
- Other preferred skills include teamwork, problem-solving, emotional intelligence, cultural competency, physical fitness, and effective written and verbal communication skills.
- Employees need to value lifelong learning and understand that their role requires them to role-model requirements of the centre, for example, wearing hats and eating healthy foods.
- Useful TASC subjects include psychology, sociology, and legal studies. Experience with sport coaching and mentoring is also considered useful.

### Preferred Training and Pathways

- A taster of industry via work placement is highly recommended.
- Completion of the Certificate III Early Childhood Education and Care as a traineeship (either as an ASbA or post-school) is the preferred pathway.
- Family Day Care do not utilise the traineeship model and prefer school-based learning with work experience/practical placements.
- The sector prefers school-aged learners to complete their TCE when entering the sector. A school-based traineeship allows for completion of the Certificate III ECEC and the TCE.
- Completion of Certificate II Community Services and/or Working with Children should not be a pre-requisite or provide an advantage for gaining a Certificate III ECEC traineeship. This disadvantages a group of students who may be suitable/more suitable for the industry and the ongoing career/training pathways available after Certificate III. The sector believes that some of the more academic students are disadvantaged if these pre-requisites apply since these students may decide later in their schooling that they are interested in this career. Students with these abilities are required in the industry - particularly when considering future pathways such as Diploma ECEC, Bachelor ECEC, leadership/management roles, support worker/inclusion worker roles.
- The sector has concerns for the completion of Certificate III ECEC in school/college as it prefers the traineeship model. Also, quality of training is difficult to meet in school delivery.

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