

## Micro-credential Topics and Summary of Learning Outcomes

Micro-credential Topic	Summary of Learning Outcomes	Early Childhood Educator Target Group
<b>Starting a career in Early Childhood Education and Care</b>	<ul style="list-style-type: none"> <li>• Applying for roles – what’s required</li> <li>• CV &amp; cover letter writing</li> <li>• Interview skills and making a good first impression</li> <li>• Onboarding and induction – things to expect</li> <li>• Professional learning in ECEC</li> <li>• Career pathways in ECEC</li> </ul>	Pre-employment
<b>Working in a team</b>	<ul style="list-style-type: none"> <li>• What is my role in building relationships within my team</li> <li>• Connection</li> <li>• Giving and receiving feedback</li> <li>• Ways of communication</li> <li>• Building trust</li> <li>• Strength based approach to working in a team</li> <li>• Embracing different personalities</li> </ul>	0-3 months employment
<b>Embedding the Child Safe Standards</b>	<ul style="list-style-type: none"> <li>• What are the Child Safe Standards</li> <li>• What are my responsibilities</li> <li>• CISS - my responsibilities in sharing information</li> <li>• FVISS - my responsibilities in sharing information</li> </ul>	0-3 months employment
<b>Understanding the ‘care’ in ECEC</b>	<ul style="list-style-type: none"> <li>• Attachment Theories</li> <li>• Recognising Children’s cues</li> <li>• The role of a primary educator</li> <li>• Empowering children and their routines through agency</li> <li>• Understanding individual needs</li> </ul>	0-3 months employment
<b>Safety awareness in children’s environments</b>	<ul style="list-style-type: none"> <li>• Safety is everyone’s responsibility</li> <li>• WHS from an educator perspective</li> <li>• WHS from a child’s perspective</li> <li>• Risks/hazards</li> </ul>	0-3 months employment

<b>Professional identity, ethics &amp; teaching philosophy</b>	<ul style="list-style-type: none"> <li>• What is the code of ethics, where to find it and how to use it in decision making</li> <li>• What is my teaching philosophy now and how it will change over time</li> <li>• Ability to clearly articulate why I want to have a career in Early Childhood</li> </ul>	0-3 months employment
<b>The frameworks (NQF, VEYLDF and EYLF) and my role within them</b>	<ul style="list-style-type: none"> <li>• NQF – Back to basics</li> <li>• VEYLDF - embedding the framework</li> <li>• EYLF – what’s changed (Jan 2023 version)</li> <li>• EYLF/VEYLDF – When to use each and how to use each effectively</li> <li>• Laws and regulations</li> </ul>	0-3 months employment
<b>Working with under 2s (for educators who may not have worked with this age range)</b>	<ul style="list-style-type: none"> <li>• Basic care needs</li> <li>• Intentional teaching with 0 – 2 age range</li> <li>• Communication strategies with 0 – 2 age range</li> <li>• Reading cues</li> <li>• Benefits of working with this age range</li> </ul>	0-3 months employment
<b>Working with kindergarten aged children (for educators who may not have worked with this age range)</b>	<ul style="list-style-type: none"> <li>• Basic care needs</li> <li>• Intentional teaching with 3 – 4 age range</li> <li>• Communication strategies with 3 – 4 age range</li> <li>• Benefits of working with this age range</li> </ul>	0-3 months employment
<b>Relationships with children</b>	<ul style="list-style-type: none"> <li>• Talking to children</li> <li>• Supporting children and their learning</li> <li>• The importance of meeting children at their level</li> <li>• Supporting children’s big emotions/behaviours</li> <li>• Key phrases/language to support</li> </ul>	0-3 months employment
<b>Relationships with families</b>	<ul style="list-style-type: none"> <li>• Family is the first teacher – don’t assume we know more than them</li> <li>• When to share knowledge, when to listen</li> <li>• What supports are available – where to go</li> <li>• Preparing for conversations</li> </ul>	0-3 months employment
<b>Educator Wellbeing</b>	<ul style="list-style-type: none"> <li>• Supporting your own mental health as well as those around you</li> <li>• Stress management basics</li> <li>• Conflict and interpersonal issues at work</li> <li>• Connection with others</li> <li>• Psychological safety</li> </ul>	0-3 months employment

<p><b>Creating learning environments</b></p>	<ul style="list-style-type: none"> <li>• Aesthetic spaces</li> <li>• Natural resources as a tool</li> <li>• Ideas for accessing resources to create learning environments ie op shop</li> <li>• Imagination</li> <li>• Diversity and acoustics of a learning environment</li> <li>• Supporting risky play</li> </ul>	<p>0-3 months employment</p>
<p><b>Intentional teaching strategies</b></p>	<ul style="list-style-type: none"> <li>• The role of the educator</li> <li>• What intentionality can look like</li> <li>• Spontaneous intentional teaching</li> </ul>	<p>3-9 months employment</p>
<p><b>Running a group time</b></p>	<ul style="list-style-type: none"> <li>• Strategies to engage and sustain children in a group time</li> <li>• Support of co-educators in a group time</li> <li>• Child led group time</li> <li>• Preparation and Flexibility</li> <li>• Inviting children to the group time – what does that look like</li> <li>• How to introduce/read a story</li> </ul>	<p>3-9 months employment</p>
<p><b>The arts in practice (music, stories etc)</b></p>	<ul style="list-style-type: none"> <li>• How do you get creative in practice – getting involved</li> <li>• The variety of children’s way of expressing themselves</li> <li>• Overcoming fear</li> <li>• The benefits of the arts</li> <li>• What are the arts in an early learning setting</li> </ul>	<p>3-9 months employment</p>
<p><b>Educator role within Aboriginal and Torres Strait Islander perspectives (new EYLF Principle)</b></p>	<ul style="list-style-type: none"> <li>• Creating relationships to embed Aboriginal and Torres Strait Islander perspectives in their/the service’s philosophy.</li> <li>• Understanding the responsibility as an educator to create culturally safe spaces.</li> <li>• Reconciliation Action Plan – what is a RAP. Gowrie’s journey/educator involvement in developing RAP</li> <li>• Child Safe Standard 1</li> </ul>	<p>3-9 months employment</p>
<p><b>The planning cycle</b></p>	<ul style="list-style-type: none"> <li>• Understanding the cycle in action</li> <li>• Varied ways to engage with the cycle</li> <li>• Critical reflection</li> <li>• Beyond the outcomes</li> <li>• Documenting children’s learning – going beyond the photo and children’s involvement in documentation</li> </ul>	<p>3-9 months employment</p>

<b>Routines &amp; Rhythms</b>	<ul style="list-style-type: none"> <li>• Children’s voice as a lead in their routines and rhythms</li> <li>• The positive impact of consistency</li> <li>• The need for flexibility</li> <li>• Transitions</li> </ul>	3-9 months employment
<b>Supporting children with additional needs</b>	<ul style="list-style-type: none"> <li>• Environment as an inclusive strategy</li> <li>• Individual strategies as a group wide support</li> <li>• Understanding individual plans</li> <li>• Sensory awareness</li> <li>• Environment as a barrier</li> </ul>	3-9 months employment
<b>Trauma Informed Practice</b>	<ul style="list-style-type: none"> <li>• Individual contexts as a guide for strategies</li> <li>• Trauma informed educator</li> <li>• Trauma informed program</li> <li>• Trauma informed environment</li> <li>• Trauma informed relationships</li> </ul>	3-9 months employment
<b>Using digital technologies with children (added to new EYLF Principle)</b>	<p>‘Children use digital technologies and media to access information, investigate ideas and represent their thinking.’</p> <ul style="list-style-type: none"> <li>• What using digital technologies in early learning is and isn’t.</li> <li>• How to use digital technology with children</li> <li>• Unpacking the ECA Statement On Young Children and Digital Technologies</li> </ul>	3-9 months employment
<b>Sustainability (new EYLF Principle)</b>	<ul style="list-style-type: none"> <li>• Understanding the interconnected dimensions of sustainability</li> <li>• Understanding that sustainability goes beyond learning in nature and being involved in nature conservation</li> <li>• Support children to appreciate sustainability embraces social and economic sustainability also.</li> <li>• Tools to help children engage with concepts of social justice, fairness, sharing, democracy and citizenship’.</li> </ul>	3-9 months employment