

COURSE GUIDE AND ENROLMENT

Diploma of Early Childhood Education and Care
CHC50113



*"A teacher affects eternity;
he can never tell
where his influence stops."
Henry Adams*



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Empower your career in Early Childhood

Congratulations on choosing a career that is able to enrich and touch children's lives. Your career in Early Childhood has the ability to positively influence individuals, families and our society. The Diploma of Early Childhood Education and Care is the next step forward in the Early Childhood industry for educators that have some experience or are qualified with a Certificate III in Children's Services.

Career Opportunities

First Door students seek to develop their workplace capability, knowledge and skills, and may also be establishing a career as a:

- Lead or Senior Educator in an Early Childhood Centre
- Educational Leader in an Early Childhood Centre or OSHC service
- Early Childhood Centre Director/Manager
- Outside School Hours Care Coordinator

What will you learn?

The Early Childhood National Quality Framework (NQF) is at the heart of our course content, and therefore student's learning encompasses the NQF.

Students studying the Diploma of Early Childhood Education and Care with First Door will:

- establish advanced knowledge and practical skills required for best practice in Early Childhood, using the National Quality Framework.
- learn how to foster and support children's holistic development.
- be empowered to work effectively and positively with children, families and colleagues in an Early Childhood Education and Care setting.
- be equipped to follow legislation, service policies and meet the National Quality Standards.
- establish an understanding of inclusive practices including diversity and cultural competence.
- be inspired towards continuous improvement and the ability to deliver quality and professional practice.



Entry requirements

To enrol in this Diploma course with First Door, you will need to:

- be currently employed in a registered Early Childhood centre.
- have a sound understanding of the written and spoken English language.
- have the required foundation skills for each unit of study.

Please note: Certificate III in Early Childhood Education and Care is no longer a prerequisite for the Diploma of Early Childhood Education and Care course.

Students need to have access to:

- a computer (PC or Mac) with Internet access
- a scanner and printer
- Adobe Flash Player 7 and Adobe Acrobat Reader
- Microsoft Word 97 or later (for PC)

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit towards a qualification in recognition of skills and knowledge gained through formal or informal training, work and/or life experience. RPL is offered to any student who can provide the required evidence of competency for the units offered within the Diploma of Early Childhood Education and Care qualification.

During the enrolment process, a student may choose to complete a RPL checklist to determine if they are eligible for RPL. Following this, a RPL meeting is held between the student and First Door to discuss the prior learning evidence and the RPL process before the student commences a training plan. To receive RPL for a unit requires thorough assessment processes to ensure the student is competent in all elements of the course unit. To display RPL competency, students may need to: collect and provide evidence, complete a workbook and/or be observed in the workplace. For additional information relating to RPL for this course, please contact: First Door RPL Coordinator, phone: 3103 2336 or email: admin@firstdoor.com.au



Course curriculum

The Diploma of Early Childhood Education and Care, CHC50113 was released in July 2013 and has superseded the Diploma of Children's Services. The Diploma of Early Childhood Education and Care is Australia's updated, nationally recognised and accredited qualification for educators and leaders working in Early Childhood and Outside School Hours Education and Care services.

The new course units reflect the skills and knowledge required within the Early Childhood sector to meet National regulations and the National Quality Framework, implemented in 2012. The updated Diploma course comprises of 23 core units and five electives. First Door offers six electives relevant to professional practice within the National Quality Framework, of which students select five units to learn. This course of 28 units is to be completed within three years from enrolment date.

Four part course structure

At First Door the 28 units that form the Diploma of Early Childhood Education and Care course are grouped into four related parts.

- Part 1: Provide child focused care and education
- Part 2: Foster and support holistic development
- Part 3: Inclusion and diversity
- Part 4: Management and professional practice

Practical experience: four days in four centres

During the close of each part of the course, First Door arranges for each student to experience a day at another Early Childhood centre that is able to showcase operation relevant to the part of the course. By course completion, each student will have experienced four days in four different Early Childhood centres.



Diploma of Early Childhood Education and Care CHC50113 course structure and units



Part 1: PROVIDE CHILD FOCUSED CARE AND EDUCATION

Diploma of Early Childhood Education and Care seven core units of study

CHCECE007	Develop positive and respectful relationships with children
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE003	Provide care for children

Part 2: FOSTER AND SUPPORT HOLISTIC DEVELOPMENT

Diploma of Early Childhood Education and Care five core units of study

CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE022	Promote children's agency
CHCECE018	Nurture creativity in children
CHCEDS501A	Identify and respond to student development needs (optional elective)

Part 3: INCLUSION AND DIVERSITY

Diploma of Early Childhood Education and Care five core units of study

CHCECE021	Implement strategies for the inclusion of all children
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCPRT001	Identify and respond to children and young people at risk
HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people
CHCECE001	Develop cultural competence

Part 4: MANAGEMENT AND PROFESSIONAL PRACTICE Diploma of Early Childhood Education and Care six core units of study	
HLTWHS003	Maintain work health and safety
CHCECE009	Use an approved learning framework to guide practice
CHCECE019	Facilitate compliance in an education and care services
CHCCS400C	Work within a relevant legal and ethical framework
CHCECE025	Embed sustainable practices in service operations
HLTAID004	Note: this unit is completed and credited through achieving a certificate of attainment in this unit through an accredited first aid training provider. Provide an emergency first aid response in an education and care setting
CHCORG428A	Reflect on and improve own professional practice (elective)
BSBMGT406A	Plan and monitor continuous improvement (elective)
BSBLED401A	Develop teams and individuals (elective)
TAEDEL401A	Mentor in the workplace (elective)
CHCORG506E	Coordinate the work environment (optional elective)



Training Plans

You will have three years to complete your Diploma of Early Childhood Education and Care course from your enrolment date. We have a continual intake of students on this basis throughout the year.

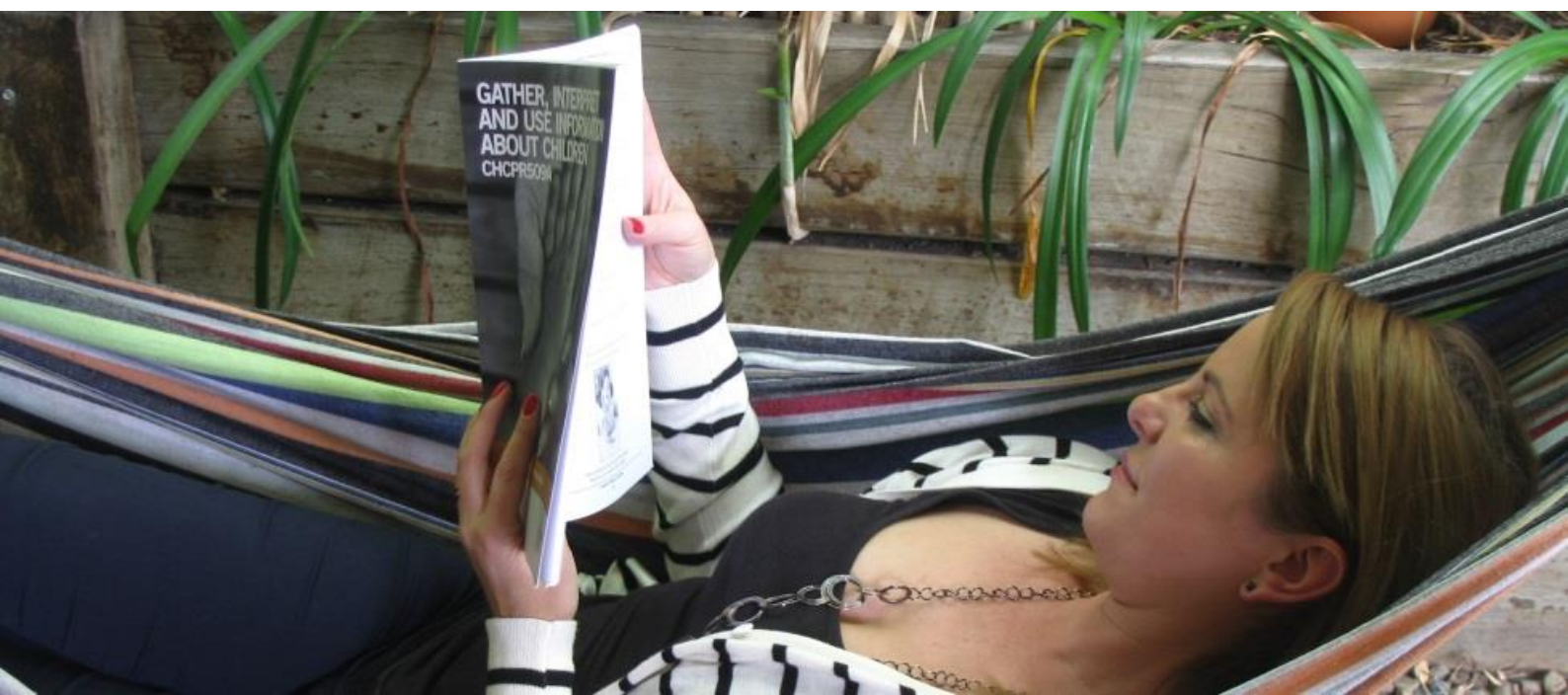
First Door consults with students to establish the best training plan to suit their individual needs and enable successful completion of the course. Following the enrolment process, First Door offers students either a Flexi or Structured training plan. For more information on understanding the best training plan for you, please refer to pages 17, 18 and 19 for a quick self-appraisal.

First Door provides full training and assessment for all units in the Diploma CHC50113 course, except for the unit *HLTAID004: Provide an emergency first aid response in an education and care setting*. A credit is processed for this unit of competency when the student achieves a certificate of attainment through an accredited first aid training provider in this unit *HLTAID004: Provide an emergency first aid response in an education and care setting*.

Flexi training plan

The Flexi plan suits students that are eligible to RPL several course unit/s, are highly self-motivated and need flexibility to set their own assessment due dates. Flexi students set their own timetable providing they are able to complete the course within three years. The Flexi plan follows the four part course structure, excluding any RPL units.

The student's monthly meeting with the student's personal mentor enables goal setting and assessment due dates to be established. Where possible, Flexi students choose units that are in sync with the structured plan so that they can attend relevant workshops. Flexi student are encouraged to attend at least 18 of the 27 workshops provided for this course.



Structured training plan

Monthly timetable

The structured plan provides students with a monthly timetable to work through a course unit each month from February to November. Our structured plan allows for the 28 units to be completed within three years combining part time study and work experience. Studying using this plan also allows for RPL, and assists students to stay focused and motivated.

One unit is completed each month, excluding the months of December and January each year. At the beginning of each month, students receive their new unit resources and attend an interactive workshop. A workplace mentoring meeting occurs mid-month and assessments and workbooks are due at the end of each month.

Rolling enrolment

Students start the relevant theory book for the unit that commences the month following their enrolment. An example being: if a student enrolls in October they commence the unit *'Design and implement the curriculum to foster children's learning and development'* and attend the workshop on 1 November.



For full information on the unit of qualification see website www.training.gov.au
Type "CHC50113" in the 'Nationally recognised training' box, then click the course hyperlink and download the Qualification document (Word or PDF).

Part 1: PROVIDE CHILD FOCUSED CARE AND EDUCATION

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of stud
3 Feb 2014	3/2/14 Mon OR 8/2/14 Sat	26/2/14	CHCECE007 Develop positive and respectful relationships with children
3 Mar 2014	3/3/14 Mon OR 8/3/14 Sat	31/3/14	CHCECE026 Work in partnership with families to provide appropriate education and care for children
1 Apr 2014	5/4/14 Sat OF 7/4/14 Mon	30/4/13	CHCECE016 Establish and maintain a safe and healthy environment for children
1 May 2014	3/5/14 Sat OR 5/5/14 Mon	30/5/14	CHCECE002 Ensure the health and safety of children
2 Jun 2014	2/6/14 Mon OR 7/6/14 Sat	30/6/14	CHCECE004 Promote and provide healthy food and drinks
1 Jul 2014	5/7/14 Sat OR 7/7/14 Mon	31/7/14	CHCECE005 Provide care for babies and toddlers
1 Aug 2014	2/8/14 Sat OR 4/8/14 Mon	29/8/14	CHCECE003 Provide care for children

Part 2: FOSTER AND SUPPORT HOLISTIC DEVELOPMENT

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
1 Sep 2014	1/9/14 Mon OR 6/9/14 Sat	30/9/14	CHCECE017 Foster the holistic development and wellbeing of the child in early childhood
1 Oct 2014	4/10/14 Sat OR 6/10/14 Mon	31/10/14	CHCECE023 Analyse information to inform learning
1 Nov 2014	1/11/14 Sat OR 3/11/14 Mon	28/11/14	CHCECE024 Design and implement the curriculum to foster children's learning and development
2 Feb 2015	2/2/15 Mon OR 7/2/15 Sat	27/2/15	CHCECE022 Promote children's agency
2 Mar 2015	2/3/15 Mon OR 7/3/15 Sat	31/3/15	CHCECE018 Nurture creativity in children
1 Apr 2015	11/4/15 Sat	30/4/15	CHCEDS501A Identify and respond to student development needs (optional elective)

Part 3: INCLUSION AND DIVERSITY

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
2 May 2015	2/5/15 Sat OR 4/5/15 Mon	29/5/15	CHCECE021 Implement strategies for the inclusion of all children
1 Jun 2015	1/6/15 Mon OR 6/6/15 Sat	30/6/15	CHCECE020 Establish and implement plans for developing cooperative behaviour
1 Jul 2015	4/7/15 Mon OR 6/7/15 Wed	31/7/15	CHCPRT001 Identify and respond to children and young people at risk
1 Aug 2015	1/8/15 Sat OR 3/8/15 Mon	31/8/15	HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
1 Sep 2015	5/9/15 Sat OR 7/9/15 Mon	30/9/15	CHCECE001 Develop cultural competence

Part 4: MANAGEMENT AND PROFESSIONAL PRACTICE

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
1 Oct 2015	3/10/15 Sat OR 5/10/15 Mon	30/10/15	HLTWHS003 Maintain work health and safety
2 Nov 2015	2/10/15 Mon OR 7/10/15 Sat	30/11/15	CHCECE009 Use an approved learning framework to guide practice
1 Feb 2016	1/2/16 Mon OR 6/2/16	29/2/16	CHCECE019 Facilitate compliance in an education and care services
1 Mar 2016	5/3/16 Sat OR 7/3/16 Mon	31/3/16	CHCCS400C Work within a relevant legal and ethical framework
1 Apr 2016	2/4/16 Sat OR 4/4/16	29/4/16	CHCECE025 Embed sustainable practices in service operations
2 May 2016	2/5/16 Mon OR 7/5/16 Sat	31/5/16	CHCORG428A Reflect on and improve own professional practice (elective)
1 Jun 2016	4/6/16 Sat OR 6/6/16 Mon	30/6/16	BSBMGT406A Plan and monitor continuous improvement (elective)
1 Jul 2016	2/7/16 Sat OR 4/7/16 Mon	29/7/16	BSBLED401A Develop teams and individuals (elective)
1 Aug 2016	1/8/16 Mon OR 6/8/16 Sat	31/8/16	TAEDEL401A Mentor in the workplace (elective)
1 Apr 2015	13/4/15 Mon	30/4/15	CHCORG506E Coordinate the work environment (optional elective)

Assessment

Workplace assessment

Throughout the course units of study you will need to organise and complete various meaningful workplace activities and assessments as outlined in your unit workbook. **Workplace activities and assessments must be completed in a registered Early Childhood centre.** These experiences enable you to practice the theory learnt and to demonstrate your competency in the workplace.

Due date accountability

At First Door we encourage students to be motivated, accountable and focused by setting assessment due dates. Whether your assessment due dates are self-directed on the flexi plan or set by First Door on the structured plan, **all assessments are required to be received by First Door on or before due date. Assessment is accepted no later than 4pm on due date** unless an extension request is received and accepted.



Student assessment processes

First Door undertakes to make assessment questions and activities relevant to the student's workplace experiences to provide the student with authentic learning and meaningful assessment. For this purpose, First Door has designed a **Workplace activities and assessment workbook** for each unit of study.

Digital assessment workbook

The First Door assessment workbook is emailed to each student at the beginning of each unit. The workbook contains the required unit assessment tasks in both workplace activities and written work. Wherever possible the workbook assessment tasks are completed by students as a computer document and saved to your student dropbox. If a student is unable to submit the workbooks in this format then printed and handwritten workbooks are acceptable, provided they are received by post at First Door by due date.

Printable workbook pages to record workplace experiences and activities

A couple of pages in each workbook will be marked as print pages and are required to be printed for workplace assessment. Workplace assessment by your First Door mentor or workplace supervisor establishes that you are demonstrating the required competency in your workplace practice.

Timely and constructive assessment of student work

Assessment is the process of gathering evidence to determine the competency of each student based on the National accredited training requirements. First Door undertakes to return student workbooks and assessment to the student **within fourteen days of their receipt**. Constructive assessment feedback is provided to guide a student on their progress and address any areas of difficulty.

Our approach at First Door

We connect students to:

- best workplace practice and experiences to practice theory.
- meaningful information to gain knowledge, and to conversations to explore knowledge.
- a personal industry experienced mentor.

The student's success and active engagement is achieved through:

- mentoring to support and inspire students.
- engaging learning resources and environments.
- providing options and support to suit each student's needs in flexi or structured courses.
- industry relevant and interactive learning through workshops.

Engaging resources and environments

We are committed to ensuring our learning resources are relevant and meaningful, combining your learning with real work experiences. First Door prepares unique student workbooks and assessment for each unit to ensure students are undertaking practical work-based activities and assessment tasks. Our website www.firstdoor.com.au contains a link to various resources that will extend your learning and understanding of theory.

Connecting people, resources and learning

Interactive workshops with a practical and active learning focus

Our monthly scheduled workshops relate to each unit within the course and provide active learning experiences. These workshops break down the information in the theory book with interactive and practical activities. We encourage discussions with other educators and shared learning together to discover ways to improve practice.

First Door social media communities that provide resources to create inspiration and conversations

Connect with First Door's social media community on facebook, twitter and pinterest to receive inspirational updates on play ideas and all things related to being an educator.



Your personal mentor

Study Support

You have access to student study support to assist in understanding the information in the theory book, workbook or assessments. Study support is available by phoning or emailing your personal mentor. Emails will be returned within 24 hours excluding on weekends and public holidays. Phone calls can be made between 9am and 6pm on weekdays. If your personal mentor is unavailable by phone they will return your call that same day.

Workplace mentoring

First Door undertakes to provide an arranged monthly workplace mentoring meeting to each student within First Door's operational locations. The First Door mentor is both industry experienced and a qualified trainer.

Your monthly mentoring meeting provides:

- review of your previous assessment and feedback.
- up to thirty minutes of related workplace practice observation and assessment.
- fifteen minutes to provide constructive work practice feedback.
- assistance with understanding of the current workbook and assessment activities
- guidance, inspiration and student support.

Where workplace mentoring is not possible, due to the location of the centre, then a monthly skype or facetime meeting is arranged between student and mentor. In addition the mentor will liaise with the student's workplace supervisor/manager/director to establish workplace mentoring and assessment systems for the student.



Course investment

Fee payment

Students studying with the flexi plan are more likely to pay by nominated regular instalments and students studying with the structured plan usually pay per unit on the 28th of the month. Fee payments to First Door Training and Development Pty. Ltd. can be made in two ways.

1. Regular Instalments of a nominated amount in advance across the scheduled course time. **OR**
2. Payment per unit prior to the commencement of each unit and within the agreed course timeframe, over a maximum of three years.

Unit and course investment

The investment for each unit of the course includes the cost of: First Door resources, a workshop, personal mentoring, study support and assessment. Upon successful completion of the course students receive a certificate for their nationally accredited qualification and are invited to attend a graduation ceremony.

Unit cost: \$195 per unit. Full course cost: \$5,265 for 27 units in total

Enrolment Fee

\$65 non-refundable fee

First Door invests in a thorough enrolment process to understand each student's individual learning needs and to establish the appropriate training program for each student. This fee is non-refundable and includes a First Door water bottle and lanyard.

Recognition of Prior Learning (RPL)

\$145 per unit

Please be advised that a RPL unit requires thorough assessment processes, and may require a combination of: completion of a workbook, evidence collection and workplace observation.

Issuing Replacement Certificates

\$10 per certificate

First Door will issue replacement certificates subject to receipt of a Statutory Declaration, stating previous enrolled name and address and current name and address and the reason for the replacement. The replacement certificate fee covers the cost of postage and handling.

Fee Protection and Refunds

All fees paid in advance are protected. We guarantee the company's sound financial position and safeguard all payments made in advance until the student's successful conclusion of units to the value of the advanced payment. If First Door has to cancel the course a full refund will be given, including all administration fees.

If a student provides one week notice to cancel prior to the course starting date, they will receive a full refund less the non-refundable enrolment fee. Cancellations after the course has begun will be dealt with on a case by case basis to ensure that First Door has done everything within its ability to assist the student in completing the course

Graduating and future doors

Graduation

Graduating with First Door is a celebration event not to be missed. The graduation ceremony is held at the end of August each year for graduating students. Each student is able to have up to five guests attend to share this event.

University pathway options

Credit towards the following degree programs is available to graduates of the Diploma. Students must apply for University entry through QTAC.

Bachelor of Education (Early Childhood) (Queensland University of Technology)
Credit: 1 year (apply to the university)

Bachelor of Early Childhood Studies (Queensland University of Technology)
Credit: 1 year (apply to the university)

Bachelor of Education (Primary) (Queensland University of Technology)
Credit: 48 credit points (apply to the university)

Bachelor of Social Science (Southern Cross University)
Credit: 8 units (apply to the university)

How to enrol

We are here to help you throughout the enrolment and study process.

Electronic enrolment form

Please download and complete an enrolment form using MS word and email the saved document to admin@firstdoor.com.au

Paper enrolment form

Alternatively, please complete the printed enrolment form by handwriting and post to: First Door enrolments, 14 Page Street, North Lakes Q 4509.

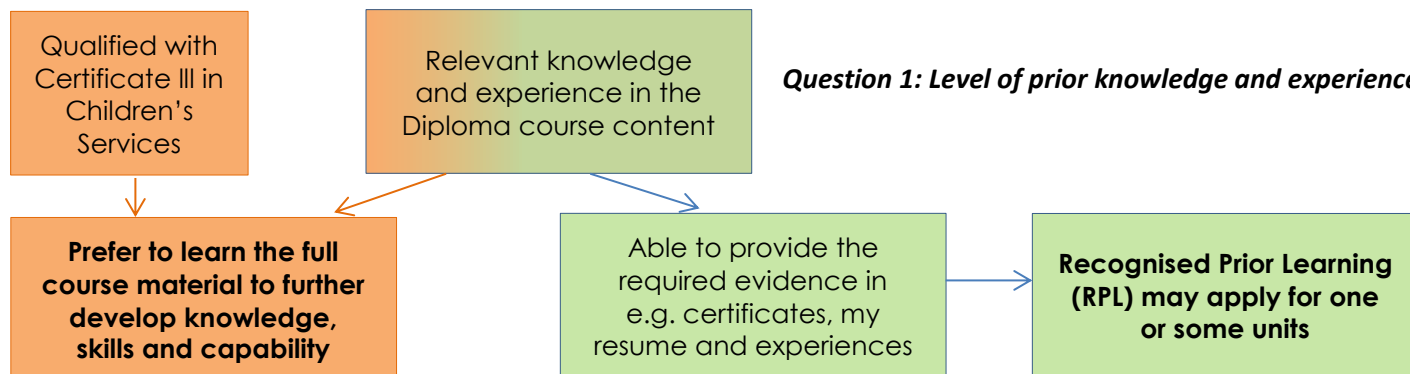
Please note: All enrolments are subject to a non-refundable \$65 enrolment fee, plus payment of \$195 for the first course unit. The total of \$260 is payable on enrolment.

Please contact us for additional information by phone 3103 2336 or email admin@firstdoor.com.au

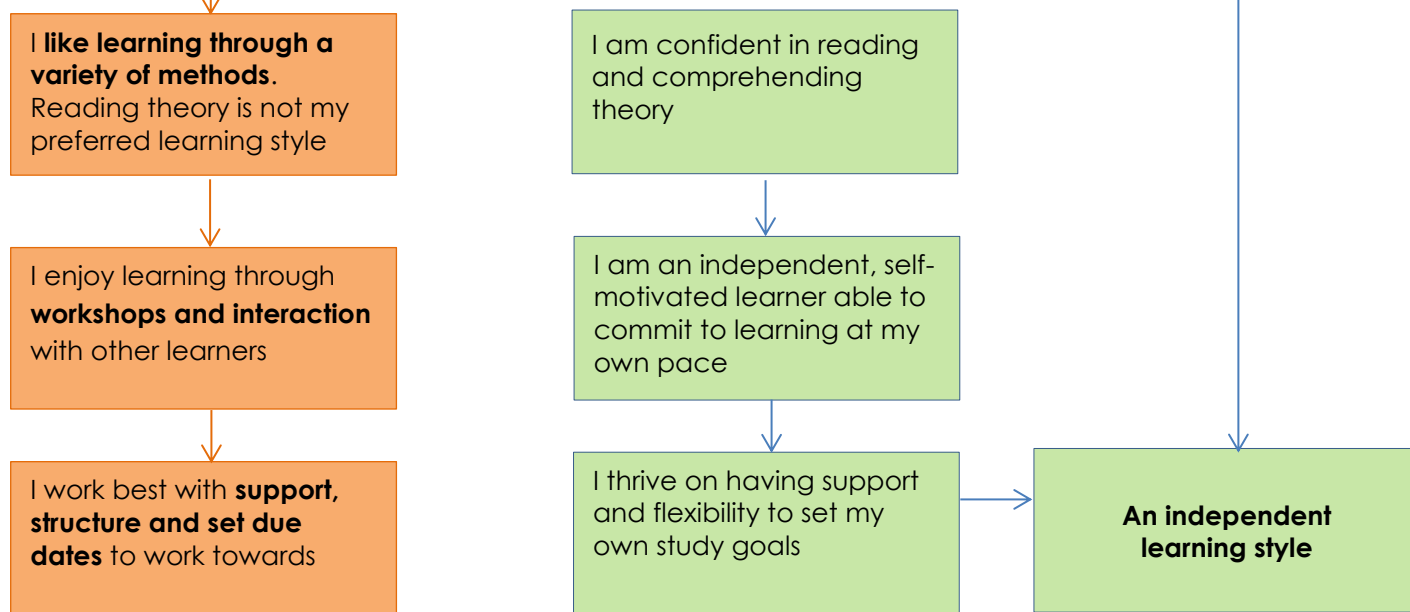


Structured or Flexi learning program appraisal

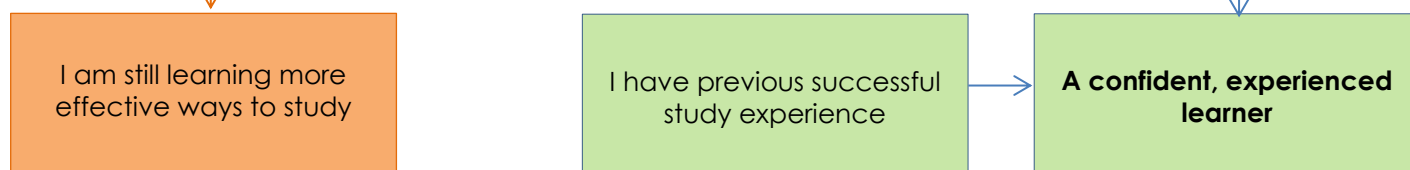
Question 1: Level of prior knowledge and experience?



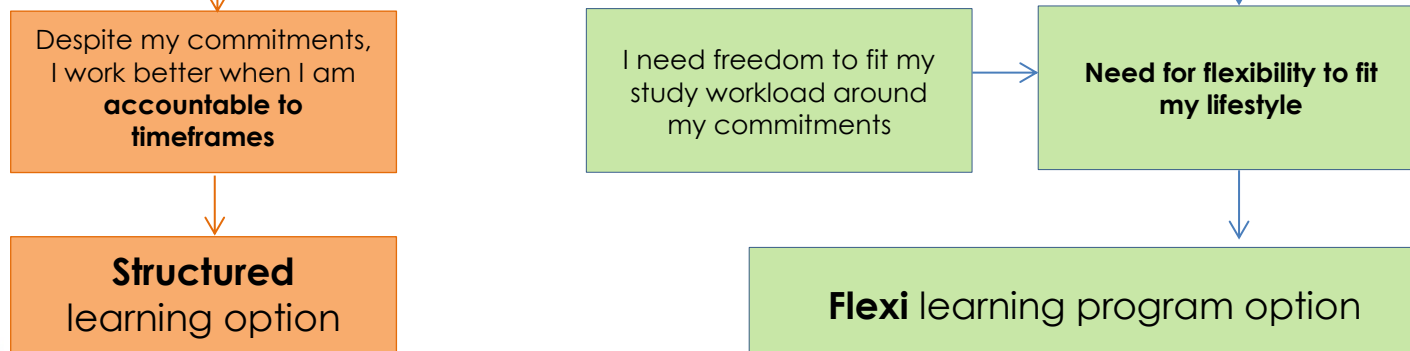
Question 2: How do I prefer to learn?



Question 3: How do I rate my experience as a learner?



Question 4: How do I best fit in study time?



Discover your preferred learning style

Read each question and circle the one which is most like you.

Question 1: I prefer lessons where we:

- a) can discuss things
- b) there is something to look at e.g. pictures, charts, videos
- c) we can do something practical or move around

Question 2:

- a) I like music on or singing to myself while working
- b) I often doodle while listening
- c) I often fiddle with things like a pen, or fidget while I am sitting listening

Question 3: When learning a new skill, I prefer:

- a) to listen to someone explain to me how to do it
- b) to watch someone demonstrate how to do it
- c) to just get on and do it

Question 4: The type of puzzle/game I like is:

- a) "Name That Tune"
- b) "Spot the Difference"
- c) "Rubik's Cube"

Question 5: I would prefer to:

- a) listen to a story
- b) read a story
- c) be active or be outdoors

Question 6:

- a) I have a good memory for people's names
- b) I have a good memory for people's faces
- c) I am good at learning physical skills

Question 7: I prefer teachers who:

- a) explain things to me
- b) use diagrams to show me things
- c) who demonstrate and get me to do perform the task

Question 8: On a long journey I like to

- a) listen to music or chat to fellow travellers
- b) read a book or look at the scenery
- c) take regular breaks so that we can stop and I can move about

Question 9: When I am discussing something:

- a) I sometimes use words my friends don't know
- b) I visualise the topic of discussion
- c) I use my hands a lot when I talk

Question 10

- a) I am a good listener
- b) I am good at visualising
- c) I am good at making things

Quiz Results: Your preferred learning style

Use these quiz results as a guide only - not as a fixed label. They can help you to discover ways that you learn best; they can also help you to experiment with new and different strategies and skills to use.

If you scored mostly:

A = Auditory learner

B = Visual learner

C = Kinaesthetic learner

A = AUDITORY learners: Auditory learners tend to benefit most from traditional lecture style teaching technique. Many auditory learners tend to learn best when the trainer presents information by talking to their students. Regulating voice tone, inflection, and body language will help all students maintain interest and attention. Auditory learners succeed when directions are read aloud, speeches are required, or information is presented and requested verbally.

Learning Suggestions for Auditory Learners:

- Using word association to remember facts and lines
- Recording lectures
- Watching videos
- Repeating facts with eyes closed
- Participating in group discussions
- Using audiotapes for language practice
- Taping notes after writing them

B = VISUAL learners: Some students rely upon a visual learning style: "Show me and I'll understand." Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinaesthetic learners.

Learning Suggestions for Visual Learners:

- Draw a map of events in history or draw scientific process
- Make outlines of everything
- Copy what's on the board
- Ask the teacher to diagram
- Diagram sentences and mind maps
- Take notes, make lists, use post-it notes and place these in prominent places
- Watch relevant videos
- Colour code words and outline reading
- Use flashcards
- Use highlighters, circle words, underline

C = KINAESTHETIC learners: Kinaesthetic learners are most successful when totally engaged with the learning activity. They acquire information fastest when participating in activity based learning, tactile learning or with hands-on teaching techniques.

Learning Suggestions for Kinaesthetic Learners:

- Studying in short blocks
- Role playing
- Taking field trips, visiting museums
- Studying with others
- Using memory games
- Using flash cards to memorize
- Using motion in study, for example: walk and talk/read your notes, pass a small ball from one hand to the other or use a yo-yo while studying
- Chew gum while studying, if appropriate