17 January 2020

Mental Health Inquiry
Productivity Commission
GPO Box 1428
CANBERRA ACT 2600

ACECQA submission responding to the Productivity Commission Mental Health Draft Report

Dear Commissioners

The Australian Children's Education and Care Quality Authority (ACECQA) is an independent national authority that works alongside all Australian governments in administering the National Quality Framework for children's education and care.

ACECQA appreciates the opportunity to provide a submission in response to the draft report (report) of the Productivity Commission's inquiry into improving mental health in Australia (Inquiry) to support economic participation and enhancing productivity and economic growth.

'Reform' recommendations to support the mental health and wellbeing of children – the role of children's education and care services, including educators

ACECQA welcomes the report identifying early childhood education and care as offering a meaningful opportunity to support children's social and emotional development and identify risk factors early on. In particular, to provide a healthy environment for children that promotes their social and emotional wellbeing, the ability of educators to identify early stages of concern and communicate these to parents, and act as a gateway to the broader mental health system.

This submission offers further information on the ways that the current regulatory framework for children's education and care supports education and care service providers, and educators within these services, to perform the important roles that the Commission has identified. It also offers suggestions for how some relevant considerations of the Inquiry might be taken forward.

The National Quality Framework

The National Quality Framework (NQF) for children's education and care is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for all children accessing education and care services. The report acknowledges the NQF as an important tool for supporting services in the roles outlined above. The NQF comprises, in part, the Education and Care Services National Law (National Law), the Education and Care Services National Regulations (National Regulations) and the National Quality Standard (NQS).

The National Law requires approved education and care services to base their educational program on an approved learning framework. Nationally, these are "Belonging, Being and Becoming: The Early Years Learning Framework for Australia" and "My Time, Our Place: Framework for School Age

Care in Australia"[1]. As noted in the report, supporting educators to develop strong social and emotional wellbeing for children is one of the key outcomes that these learning frameworks seek to achieve.

Additionally, quality area one of the NQS focuses on educational program and practice, and requires services to ensure that curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators.

As also noted in the report, the remaining six NQS quality areas address numerous aspects of children's wellbeing and the ways this can be supported through health and safety measures, the design and use of the physical environment of a service, staffing arrangements, relationships between educators and children, and engagement between the service, families and the community.

Qualifications and training

As the report notes, the NQF through the National Law and Regulations sets minimum qualification requirements for all early childhood education and care staff. The National Law gives ACECQA the function of determining the qualifications required to be held by educators (approved qualifications) under the NQF, including the assessment of qualifications equivalent to approved qualifications.

ACECQA notes the report's draft recommendation that the '*Authority should review the pre service training programs for early childhood educators and teachers to ensure qualifications include specific learning on children's social and emotional development'.*

ACECQA publishes a list of approved qualifications for three types of early childhood educators: early childhood teachers, diploma level educators and Certificate III level educators. ACECQA also publishes the Qualification Assessment Guidelines for Organisation Applicants (Guidelines) for organisations (such as universities and registered training organisations) and individuals wishing to apply to have their programs recognised by ACECQA and/or added to the list of approved qualifications. A copy of the Guidelines, containing the full list of requirements for each type of early childhood education qualification, is attached at **Annexure A.**

In response to the report's draft recommendation, ACECQA has undertaken a preliminary review of its current Guidelines and offers the following commentary in relation to the three types of qualifications addressed by the current Guidelines.

Early childhood teacher qualifications

For early childhood teacher qualifications, ACECQA's requirements mandate that degrees have appropriate pedagogical focus and professional experience with children aged birth to five, with a preference for qualifications that span the birth to eight range. The requirements include specific curriculum content covering social and emotional development, and child health, wellbeing and safety. The specific content of degrees to meet these requirements remains the remit of the relevant higher education institute.

ACECQA considers that the current content requirements appropriately address the need for early childhood teacher training on social and emotional development. The ACECQA Board reviews the Guidelines at semi-regular intervals, and they were last reviewed and updated in October 2019. ACECQA will ensure that a future review of its Guidelines will include consideration of relevant outcomes and recommendations from the Inquiry's final report.

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[1] *Victoria: Victorian Early Years Learning and Development Framework* is also an approved learning framework specific to Victoria.

ACECQA also considers that educator mental health is an important area which may warrant additional focus in the final report, noting the report's current chapter on mentally healthy workplaces generally. Educator mental health is an emerging area of concern for the sector[2]. Alongside the obligation on providers in relation to the mental health of the staff at their services, a potential option is to consider how educator mental health could be incorporated into the early childhood teacher qualification requirements in ACECQA's Guidelines. If the Productivity Commission agrees that this is an important issue, ACECQA suggests that the Productivity Commission consider a recommendation in the final report requiring higher education providers to incorporate educator wellbeing into course content.

ACECQA, governments and various sector bodies already administer initiatives to support and promote educator wellbeing. ACECQA is developing a wellbeing poster resource as part of an educator induction package, and has been running a "Wellbeing Wednesday" social media campaign for the last year.

Diploma and Certificate III qualifications

For Diploma and Certificate III level qualifications, ACECQA's requirements reflect the content of the national training packages (currently CHC30113 and CHC50113). These nationally accredited vocational qualifications are reviewed by Skills IQ in consultation with the Children's Education and Care Industry Reference Committee (IRC), of which ACECQA is a member, and endorsed by the Australian Industry and Skills Committee (AISC). The current course content covering social and emotional development in the vocational early childhood qualifications is set out in Part 1 of **Annexure B**. As with higher education qualification providers, while registered training organisations providing vocational training use training packages as a standard, they are ultimately responsible for their curriculum development. The Productivity Commission's final report should note these roles and responsibilities for setting vocational qualification requirements in children's education and care.

Skills IQ is currently overseeing a review of vocational ECEC training packages. A third public consultation on draft three of the packages is due to be held in late April/early May of 2020. This timing offers an opportunity to influence a strengthened mental health focus in the curriculum content. New proposed course content has been developed as part of the review, and the content covering social and emotional development is set out in Part 2 of **Annexure B**. The changes mostly reflect updated terminology, and also the new requirement for students commencing a Diploma qualification to already have completed a Certificate III.

ACECQA considers that both the current and proposed new vocational course content appropriately addresses the need for vocational educator training on social and emotional development of children. However, if there is a desire to further strengthen educator training in this area, requiring specific course content on this subject may be one approach. In the past, the AISC has worked with

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[2] See Jones, C., Hadley, F. & Johnstone, M. (2017). Retaining Early Childhood Teachers: What factors contribute to high job satisfaction in early childhood settings in Australia? *NZ International Research in Early Childhood Education Journal: Special Issue "Educators and their Work"*, 20(2), 1-18.
Cumming, T. (2017). Early childhood educators' well-being: An updated review of the literature. *Early Childhood Education Journal*, 45(5), 83–593.
Cumming, T. & Wong, S. (2018). Towards a holistic conceptualisation of early childhood educators' work-related well-being. *Contemporary Issues in Early Childhood*, 20(3), 1-17.
Jones, C., Hadley, F. & Waniganayake, M. (2019). Find your tribe! Early Childhood educators defining and identifying key factors that support their workplace wellbeing. *Australasian Journal of Early Childhood*, 44(4), 326-338.

the IRC in responding to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse, and ACECQA considers that this arrangement could be appropriate in responding to final recommendations from the Productivity Commission that relate to vocational early childhood qualifications.

Similar to ACECQA's comments above, inclusion of the requirement for specific course content on educator mental health may also warrant consideration. A subcommittee of the IRC is currently considering increased prominence of a subject covering educator self-care and seeking support in both the Diploma and Certificate III qualifications.

Educator professional development

The report acknowledges the importance of professional development for educators. Professional development is a critical element of competency for early childhood educators, in particular those with less recent qualifications, and encourages retention of staff and a higher quality of education and care for children. However, as noted in the report, there are challenges for service providers in offering professional development for their staff, with the effect that professional development can be lacking.

Quality area seven in the NQS contains a requirement for service providers to ensure educators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. However, this is a not an explicit formal requirement for professional development.

New South Wales, South Australia, Victoria and Western Australia currently require registration of early childhood teachers, and professional development is linked to registration. ACECQA, working with all governments, is preparing a report for the COAG Education Council this year that will present options for national early childhood teacher registration. This report will include consideration of the role of professional development.

ACECQA acknowledges the important role of professional development for all early childhood educators. Enhancements to professional development do need to be considered more broadly than solely in relation to children's social and emotional development. However, this would be an important component.

ACECQA notes the report also recommends that State and Territory departments of education, as the regulators for education and care under the NQF, should review the quality improvement plans (QIP) of all services to ensure they include professional learning for staff on child social and emotional development.

Under the NQF, all services are required to complete and maintain a QIP, which includes an assessment by the approved provider of the quality of the practices of the service against the NQS and the National Law and Regulations, and identify areas that the approved provider considers may require improvement. As previously referred to, there is no explicit requirement under the NQF around professional development or its inclusion in this way in a QIP. While guidance can encourage this approach among services providers, the National Law does not empower NQF regulators 'to ensure' a QIP has content of this nature. However, as noted in published guidance[3] supporting service providers and quality assessors to understand what meeting and exceeding the NQS looks like in practice, it is already expected that a range of professional development strategies to support educators' responsiveness to each child's specific requirements and inclusive practices are developed and implemented within services.

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[3] https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF-3-Assessment-and-rating.pdf

Mental healthcare services

ACECQA notes the report's emphasis on the importance of education and care services having access to support and assistance from qualified mental health professionals, and agrees that they are desirable as a resource for educators personally and professionally, and can act as a resource to support their practice and also to be accessed by families. ACECQA also agrees that education and care services facilitating increased access for families to mental healthcare services, where appropriate, would also be very beneficial. ACECQA does consider that the demands on early childhood educators are already significant. While they can, should and do have an important role to play in creating an environment that fosters positive mental health for children, they cannot replace qualified mental health professionals in assessing child mental health.

Thank you again for the opportunity to provide a submission to this inquiry.

Yours sincerely

John Mason

General Manager, Policy and Strategic Programs

QUALIFICATION ASSESSMENT GUIDELINES FOR ORGANISATION APPLICANTS

Who is this guidance for?

ACECQA determines and publishes lists of approved qualifications for three types of early childhood educators under the National Quality Framework (NQF):

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

This guidance is for organisations who want to apply to have their program(s) recognised by ACECQA and added to ACECQA's published lists of approved early childhood education and care qualifications.

Who should apply to ACECQA?

Organisations should apply to ACECQA if they:

· want their program added to ACECQA's approved lists of qualifications
· are making significant changes to the structure or content of an approved program.

How does ACECQA assess qualifications?

To determine equivalence, ACECQA will assess your program in four areas:

· Qualification requirement
· Age focus of qualification
· Professional experience
· Curriculum specification.

More detail is included within ACECQA's qualification assessment guidelines for organisation applicants (see Attachment A).

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

What is the relevant law?

The _Education and Care Services National Law_ gives ACECQA responsibility for determining if qualifications are equivalent to the approved early childhood educator qualifications under the NQF.

This guidance should also be read in conjunction with regulation 137 and 138 of the Education and Care Services National Regulations, which sets out the requirements for an application, and the requirement for ACECQA to publish lists of approved qualifications.

How do I make an application?

To make an application to ACECQA, you must:

· complete the application form
· provide the necessary documentation
· pay the required fee.

Applications can be sent to apply@acecqa.gov.au

What are the key documents I should refer to when making my application?

There are two key documents:

· Qualification assessment guidelines for organisation applicants (see Attachment A).
· Qualification assessment application form (available on ACECQA's website) www.acecqa.gov.au/qualifications/assessment/approval/early-childhood.

What should my application include?

You must provide all the documents outlined or referred to in this guidance, as well as any other information reasonably requested by ACECQA.

Your application must include a detailed outline of the program, including its length, delivery mode(s), and any supervised practicum placements.

It should also include evidence such as course handbooks and unit outlines, internal approval and assessment documents, and other relevant policy documents.

All documents submitted should be page numbered and referenced appropriately.

What is the application fee?

The application fee, which must be paid in advance, is currently AUD$2281 (see Indexed fees for the 2019/20 financial year).

Payment can be made online at www.acecqa.gov.au/help/pay-online. You must quote the receipt number on the application form as proof of payment.

Payment can also be made by phone (during ACECQA office hours), Australia Post money order, international money order, or bank cheque made payable to 'ACECQA'.

The fee is subject to indexation in accordance with the Consumer Price Index. It is not subject to GST.

There is no refund if an application is unsuccessful or if an applicant chooses to withdraw the application after it has been submitted.

What happens after I submit my application?

ACECQA will email you within 10 working days to acknowledge receipt of your application and confirmation of payment.

You are responsible for ensuring that the application is properly filled in and all relevant documents have been provided. ACECQA is committed to processing applications within 60 days from receiving a complete application.

If ACECQA needs to request additional information or documents, then the application process will be delayed.

In processing the application, ACECQA may take steps to verify the information provided in your application.

ACECQA will advise you of the outcome of your application by email. If unsuccessful, you will receive reasons for the decision.

How long does approval by ACECQA last for?

A program is approved by ACECQA for five years. The program will remain on ACECQA's approved lists of qualifications for that five year period unless it undergoes significant changes.

Can I make changes to an approved program?

If you want to make changes to your approved program that do not significantly affect the program or student outcomes, you can submit a minor amendment notification form.

A new application will need to be submitted for any changes that affect student outcomes or the way the program meets ACECQA's assessment guidelines.

Will my application remain confidential?

Information provided by you will be handled in line with ACECQA's Privacy Policy. ACECQA may need to disclose information to some third parties to verify the information provided in your application.

Can I appeal the outcome of the assessment?

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

How can I complain about the application process?

Complaints about the fairness of an application process can be made in writing to ACECQA. If ACECQA is unable to resolve a complaint, then you can contact the National Education and Care Services FOI and Privacy Commissioners and Ombudsman. More information is available on the website necsopic.edu.au.

Where can I get further information?

If you have any other questions or queries about the application process, please contact ACECQA on 1300 422 327 or apply@acecqa.gov.au.

EARLY CHILDHOOD TEACHER OR EQUIVALENT

Qualification level	▸ Bachelor's degree level or equivalent early childhood teaching qualification that meets the level 7 qualification type descriptor under the Australian Qualifications Framework (AQF).
Age focus of qualification	▸ 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). Qualifications that cover the age range from birth to eight years are preferred. Where qualifications span birth to 12 years, specialisation in early childhood will be required. For example, we would expect to see a significant number of units and period of time devoted to early childhood.
Supervised professional experience during qualification	▸ 80 days supervised professional experience for undergraduate early childhood teaching qualifications. This must include a minimum of 10 days supervised professional experience with children aged birth to under 3 years old (0 – 35 months)*, and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. The remaining balance may be undertaken with school aged children. ▸ 60 days supervised professional experience for post graduate early childhood teaching qualifications. This must include a minimum of 10 days supervised professional experience with children aged birth to under 3 years old (0 – 35 months)*, and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. The remaining balance may be undertaken with school aged children.

Australian Children's
Education & Care
Quality Authority

EARLY CHILDHOOD TEACHER OR EQUIVALENT

Curriculum content of qualification	Early childhood teaching qualifications comprise a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies. ACECQA will consider the following six areas as part of the assessment process.

Child development and care:

· learning, development and care
· language development
· social and emotional development
· child health, wellbeing and safety
· early intervention
· diversity, difference and inclusivity
· learners with special / additional needs
· transitions and continuity of learning (including transition to school).

Teaching pedagogies:

· alternative pedagogies and curriculum approaches
· play based pedagogies
· guiding behaviour / engaging young learners
· teaching methods and strategies
· children with diverse needs and backgrounds
· working with children who speak languages other than, or in addition to, English
· contemporary society and pedagogy.

Education and curriculum studies:

· Early Years Learning Framework
· the Australian curriculum
· numeracy, science and technology
· language and literacy
· English as an additional language
· social and environmental education
· creative arts and music
· physical and health education
· curriculum planning, programming and evaluation.

Family and community contexts:

· developing family and community partnerships
· multicultural education
· Aboriginal and Torres Strait Islander perspectives
· socially inclusive practice
· culture, diversity and inclusion.

History and philosophy of early childhood:

· historical and comparative perspectives
· contemporary theories and practice
· ethics and professional practice.

Early childhood professional practice:

· educational leadership
· management and administration
· professional identity and development
· advocacy
· research.

DIPLOMA LEVEL EDUCATOR OR EQUIVALENT

Qualification level	▸ An equivalent qualification in early childhood education and care that meets the level 5 qualification type descriptor under the Australian Qualifications Framework (AQF).
Age focus of qualification	▸ Early childhood education and care qualifications that include curriculum and supervised work placement that cover the age range from birth to five years of age.
Supervised professional experience during qualification	▸ At least 240 hours of work placement in an early childhood setting.
Curriculum content of qualification	▸ Equivalency will be assessed against the Community Services (CHC) national training packages (Diploma of Early Childhood Education and Care): training.gov.au/Training/Details/CHC50113

ACECQA will consider the following four areas in the assessment process.

Child development and care:

· Provide care for babies and toddlers
· Provide care for children
· Develop positive and respectful relationships with children
· Establish and maintain a safe and healthy environment for children
· Ensure the health and safety of children
· Promote and provide healthy food and drinks
· Establish and implement plans for developing cooperative behaviour
· Implement strategies for the inclusion of all children
· Foster the holistic development and wellbeing of the child in early childhood.

Early childhood professional practice:

· Promote children's agency
· Identify and respond to children and young people at risk
· Provide an emergency first aid response in an education and care setting.
· Work within a relevant legal and ethical framework
· Maintain work health and safety
· Facilitate compliance in an education and care service.

DIPLOMA LEVEL EDUCATOR OR EQUIVALENT

| Curriculum content of qualification | Curriculum studies:

· Use an approved learning framework to guide practice
· Design and implement the curriculum to foster children's learning and development
· Analyse information to inform learning
· Nurture creativity in children
· Embed sustainable practices in service operations. | Family and community contexts:

· Work effectively with Aboriginal and/or Torres Strait Islander peoples
· Work in partnership with families to provide appropriate education and care for children
· Develop cultural competence. |

CERTIFICATE III LEVEL EDUCATOR OR EQUIVALENT

Qualification level	▸ An equivalent qualification in early childhood education and care that meets the level 3 qualification type descriptor under the Australian Qualifications Framework (AQF).
Age focus of qualification	▸ Early childhood education and care qualifications that include curriculum and supervised work placement that cover the age range from birth to five years of age.
Supervised professional experience during qualification	▸ At least 120 hours of work placement in an early childhood setting.
Curriculum content of qualification	▸ Equivalency will be assessed against the Community Services (CHC) national training packages (Certificate III in Early Childhood Education and Care): training.gov.au/Training /Details/CHC30113.

ACECQA will consider the following four areas in the assessment process.

Child development and care:

· Provide care for babies and toddlers
· Provide care for children
· Promote and provide healthy food and drinks
· Ensure the health and safety of children
· Support the holistic development of children in early childhood.

Curriculum studies:

· Use an approved learning framework to guide practice
· Provide experiences to support children's play and learning
· Use information about children to inform practice.

Early childhood professional practice:

· Identify and respond to children and young people at risk
· Provide an emergency first aid response in an education and care setting
· Develop positive and respectful relationships with children
· Work within a legal and ethical framework
· Participate in work health and safety.

Family and community contexts:

· Work effectively with Aboriginal and /or Torres Strait Islander peoples
· Develop cultural competence.

Annexure B – Current and new proposed course content on social and emotional development in vocational early childhood qualifications

Part 1

The current **Certificate III in Early Childhood Education and Care** is required to have the following content in the "support the holistic development of children in early childhood" unit:

2. Support social development
   2.1. Support children to understand and accept responsibility for their own actions appropriate to their level of understanding
   2.2. Create opportunities for one-on-one interactions
   2.3. Model care, empathy and respect for children, educators and families
   2.4. Join in play and social experiences with other children
   2.5. Assist and support children when they are having difficulty understanding or communicating with each other
   2.6. Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
   2.7. Assist children to develop trusting relationships with educators and other adults
   2.8. Encourage children to respect and regard each other's individual differences
   2.9. Offer children play choices and respect children's choice to watch and observe

3. Support emotional development
   3.1. Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding
   3.2. Ensure children experience pride and confidence in their achievements
   3.3. Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn
   3.4. Encourage children to express and manage feelings appropriately
   3.5. Support children's efforts, assisting and encouraging as appropriate
   3.6. Motivate and encourage children to persevere with challenges
   3.7. Share children's successes with families

6. Create an environment for holistic learning and development
   6.1. Support and initiate inquiry processes, try new ideas and take on challenges
   6.2. Provide resources and materials that offer challenge, intrigue and surprise
   6.3. Assist to promote children's sense of belonging and connectedness
   6.4. Engage children in sustained shared conversations to extend their thinking
   6.5. Provide the opportunity for scaffolding learning and development
   6.6. Assist children to see their mistakes as opportunities to learn and grow
   6.7. Facilitate families' diverse contributions to the learning community
   6.8. Share information with colleagues about child development and wellbeing.

The current **Diploma of Early Childhood Education and Care** is required to have the following content in its "foster the holistic development and wellbeing of the child in early childhood" unit:

2. Foster social development
   2.1. Assess and monitor children's social skills and development
   2.2. Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage

2.3. Create opportunities for children to participate in meaningful ways in group discussions and shared decision-making

2.4. Structure experiences in a way that promotes cooperation and conflict resolution

2.5. Promote a sense of community within the service

2.6. Arrange the environment to encourage interactions between children as well as accommodating a child's need for privacy, solitude or quiet

2.7. Provide opportunities for children to investigate ethical issues relevant to their lives and their communities

3. Foster emotional development
   3.1. Assess and monitor children's emotional development
   3.2. Create opportunities for children to experience individual strengths and successes during play
   3.3. Plan and provide opportunities through play that challenge children's emerging skills and capabilities
   3.4. Provide opportunities for children to engage independently with tasks
   3.5. Create opportunities for children to explore self-image and identity through play
   3.6. Provide opportunities for children to release feelings and express emotions through suitable experiences

6. Foster an environment for holistic learning and development
   6.1. Support and initiate inquiry processes, try new ideas and take on challenges
   6.2. Provide resources and materials that offer challenge, intrigue and surprise
   6.3. Assist to promote children's sense of belonging and connectedness
   6.4. Engage children in sustained shared conversations to extend their thinking
   6.5. Provide the opportunity for scaffolding learning and development
   6.6. Assist children to see their mistakes as opportunities to learn and grow
   6.7. Facilitate families' diverse contributions to the learning community
   6.8. Share information with colleagues about child development and wellbeing
   6.9. Create learning environments where children are able to immerse themselves in self-directed play
   6.10. Recognise spontaneous teachable moments as they occur and use them to build on children's learning
   6.11. Ensure a balance between child-initiated and educator- supported learning
   6.12. Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning
   6.13. Facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing

Part 2

It is proposed that the new **Certificate III in Early Childhood Education and Care** will have the following content in the "support the holistic learning and development of children" unit:

2. Support social development
   2.1. Encourage children to engage in play and social experiences with other children.
   2.2. Provide guidance and information that helps children understand and accept responsibility for their own actions appropriate to their level of understanding.
   2.3. Create opportunities for one-to-one and large and small group interactions.
   2.4. Model care, empathy and respect for children, educators and families.

2.5. Provide guidance that helps children when they are having difficulty understanding or communicating with each other

2.6. Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.

2.7. Use communication and modelling that encourages children to respect and regard each other's individual differences

3. Support emotional development
    3.1. Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.
    3.2. Assist and encourage children to experience pride and confidence in their achievements.
    3.3. Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn.
    3.4. Assist children to identify physiological responses to situations and their connection with emotions.
    3.5. Help children to express and regulate feelings appropriately through modelling and guidance.
    3.6. Assist children to develop empathy through identifying and responding to emotions in other people.
    3.7. Support and encourage children to persevere with challenges to assist in building resilience.
    3.8. Share children's successes with families in informal and formal ways.

It is proposed that the new **Diploma of Early Childhood Education and Care** will have the following content in the "support the holistic learning and development of children" unit:

3. Plan and provide opportunities for children's development
    3.1. Support children's understanding of the link between physical fitness and their health and well-being.
    3.2. Create opportunities for children to develop positive self-image and identity through play.
    3.3. Provide opportunities for children to recognise their own and others' emotions and to release feelings using a range of strategies.
    3.4. Provide opportunities for children to investigate ethical issues relevant to their lives and communities.
    3.5. Structure experiences in a way that promotes cooperation and conflict resolution.
    3.6. Create a literacy-rich environment including opportunities to engage with familiar and unfamiliar culturally constructed text.
    3.7. Provide resources that encourage children to experiment with images and print to support language and literacy learning.
    3.8. Provide opportunities for children to participate in science, mathematics, engineering and technology experiences.
    3.9. Assess and monitor children's skills and development across all developmental domains.