

Early childhood teacher requirements in centre-based services



The table below, developed by ACECQA, provides a [Summary of the ECT requirements](#) according to the number of children in attendance at the service at any one time ([Division 5 \(r129-135\) of the National Regulations](#)).

Number of approved places and children	Hours of early childhood teacher access	Method of early childhood teacher access	Calculating early childhood teacher hours	Applicable regulation
< 25 approved places	At least 20% of the time the service provides early childhood education and care	Attending in person or via information communication technology	Hours can be calculated quarterly	<u>R130</u>
25 or more approved places but <25 children attending	At least 20% of the time, when the service educates and cares for fewer than 25 children	Attending in person or via information communication technology	Hours can be calculated quarterly	<u>r131</u>
25 to 59 children attending on a given day	6 hours on that given day, if the service operates more than 50 hours per week; or 60% of the operating hours on that day if the service operates less than 50 hours per week (unless the service employs a full-time or equivalent ECT)	Attending in person at the service	Hours are calculated daily for the days the service provides education and care to 25-59 children	<u>r132</u>
60 to 80 children attending on a given day	One ECT as for 25-59 children above. Plus a second ECT* to attend for at least 3 hours on that day if the service operates for 50 or more hours a week or for 30% of the operating hours of the service on that day if the service operates for less than 50 hours per week (unless the service employs two early childhood teachers with both at full time hours or one full time and one half of full time hours)	Two early childhood teachers attending the service in person	Hours are calculated daily for days where the service educates and cares for 60-80 children	<u>r133</u>
More than 80 children attending on a given day	One ECT as for 25-59 children above. Plus a second ECT* to attend for at least 6 hours on that day, if the service operates for more than 50 hours per week; or for at least 60% of the operating hours of the service on that day if the service operates for less than 50 hours per week (unless the service employs two full time or equivalent early childhood teachers at the service)	Two early childhood teachers attending the service in person	Hours are calculated daily where the service educates and cares for more than 80 children	<u>r134</u>

Early childhood teacher attendance requirements

*When 60 or more children preschool age or under are being educated and cared for, a [‘suitably qualified person’](#) may fulfil the requirement for a second early childhood teacher.

An early childhood teacher is ‘in attendance’ at a centre-based service (regulation 11 National Regulations), where more than 25 children are attending, if the person:

- is physically present at the service; and
- carries out education and care activities at the service which include one or more of the following:
 - working directly with children
 - planning programs
 - mentoring, coaching or supporting educators
 - facilitating education and care research
 - performing the role of educational leader (regulation 118 National Regulations)

Early childhood teacher qualifications

ACECQA publish and maintain a list of approved early childhood teacher qualifications: [Check your qualification is NQF approved](#). Where a qualification is not listed, ACECQA may assess qualifications for equivalence on application.

In addition to holding an approved qualification, early childhood teachers must also be registered as a teacher with the Teachers Registration Board to practice in South Australia.

Teacher registration is granted for qualifications that meet the requirements of the [Australian Institute for Teaching and School Leadership](#).

Early childhood teachers who were recognised in equivalent roles before 1 January 2012 are also taken to hold an approved qualification under [regulation 241](#). The regulation provides full detail of the requirements for recognition.

Transitional provisions for early childhood teacher qualifications

Until 31 December 2024, under regulation 242 an educator is taken to be an early childhood teacher if they:

- are enrolled in a course for an approved early childhood teaching qualification; and
- give the approved provider documentary evidence such as a transcript or letter from the course provider that they:
 1. have started the course; and
 2. are making satisfactory progress towards completing the course; and
 3. are meeting the requirements for maintaining the enrolment; and
 4. hold an approved diploma level educator qualification; or have completed at least 50% of the course.

ACECQA has determined that until 31 December 2024, a person is recognised as equivalent to an early childhood teacher if they hold all three of the following:

- a primary or secondary teaching qualification; and
- teacher registration in South Australia; and
- an ACECQA approved certificate III level or higher education and care qualification.

After the end of 2024 this transitional measure is scheduled to cease, however individuals who have obtained this combination of qualifications before the end of 2024 will continue to be recognised under this provision. (see [‘Recognition as an ‘equivalent early childhood teacher’](#) – ACECQA)

Transitional provisions for attendance of an early childhood teacher in remote and very remote centre-based services

Until 31 December 2023, a centre-based service located in a remote or very remote area can meet early childhood teacher requirements by (regulation 239A):

- if there are 25-59 children attending:

an early childhood teacher is working with the service at least 20% of the time the service provides education and care.



- if there are more than 60 children attending:

- an early childhood teacher is working with the service at least 40% of the time that the service provides early childhood education and care; or

- an early childhood teacher is working with the service at least 20% of the time that the service provides early childhood education and care, and a second early childhood teacher or suitably qualified person is working with the service at least 20% of the time that the service provides early childhood education and care.

Remote and very remote services may work with an early childhood teacher by means of information communication technology ([regulation 239A](#)). Hours are calculated on a quarterly basis.

Services can use the [ARIA+ Index](#) to calculate remoteness of a service for the purpose of the National Regulations.

This fact sheet is intended as a guide to support voluntary compliance with the National Law and Regulations. Approved providers providing education and care for children of preschool age and younger are responsible to ensure that educator qualifications and educational programming complies with the National Law.