



Early Childhood Australia
Professional Learning

ECA RESOURCE MATRIX

Professional learning aligned to the
National Quality Standard

October 2025



ECA Learning Hub online courses	Quality Area						
	1	2	3	4	5	6	7
A good place to be a child: Creating effective early learning environments	✓	✓	✓				
ABC Kids: Exploring science content knowledge with Imagine This	✓				✓	✓	
Acting ethically: Exploring the ECA <i>Code of Ethics</i>						✓	✓
Action research in behaviour guidance: The Phoenix Cups® approach (2-part series)					✓		✓
An insight into Autism Spectrum Disorder in the early years (2-part series)	✓				✓		
Anti-bias approaches in early childhood	✓					✓	
Being the champion for children impacted by trauma and adversity	✓	✓	✓	✓	✓	✓	
Belonging, being and becoming: The Early Years Learning Framework (V2.0)				✓			✓
Beyond the rainbow: Making a difference to all families	✓					✓	
Big life events: Impacts on children, families and communities	✓				✓	✓	
Bullying and harassment for employees				✓			
Bullying and harassment for managers and supervisors				✓			✓
Communication in the workplace				✓			
Creating a community of support for children and families experiencing vulnerability					✓	✓	
Dealing with stress, pressure and burnout in education settings							✓
Delving deeper into documenting and assessing children's learning	✓					✓	✓
Developing and maintaining a Quality Improvement Plan	✓			✓			✓
Documenting and assessing children's learning with Dr Anne Kennedy	✓				✓	✓	
Duty of care: Work health and safety in education and care		✓	✓	✓			✓
Dysregulation and maladaptive behaviours in young children (2-part series)	✓				✓	✓	
Emotion coaching: A transformational tool	✓		✓		✓		

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Engaging with digital documentation and technology (3-part series)	✓			✓	✓	✓	✓
Engineering creativity: Celebrating loose parts play for all ages	✓		✓		✓		
Environments for learning: Intentional spaces	✓		✓				
Ethics and the EYLF—ECA in conversation				✓			
Every child has a right to be included	✓				✓	✓	✓
Exploring play-based digital learning	✓	✓					
Fostering trusting relationships to support children with anxiety	✓	✓	✓	✓	✓	✓	
Fundamental movement skills—Beyond the basics	✓	✓	✓				
Inappropriate discipline		✓			✓		✓
Incorporating meaningful movement in every day	✓	✓	✓				
Indoor environments: Spaces for children	✓		✓				
Induction essentials: A beginners guide to education and care				✓			✓
Initiating a Reconciliation Action Plan: Where do I start?				✓		✓	
Introducing inclusion: Looking at diversity and adversity through an inclusive framework	✓		✓	✓	✓	✓	
Introduction to the <i>National Quality Framework</i> for early childhood education and care				✓			✓
Let's talk: Creating a culture of learning—Places for teaching and learning for everyone	✓			✓			✓
Making connections with neurodivergent children through play (2-part series)					✓		
Managing challenging exchanges: Responding professionally				✓			✓
Maths is everywhere	✓		✓				
Music in early childhood (2-part series)	✓				✓	✓	
My time, our place: Framework for School Age Care (V2.0) (2-part series)	✓			✓			
NAIDOC Week: Stories of practice	✓				✓	✓	
Partnerships with families					✓	✓	

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Partnerships with families for inclusive practice (2-part series)	✓				✓	✓	
Philosophy leading strategy (3-part series)	✓			✓			✓
Planning for nutritional wellbeing		✓					
Play-based learning: Using the Pedagogical Play-framework	✓		✓		✓		
Playing with gratitude		✓		✓			✓
Privacy awareness in children's services						✓	✓
Professionalism and identity in early childhood education and care: Who we are and what we do				✓			✓
Professionalism, paperwork and pedagogy: Leading professional practice in long day care	✓						✓
Putting art in place (2-part series)	✓		✓		✓	✓	
Putting children first: Child safe organisations	✓	✓		✓	✓		✓
Reconciliation in children's education and care: Taking the first steps	✓					✓	
Rediscovering the planning cycle: EYLF (V2.0)	✓						
Rediscovering the planning cycle: MTOP (V2.0)	✓						
Respect: A guide to calm and nurturing infant care and education	✓	✓			✓	✓	
Responding to harmful sexual behaviours: Birth to five		✓					
Responding to harmful sexual behaviours: OSHC		✓					
Routines and transitions: Embracing opportunities for learning	✓				✓		
Settling multiple children in early childhood education and care		✓	✓				
STEM inquiry: Co-constructed environments for curious minds	✓				✓	✓	
Supporting bilingualism during early childhood	✓					✓	
Supporting children's self-regulation: Ages 3–5 years	✓		✓		✓		
Supporting children's self-regulation: Birth to three years	✓		✓		✓		
Supporting healthy eating behaviours in early childhood	✓	✓	✓				

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Supporting language development in the early years	✓				✓	✓	
Take me outside: An introduction to outdoor learning	✓		✓				
Taking notice and taking care				✓			✓
The art of leading in challenging times							✓
The value of play	✓				✓		
Understand the role: Nominated supervisor and person in day-to-day charge in education and care				✓			✓
Understanding young children's behaviour and empowering their future (2-part series)	✓				✓	✓	
Using critical reflection	✓			✓			✓
Walking with children on their journey to literacy: Practitioner perspectives	✓				✓		
Wellbeing matters: A guide to why wellbeing matters at work				✓		✓	
Wellbeing matters: Let your wellbeing thrive!				✓			✓
Working in intercultural ways	✓					✓	
Working with the ECA <i>Code of Ethics</i>				✓			✓

Collaboration and partnership online courses	Quality Area						
	1	2	3	4	5	6	7
Act for Kids: Learn to be safe—Early years	✓	✓	✓	✓	✓	✓	✓
Encountering and interpreting the principles of Reggio Emilia Encounters (4-part series)	✓		✓		✓	✓	
eSafety Early Years: Creating a safe online environment	✓		✓				✓
eSafety Early Years: We MAKE and DO with technology	✓		✓				
eSafety Early Years: We SAY and SHARE with technology	✓		✓				
eSafety Early Years: We WATCH and EXPLORE with technology	✓		✓				
Governance and risk management		✓	✓	✓			✓
Learning with nature—Benefit risk assessment	✓	✓	✓				
Learning with nature—Charcoal	✓	✓	✓				

Collaboration and partnership online courses	Quality Area						
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Learning with nature—Drips, drops and dribbles	✓	✓	✓				
Learning with nature—Introduction to mud kitchens	✓	✓	✓				
Learning with nature—Introduction to nature pedagogy	✓	✓	✓				
Learning with nature—Leaves	✓	✓	✓				
Learning with nature—Light and shadow	✓	✓	✓				
Learning with nature—Puddles	✓	✓	✓				
Learning with nature—Rocks, stones and pebbles	✓	✓	✓				
Learning with nature—Wind	✓	✓	✓				
Participatory planning—The Floorbooks® approach (2-part series)	✓				✓		
Participatory planning—The Talking Tubs approach (2-part series)	✓				✓		
Understanding brain development	✓				✓		
Working in intercultural ways	✓					✓	
Your home, your business (2-part series)						✓	✓

ECA Signature publications and resources	Quality Area						
	1	2	3	4	5	6	7
Box of Leadership Provocations				✓		✓	✓
Box of Provocations	✓	✓	✓	✓	✓	✓	✓
Box of Provocations: Birth to Threes Pedagogy	✓	✓	✓	✓	✓	✓	✓
Box of Provocations for Our Earth	✓	✓	✓		✓	✓	
ECA Essentials: Literature in Early Childhood	✓		✓		✓		
ECA Essentials: Music in Early Childhood	✓	✓			✓		
ECA Essentials: Sensory Development in Early Childhood	✓		✓		✓	✓	
ECA Essentials: Sustainability in Early Childhood	✓	✓	✓			✓	
Ethics in Action—A practical guide to implementing the ECA Code of Ethics	✓	✓	✓	✓	✓	✓	✓
First year at school: Essential tips for parents and carers		✓			✓	✓	
Reconciliation in Action	✓	✓			✓	✓	✓

Programs	Quality Area						
	1	2	3	4	5	6	7
Breaking out: Advancing outdoor learning	✓	✓	✓				
ECA Leadership Program	✓		✓		✓	✓	
ECA Management Fundamentals Program	✓		✓				✓
Understanding and guiding behaviour: The 6Rs Framework	✓				✓	✓	

ECA Publications	Quality Area						
	1	2	3	4	5	6	7
A guide to Aboriginal and Torres Strait Islander histories and cultures: The important first step to reconciliation	✓				✓	✓	
Active outdoor play	✓	✓	✓		✓	✓	
Attuned routine experiences	✓	✓	✓	✓	✓	✓	
Becoming agents of change through advocacy	✓			✓	✓	✓	
Being and becoming safe on our roads	✓	✓	✓		✓	✓	✓
Beyond passion: Building professional identity				✓			✓
Beyond the School Day	✓		✓		✓		
Celebrating through relationships	✓				✓	✓	
Children as Global Citizens	✓				✓	✓	
Children's Rights Book 1	✓	✓	✓	✓	✓	✓	
Children's Rights Book 2	✓	✓	✓	✓	✓	✓	
Children's rights: Every day and everywhere—Book 1	✓	✓	✓	✓	✓	✓	✓
Children's rights: Every day and everywhere—Book 2	✓	✓	✓	✓	✓	✓	✓
Community participation in early childhood education			✓		✓	✓	
Communicating with children	✓				✓	✓	
Continuous improvement: Supporting quality outcomes for children, families and communities	✓		✓	✓	✓	✓	✓
Developing a happy, healthy and sustainable early childhood workplace		✓	✓	✓			✓
Early childhood mathematics: Recognise, celebrate and build—Book 1	✓		✓		✓	✓	
Early childhood mathematics: Recognise, celebrate and build—Book 2	✓		✓		✓	✓	

ECA Publications	Quality Area						
	1	2	3	4	5	6	7
Everyday Assessment	✓				✓	✓	
Exploring literacy in the early years	✓				✓		
Facilitating and extending play-based learning	✓		✓				
Good beginnings last forever	✓				✓	✓	
I have something to say	✓		✓		✓	✓	
Including Children with Disability or Developmental Delay	✓	✓	✓	✓	✓	✓	✓
Including spiritual learning in early childhood education and care	✓	✓	✓	✓	✓	✓	
Infant Group Interactions	✓				✓		
Infant Sleep	✓	✓	✓	✓	✓	✓	✓
Intergenerational programs	✓				✓	✓	✓
Leadership-as-practice in early childhood education and care settings							✓
Learning and development in the first three years	✓	✓	✓		✓	✓	
Learning to read	✓				✓		
Living spaces—Indoor learning environments	✓		✓		✓		
Making infant and toddler learning visible: Stories of change	✓				✓		
Mentoring in early childhood education: A dynamic professional relationship				✓			✓
Mindset matters	✓		✓		✓		
Nature's laboratory: STEM learning in the outdoors	✓	✓			✓	✓	
Play-based learning and intentionality	✓		✓		✓		✓
Promoting infant–toddler cognitive learning and development	✓	✓	✓		✓		
Putting children first: Child safe organisations	✓	✓		✓	✓		✓
Risky play and the outdoors	✓	✓	✓	✓	✓		
Safe and secure: Group-based transitions	✓				✓	✓	
Schematic Play	✓		✓				
Self-regulation of emotions	✓				✓		
Sensory play and learning	✓		✓				

ECA Publications	Quality Area						
	1	2	3	4	5	6	7
Stepping back and stepping in: Promoting children's agency	✓	✓	✓		✓		
Supporting the wellbeing of parents and carers					✓	✓	
Supporting young children experiencing parental separation and divorce		✓			✓		
Systematic approaches to documentation, assessment and evaluation	✓					✓	✓
The Circle of Security: Roadmap to building supportive relationships	✓				✓	✓	
Transition to school: Communication and relationships						✓	
Trauma-aware early childhood education and care	✓	✓			✓	✓	✓
Visual arts in early childhood settings	✓		✓		✓		
Working in partnership with families facing adversity						✓	

ECA Digital Library exclusive publications	Quality Area						
	1	2	3	4	5	6	7
Acceptance, justice and equality: Exploring reconciliation in early childhood education and care	✓			✓		✓	✓
Agency in the early years	✓				✓		
Being adventurous	✓	✓	✓				
Belonging: At the heart of relating to others					✓		
Children's behaviour: A guiding approach	✓	✓			✓		
Children's sexual development and behaviour—Pants aren't rude	✓	✓			✓	✓	
Connecting with babies	✓				✓	✓	
Connecting with toddlers	✓	✓	✓		✓	✓	✓
Creativity and young children: Wondering, exploring, discovering, learning	✓		✓		✓		
Critical reflection as a tool for change: Stories about quality improvement							✓
Cultural inclusion	✓				✓	✓	✓
Documenting children's learning	✓					✓	✓
Everyday learning about babies as amazing learners	✓				✓	✓	

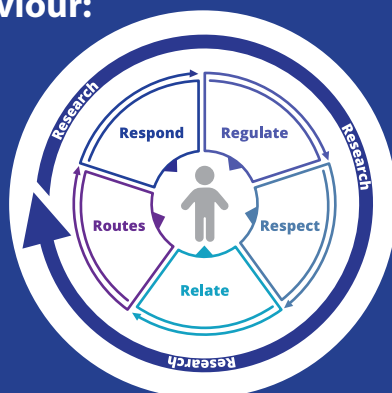
ECA Digital Library exclusive publications	Quality Area						
	1	2	3	4	5	6	7
Executive function in the early years	✓		✓		✓		
Families: Where learning begins	✓				✓	✓	
Gifted and talented: Inclusion and exclusion	✓		✓	✓	✓	✓	
Helping children with difficult things		✓			✓	✓	
Intentional teaching of cultural competence in play-based settings: A cultural-historical view	✓					✓	
Intentional teaching: Acting thoughtfully, deliberately and purposefully	✓					✓	
Kids in the kitchen	✓	✓				✓	
Learning positive behaviour through educator–child relationships		✓	✓		✓	✓	
Living spaces—Indoor learning environments	✓		✓		✓		
Maths and numeracy	✓		✓		✓	✓	✓
Meaningful conversations with children	✓				✓	✓	
Including Children with Disability or Developmental Delay	✓	✓	✓	✓	✓	✓	✓
Including spiritual learning in early childhood education and care	✓	✓	✓	✓	✓	✓	
Infant Group Interactions	✓				✓		
Infant Sleep	✓	✓	✓	✓	✓	✓	✓
Music and children	✓				✓	✓	
Partnerships—Working together in early childhood settings						✓	✓
Pedagogy: Programs and relationships in practice	✓						✓
Physical activity—Helping children grow	✓		✓		✓		
Play and quality in early childhood: Educating superheroes and fairy princesses	✓		✓		✓		
Professional partnerships in children's services: Working together for children						✓	✓
Reflection as a tool for quality: Working with the <i>National Quality Standard</i>	✓						✓
Rethinking routines: Opportunities for learning	✓	✓			✓	✓	

ECA Digital Library exclusive publications	Quality Area						
	1	2	3	4	5	6	7
Secure transitions: Supporting children to feel secure, confident and included					✓	✓	
Sensory play and learning	✓		✓		✓		
STEM in early childhood education	✓		✓		✓	✓	✓
Stories from the heart: Connecting children and families with our Earth	✓		✓			✓	
Strengthening quality through critical reflection and action research	✓		✓	✓			✓
Supporting brain development	✓				✓		
Supporting children's creativity in early childhood education	✓		✓				
Supporting literacy learning in the early years	✓		✓		✓	✓	✓
Supporting young children to ask productive questions	✓		✓		✓	✓	
Talking and learning	✓				✓	✓	
Technology: Our tool not our master	✓				✓		✓
The <i>Early Years Learning Framework</i> : Essential reading for the <i>National Quality Standard</i>	✓	✓	✓	✓	✓	✓	✓
The role of fathers in children's early learning						✓	
Transitions in children's everyday lives	✓				✓	✓	
Ways of thinking, acting and relating about sustainability	✓		✓			✓	

Understanding and guiding behaviour: The 6Rs Framework

The 6Rs Framework empowers you with a practical and clear plan for supporting children through times of challenge or stress.

This comprehensive program will enhance your understanding of what influences children's behaviour so you can respond in the best way possible to help children reach their potential.



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