

EARLY CHILDHOOD EDUCATION AND CARE MAPPING TABLES

DETAILED INFORMATION –

Draft 3 August 2020

Note

Tables 1 and 2 map existing qualifications, skill sets and units to the proposed draft 3

Tables 3 and 4 map the changes which have been made from draft 2 to draft 3

The tables provide summary information and references and need to be used with the qualifications, skill sets and units to see the detail

The tables for each sector (Early Childhood, School Age Education and care and Education Support) are in separate documents and can all be accessed from the SkillsIQ Feedback Forum. The Draft 3 qualifications, skill sets and units are also available from the Feedback Forum.

Contents

Table 1 ECE Qualification Mapping Table – Existing Qualifications to Draft 3 Qualifications.....	3
Table 2 ECE Units of Competency Mapping Table – Existing units to Draft 3 units	8
Table 3 Qualifications: mapping of changes from Draft 2 to Draft 3	32
Table 4 Units of competency: mapping of changes from Draft 2 to Draft 3.....	34

Table 1 ECE Qualification Mapping Table – Existing Qualifications to Draft 3 Qualifications

Existing Code	Existing Code	Draft 3 Code	Draft 3 Title	Changes incorporated in Draft 3
				<p><i>Universal Changes</i> References to NZ standards removed</p> <p>Work environments are specified at Qualification level - <i>Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.</i></p> <p>Reflection terminology used in units introduced at the Certificate III Qualification</p> <p>References to services in Australia have been strengthened in the Qualification packaging rules (and the assessment conditions of Units of Competency).</p> <p>Students must be directly observed by an assessor at least once in most units References to “industry” changed to “sector” More detailed Assessment Conditions</p>
CHC30113	Certificate III in Early Childhood Education and Care	CHC301120	Certificate III in Early Childhood Education and Care	<p>Total number of units = 17</p> <ul style="list-style-type: none"> • 15 core units • 2 elective units <p>Existing structure is 18 units (15 C + 3 electives)</p> <p>Workplace hours increased to 160 hours and reference is included in qualification packaging rules as follows -</p> <p><i>To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children’s education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.</i></p>

Existing Code	Existing Code	Draft 3 Code	Draft 3 Title	Changes incorporated in Draft 3
				<p>This new qualification or the existing CHC30113 qualification is proposed as an entry requirement for the Diploma qualification.</p> <p>Changes to the core:</p> <ul style="list-style-type: none"> ○ The new ECE unit CHCECE055 Meet legal and ethical obligations in children’s education and care replaces existing CHCLEG001 Work legally and ethically The new ECE unit CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety ○ The new ECE unit CHCECE056 Work effectively in children’s education and care added to core as an introductory unit. ○ The content of existing CHCECE006 <i>Support behaviour of children and young people</i> merged into CHCECE007 <i>Develop positive and respectful relationships with children</i> ○ The new health and safety unit CHCECE031 <i>Support children’s health, safety and wellbeing</i> combines all aspects previously split between units. ○ <i>037 Support children to connect with the natural environment</i> transferred from Elective to core as it is a prerequisite for a core unit in the new Diploma <p>Other Changes</p> <p>Electives</p> <p><i>Units added to electives</i></p> <p>CHCEDS048 Work with children in need of additional support HLTFSE001 Follow basic food safety practices</p> <p><i>Units removed from electives</i></p> <p>CHCPRT003 Work collaboratively to maintain an environment safe for children and young people</p> <p>SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment</p>

Existing Code	Existing Code	Draft 3 Code	Draft 3 Title	Changes incorporated in Draft 3
				BSBWOR 301 Organise personal work priorities and development in the electives.
CHCSS00068	Advanced Early Childhood Education and Care Skill Set			<p>Removed</p> <p>The units in the existing skill set have been included as electives in the Diploma with the updated codes listed below –</p> <p>CHCECE051 Promote equity in access to the service CHCECE052 Plan service and supports for children CHCECE053 Respond to grievances and complaints about the service</p> <p>The existing units remain included in the Advanced Diploma of Community Sector Management but not in the existing CEC qualifications.</p>
CHCSS00060	Early childhood skill set			Removed

Based on Draft 3

Existing Code	Existing Code	Draft 3 Code	Draft 3 Title	Changes incorporated in Draft 3
CHC50113	Diploma of Early Childhood Education and Care	CHC50120	Diploma of Early Childhood Education and Care	<p>Total number of units = 15</p> <ul style="list-style-type: none"> • 12 core units • 3 elective units <p>Reduced from 28 units in the existing qualification</p> <p>Entry requirements introduced # –</p> <p>hold a CHC30120 Certificate III in Early Childhood Education and Care or a CHC30113 Certificate III in Early Childhood Education and Care</p> <p>Packaging rules include reference to workplace hours - <i>To achieve this qualification, the individual must have completed a total of least 280 hours of work in a regulated children’s education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.</i></p> <p># The following units been removed from the Diploma as they are included in the Certificate III in Early Childhood Education and Care.</p> <p>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety CHCECE001 Develop cultural competence CHCECE002 Ensure the health and safety of children CHCECE003 Provide care for children CHCECE004 Promote and provide healthy food and drinks CHCECE005 Provide care for babies and toddlers CHCECE007 Develop positive and respectful relationships with children CHCECE009 Use an approved learning framework to guide practice CHCPRT001 Identify and respond to children and young people at risk HLTAID004 Provide an emergency first aid response in an education and care setting</p> <p>Elective unit - CHCDIV001 Work with diverse people</p>

Existing Code	Existing Code	Draft 3 Code	Draft 3 Title	Changes incorporated in Draft 3
				<p>Other Changes</p> <p>Core</p> <p><i>Imported Units Added to the Core</i> BSBWOR502 Lead and manage team effectiveness</p> <p><i>Imported Units removed from the Core</i> BSBLDR502 Lead and manage effective workplace relationships</p> <p>Electives</p> <p><i>Units Added to electives –</i> BSBLDR511 Develop and use emotional intelligence BSBMGT517 Manage operational plan CHCDIV003 Manage and promote diversity CHCECE051 Promote equity in access to the service CHCECE052 Plan service and supports for children and families CHCECE053 Respond to problems and complaints about the service</p> <p><i>New elective unit to replace CHCPRT003</i> CHCECE057 Use collaborative practices to uphold child protection principles</p> <p><i>Units removed from electives –</i> BSBMGT605 Provide leadership across the organisation PSPMNGT605B Manage diversity</p>

Based on Draft 3

Table 2 ECE Units of Competency Mapping Table – Existing units to Draft 3 units

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCECE001	Develop cultural competence	CHCECE030	Support inclusion and diversity	<p>Addition to Application -and support children’s understanding of inclusive principles and behaviours.</p> <p>Changes to elements and PCs to align with job roles at C3 level. Terminology and concepts reframed to inclusion and diversity. PE reworded to establish a clear link between reflection and its purpose and relevance in practice. KE detailed for clarity including explicit reference to “..the concepts of inclusion, diversity and cultural safety..”</p> <p>Note that references to Aboriginal and /or Torres Strait Islander cultures are not explicit in this updated unit and are addressed in DIV001 and new unit ECE 054 Encourage understanding of Aboriginal and/or Torres Strait Islander Cultures.</p>
CHCECE002	Ensure the health and safety of children	CHCECE031	<p>Support children’s health, safety and wellbeing</p> <ul style="list-style-type: none"> Incorporates Content from <i>CHCECE004 Promote and provide healthy food and drinks</i> and <i>CHCECE003 Provide care for children</i> 	<p>N Application broadened to include wellbeing with specific aspects and purpose noted (physical activity, healthy eating, sleep and individual medical requirements).</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>Content and level of responsibility are consolidated for all aspects as they are encompassed in the entry level job role in regulated services under the NQS. Significant changes to wording and terminology.</p> <p>Content from existing units has been updated and merged into the new unit as follows –</p> <p>E1 is based on existing E 3 E2 is based on existing E1, E6 & E7. Direct reference to asthma and anaphylaxis removed. E3 incorporates concepts E1 & 2 from ECE003. Wording updated E4 incorporates concepts E1 & 2 from ECE004. Wording updated. E7 & E8 distinguish between risks in the environment and assisting children to respond to risks. This replaces existing E5 as well as some content in E3 in ECE 003. Additional PC introduced in E8 – personal protective behaviours E9 incorporates concepts from E3 in ECE003</p> <p>PE and KE reworded to align with new Element and PC content and demonstration in practice.</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>PE incorporates aspects of E1 from ECE003 Requirements are detailed and explicit. PE includes the hours of work in a regulated service (this was in the deleted unit ECE003)</p> <p>AC New requirements, including direct observation by an assessor at least once and clarification of other forms of evidence.</p>
CHCECE003	Provide care for children	N/A		<p>Removed</p> <p>Content of E 1, 2 & 3 addressed in ECE31. Aspects of E1 in PE in ECE 031</p> <p>Content of E 4 & 5 addressed in ECE32</p> <p>Content of E3 covered in other units including ECE031 E7 & 9</p>
CHCECE004	Promote and provide healthy food and drinks	N/A		<p>Removed</p> <p>Content of E 1 & 2 addressed in ECE31</p> <p>Elective unit HLTFS001 added</p>
CHCECE005	Provide care for babies and toddlers	CHCECE032	Nurture babies and toddlers	<p>Significant changes.</p> <p>Combines content from existing units ECE003 and ECE005 with elements focusing on developing relationships with children and families first (E1 and E2), then on the individualised care routines.</p> <p>E 1 updates existing E5 E2 updates existing E6 E3, E4, E5 & E6 update existing E1,2,3,&4</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>PE specifies tasks which need to be completed with 2 different babies under 12 months of age and 2 different toddlers aged between 13 – 24 months</p> <p>PE includes 160 hours of work in a regulated service</p> <p>KE more detailed and specific to the PCs with some references constructed to highlight the relationship between theory and practice</p> <p>AC New requirements, including direct observation by an assessor at least once and clarification of other forms of evidence.</p>
CHCECE006	Support behaviour of children and young people	N/A	Unit merged with CHCECE033 (previouslyCHCECE007)	
CHCECE007	Develop positive and respectful relationships with children	CHCECE033	Develop positive and respectful relationships with children <ul style="list-style-type: none"> Incorporates content from <i>CHCECE006 Support behaviour of children and young people</i> 	Significant changes E1 & E2 based on content from existing E2 & 3 Additional content and updated wording consistent with aspects of promoting children’s agency, guiding behaviour in ways that support their self regulation. E6 refers to reflection PE focuses on what needs to be completed rather than the number of children.

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>Includes a task directly related to reflection.</p> <p>PE includes 160 hours of work in a regulated service</p> <p>KE more detailed and specific to the PCs with some references constructed to highlight the relationship between specific aspects of behavioural theory and broader theories of child development theory and practice</p> <p>AC New requirements, including direct observation by an assessor at least once and clarification of other forms of evidence.</p>
CHCECE009	Use an approved learning framework to guide practice	CHCECE034	Use an approved learning framework to guide practice	<p>Application updated to clarify the role of an educator in working with established curriculum under the guidance of others.</p> <p>New E3 added to replace existing PC 2.5 and strengthen requirements (to draw the relationship between theory and practice)</p> <p>PE and KE updated and more explicit about what is required and tasks to demonstrate an understanding of the relationship between theory and practice including the relationship of learning</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>frameworks to curriculum.</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE010	Support the holistic development of children in early childhood	CHCECE035	Support the holistic learning and development of children	<p>Application - Age range removed</p> <p>Updated terminology in some Elements. Overall structure of the unit unchanged. Significant changes in PE & KE</p> <p>Additional content in E4 & 5, broader references in E6. PE updated and more explicit – 2 children of different ages in specified areas.</p> <p>PE includes 160 hours of work in a regulated service</p> <p>KE increased to clarify relationship of child development to learning frameworks and curriculum planning, specific aspects of child development theory and clarification of physiological</p>
CHCECE011	Provide experiences to support children’s play and learning	CHCECE036	Provide experiences to support children’s play and learning	<p>Application updated to clarify the role of an educator in working with established curriculum under the guidance of others.</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>Terminology updated & new PCs added in E1 to align with the concept of the environment as a teacher.</p> <p>E2 renamed to explicitly refer to children’s agency. Additional PCs 2.6, 2.7 & 2.8 based on existing E3, and other PCs in E2 reordered.</p> <p>New E3 Review and evaluate</p> <p>PE updated and more specific – 2 age groups , indoor/outdoor, group and individual experiences and an activity which runs over multiple days.</p> <p>PE now includes 160 hours of work in a regulated service</p> <p>KE increased to clarify relationship of theories of play and learning, children’s agency</p> <p>AC New requirements, including direct observation by an assessor at least once and clarification of other forms of evidence</p>
CHCECE012	Support children to connect with their world	CHCECE037	Support children to connect with the natural environment	Unit updated to focus on children rather than the workplace consistent with the application and intent of the unit. (The elective unit BSBSUS301 focuses on

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				<p>the workplace + the CHCECE049 Embed environmental responsibility in service operations is a core Diploma unit)</p> <p>New elements 2 & 3</p> <p>New PE & KE to align to the Elements and PCs</p> <p>AC New requirements, including direct observation by an assessor at least once and clarification of other forms of evidence</p>
CHCECE013	Use information about children to inform practice	CHCECE038	Observe children to inform practice	<p>Application updated to more clearly describe the purpose of the unit and the relationship to curriculum planning and collaborative process.</p> <p>Terminology changed to include the purpose of actions and relationships to learning frameworks and curriculum planning. Greater emphasis on communication.</p> <p>More detailed PE & KE to define and clarify terminology in PCs and key considerations for collecting information and ways it can be gathered.</p> <p>PE includes specified tasks for children of</p>

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				<p>different age groups (3 different children, one of which is under 23 months)</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE014	Comply with family day care administration requirements	CHCECE039	Comply with family day care administration requirements	<p>Application includes reference to “..family day care services under the auspices of an approved family day care coordination unit in Australia)</p> <p>Elements and Pcs basically unchanged Changes to PE & KE to clarify requirements and reference the role of the coordination unit.</p>
CHCECE015	Attend to daily functions in home-based child care	CHCECE040	Attend to daily functions in home-based child care	<p>Elements & PCs basically unchanged.</p> <p>PC 1.4 removed</p> <p>Significant changes to PE & KE</p> <p>PE 2 children, 3 different unexpected circumstances KE Health and Safety issues significantly expanded</p> <p>AC references children aged birth to 12 years</p>
CHCECE016	Establish and maintain a safe and	CHCECE041	Maintain a safe and healthy environment	

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	healthy environment for children		for children	<p><i>Pre requisite Unit ECE031</i></p> <p>Application defines educator role who develop and implement practices... Focus of this unit is on the service .</p> <p>This unit has been rewritten with an emphasis on the implementation, maintenance and review of health and safety policies in the service (including risk management and emergencies).</p> <p>PE changed to enable demonstration of an understanding of risk management in 2 areas of a service and develop a risk management plan for an excursion (integrating with legislation and service policies and procedures)</p> <p>KE significant detail added</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE042	Foster holistic early childhood learning, development and wellbeing	<p>Application highlights that the unit is about the application of knowledge to support holistic development.</p> <p>References the aspects of the educator job role to develop and implement curriculum.</p>

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				<p>THIS UNIT HAS BEEN DECONSTRUCTED & RECONSTRUCTED. PLEASE REVIEW WITH ECE 035</p> <p>Elements restructured with significant changes in PCs. Clear differentiation with the unit ECE035.</p> <p>New structure is not based on each domain separately and includes requirements for application of theory to practice, collaboration and improvement. PC 3.9 “Assess and monitor children’s skills and development across all developmental domains”</p> <p>New E2 – Support children’s sense of belonging replaces existing PC 6.3 New E3 – Plan and provide opportunities for children’s development & new E4 Foster holistic & collaborative practices, incorporate PCs for each of the development domains. Significant new content however some PCs map to existing PCs as follows –</p> <p>New PC 2.2 maps to existing PC 3.2 New PC 3.4 maps to existing PC 2.7 New PC3.5 maps to existing PC 2.4 New PC3.6 maps to existing PC 5.6 New PC 3.7 maps to existing PC 5.7, with additional detail New PC3.8 maps to existing PC 4.2</p>

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				<p>New PC 4.2 maps to existing PC 6.12 New PCs 4.3, 4.4 & 4.5 map to the existing PCs</p> <p>New E5 Evaluate work practice</p> <p>PE additional detail and structure added to requirements – 4 experiences across 2 or more domains , 2 of these experiences with individual children, 2 on separate occasions with groups of children.</p> <p>Explicit research and evaluation requirements to synthesise the application of the theory to practice with the activities</p> <p>PE includes 280 hours of work in a regulated service.</p> <p>KE detailed to refer to the relevant areas of the NQS, the curriculum planning cycle, developmental theory from birth to 6 years, links between the domains and how these come together in holistic practice etc</p> <p>AC detail added for direct observation of at least one experience in the PE, by an assessor and other evidence.</p>
CHCECE018	Nurture creativity in children	CHCECE043	Nurture creativity in children	Detail added to application Updated language and terminology

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				<p>throughout the unit. Significant changes in structure of the unit.</p> <p>New E1 New E2 incorporates some aspects of existing E1 (PCs 1.1 & 1.2) & E4 (PC4.1). New E3 maps to existing E 3. PC 3.4 deleted New E4 maps to existing E2 Additional PCs added to E5</p> <p>PE detail added to clarify 3 experiences for children between birth and 6 years old across 7 nominated areas (5 of which were previously included in the range of conditions in the existing unit)</p> <p>KE expanded for clarity. Additional requirements for PCs relating to the role of the Arts and why encouraging creative freedom is important for children.</p>
CHCECE019	Facilitate compliance in an education and care services	CHCECE044	Facilitate compliance in an education and care service	<p>New E2 added to refer to the NQS and the relevance to the service. Remaining elements renumbered. Terminology updated in E5 PC 5.1 reworded to emphasis preparation of for ratings and assessment rather than commencement as in existing PCs 4.1 & 4.2.</p>

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				<p>]PE Removal of hours requirement Development of QIP for 2 quality areas replaces reference to one QIP.</p> <p>KE expanded for detail and clarity</p> <p>New ACs</p>
CHCECE020	Establish and implement plans for developing cooperative behaviour	CHCECE045	Foster positive and respectful interactions and behaviour in children	<p>Significant changes to unit content and structure. Focus is on relationships, collaboration and strategies for positive behaviours and support. Changes in language and terminology.</p> <p>Critical reflection incorporated in E5</p> <p>E1 new content E2 new content E3 updated terminology. PCs incorporate content from existing PCs 2.3, 2.4 and 2.9 E4 updated terminology. PCS incorporate content from existing PCs 2.6, 2.7, 3,7.3.8 & 3.6.</p> <p>E4 updated terminology with an emphasis on collaboration. Existing PCs 4.1 & 4.2 combined , new PC5.2 maps to existing 4.4, New PC 5.3 maps to existing PC 4.5 New PC 5 Critical reflection added in 5.3 and new PC 5.4</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>PE New tasks introduced to align to new content in PCs in relation to pro social skills. Assessment task for 2 different children who exhibit challenging behaviours introduced with an emphasis on collaboration with colleagues, observation and planning</p> <p>KE additional content to specify aspects critical to understanding children’s behaviour, potential contributing factors to behaviours and plans for supporting positive interactions and behaviour</p> <p>AC include additional detail for clarity and a new requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE021	Implement strategies for the inclusion of all children	CHCECE046	Implement strategies for the inclusion of all children	<p>Terminology updated throughout the Elements and PCs. General structure retained. Some changes to the order of PCs</p> <p>E1 - reordered PC referring to reflection to PC 1.6 (content from existing PC 1.3 & 1.7. New PC 1.5 Encourage others to adopt inclusive attitudes & practices..) based on existing PC 5.3</p> <p>Existing E2 and PCs deleted as content is</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>covered in other units</p> <p>Remaining existing elements & PCs renumbered. Minor changes to wording for clarity and some reordering of PCs as follows –</p> <p>New PC 4.4 maps to existing PC 6.3 New PC 5.2 maps to existing PC 5.5 & 5.2. Other PCs in E5 map to E6 in the existing unit</p> <p>Additional PC 5.8 – Use evaluation outcomes to inform future practice.</p> <p>PE changed to include a broader range of tasks</p> <p>KE additional content to specify legal and ethical considerations that impact practice around inclusion at leadership level, ways to promote inclusion across different areas of practice, behaviours that show respect for diversity, strategies for individual support and inclusion and critical reflection.</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator. Specifies the activities may be demonstrated outside of the service.</p>
CHCECE022	Promote children’s agency	N/A		<p>Removed</p> <p>Some content is covered in CHCECE036 Provide experiences to support children’s</p>

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				play and learning , however agency is embedded throughout units relating to curriculum and child development (see ECE 33 and 35 for example).
CHCECE023	Analyse information to inform learning	CHCECE047	Analyse information to inform children’s learning	<p>Significant changes to elements and performance criteria to remove duplication and align content with the curriculum planning cycle.</p> <p>Exiting PCs 1.1 and 1.2 deleted New PC 1.3 uses wording in existing PC 1.5 updated to include reference to respect for children. E2 renamed Interpret information on children’s development and learning. PCs reworded to align with the curriculum planning cycle New Element 3 combines content mainly from PCs in existing Elements 3 & 4. New PC 3.1 is based on existing PC 3.1 New PC 3.2 is based on existing PC 2.4 New PC 3.3 is based on existing PC 4.1 New PC 3.4 is based on existing PC 4.2 PE changed – individual child, 6 occasions, 3 tools Listed perspectives are different to the existing unit and critical reflection activity added.</p> <p>KE- additional content including the stages of curriculum planning, strategies for the</p>

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				<p>collection of information and ways of gathering information, critical reflection and types of reflection activities.</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator</p>
CHCECE024	Design and implement the curriculum to foster children’s learning and development	CHCECE048	Plan and implement children’s education and care curriculum	<p>Unit title and focus updated to curriculum. - <i>Relationship of this unit to ECE42 and 46</i></p> <p>Content duplicated in other units removed. Elements follow a Plan/Design/Implement/Evaluate sequence. E1 renamed and content replaced. PCs 1.1 and 1.2 based on existing PCs 2.1 & 2.2</p> <p>Significant changes to PCs and PE & KE</p>
CHCECE025	Embed sustainable practices in service operations	CHCECE049	Embed environmental responsibility in service operations	<p>Prerequisite unit ECE 037 Change in Title Unit structure changed to provide greater clarity</p> <p>E1 Enhance children’s environmental responsibility – new PCs focused on children’s understanding of environmental responsibility and daily practices of the service</p>

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				<p>E2 Promote environmental responsibility in the service – new PCs incorporating some content from existing PCs 3.1 & 3.2, & 4.1 New PC 2.5 refers to including ways to evaluate improvements</p> <p>E3 Implement & Evaluate environmental responsibility plan</p> <p>PE new requirements include 3 examples of practices that demonstrate children’s understanding of environmental responsibility.</p> <p>Increased detail and clarity introduced to the existing requirement to design, implement and evaluate a plan .</p> <p>KE additional detail included for clarity. Some content is from the wording in the existing unit</p> <p>AC include the following – skills related to design and evaluation may be demonstrated outside of the service, but the plan must be based on service in which the individual has worked.</p>
CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE050	Work in partnership with children’s families	<p>N</p> <p>Application includes additional content - This unit applies to educators working at a senior operational level...</p>

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				<p>Structure of the unit remains however elements have been renamed, some PCs reordered and additional content has been introduced. Terminology and language focuses more on collaboration and relationships with families to support education and care for children.</p> <p>New PCs 1.1, 1.7, 2.3. New PC 1.5 based on existing PC 3.1.</p> <p>New E3 Support Children’s connection with community</p> <p>New element 4 based on existing element 3</p> <p>PE changed to work with 2 different families with at least 2 communications per family, using nominated skills</p> <p>KE additional detail in relation to family and family structures, including direct reference to value of the family as the first educator, and range of practices and styles</p> <p>AC additional detail</p> <p>Includes a new requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE027	Promote equity in access to the service	CHCECE051	Promote equity in access to the service	

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>Application includes additional content - This unit applies to educators working at a leadership level...</p> <p>Significant changes to elements, references to ratio targets removed, changes in wording to explicitly Identify local community (E1) , developing strategies to enhance participation (E2) , implementing (E3) and reviewing outcomes (E4).</p> <p>Content incorporated from existing PCs 1.1 , 2.3, 2.4,2.5, 3.1</p> <p>New PCs in E2 & E3</p> <p>refer to funding programs and eligibility criteria differently to existing E3 and PCS.</p> <p>PE unchanged</p> <p>Additional detail added in KE or clarity</p> <p>AC reference to simulations removed</p>
CHCECE028	Collaborate with families to plan service and supports	CHCECE052	Plan service and supports for children and families	<p>Detail added to the application</p> <p>Structure of the unit unchanged but additional content added in PC1.3, 3.3</p> <p>Changes in terminology and language to accommodate different family structures and remove adversarial language.</p> <p>PE clarification of families wording in tasks.</p> <p>KE – additional detail particularly in</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<p>relation to families, principles of relevant human rights & anti discrimination legislation & regulation, hard to reach populations, importance of equity & diversity, boundaries and limits of service provision, legal & ethical considerations .</p> <p>AC - circumstances for where simulation is permitted added.</p>
CHCECE029	Respond to problems and complaints about the service	CHCECE053	Respond to grievances and complaints about the service	<p>Detail added to the application Structure of the unit unchanged</p> <p>Existing PCs 1.1 & 1.2 deleted E3 title modified</p> <p>PE - additional detail about the kind of grievance or complaint & techniques</p> <p>KE additional detail for clarity including reference to regulatory requirements for reporting to authorities, range of family member responses, communication techniques, conflict theory, resolution, collaborative partnerships with families and community</p> <p>AC – clarification of where simulated environments are permitted and information about what is need for assessment</p>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
New Unit		CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures	<p>This unit replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety as a core unit in the C3. The content is specifically aligned to the role of educators working with children and addresses the ambiguity issues often encountered in DIV002.</p> <p>The content also incorporates aspects specific to Aboriginal and Torres Strait Islander cultures from E3 and PE & KE statements in the existing unit CHCECE001 Develop cultural competence.</p>
New Unit		CHCECE055	Meet legal and ethical obligations in children’s education and care	This unit is customised to the CEC context and replaces the core unit CHCLEG001 - Work legally and ethically included in the current qualifications
New Unit		CHCCE056	Work effectively in children’s education and care <i>Included in C3 core as an introductory unit</i>	The concept of this unit originated with the proposed C2 qualification however was seen as value in the C3 as the entry qualification for the sector. <i>There is a question as to whether there is a need to also retain BSBWOR 301 Organise personal work priorities and development in the electives.</i>
New Unit		CHCECE057	Use collaborative practices to uphold child protection principles	<i>This unit has been developed to replace CHCPRT003 Work collaboratively to maintain an environment safe for children and young people, which has been removed – Assessment Conditions of this unit could not be met in Children’s</i>

Current Unit Code	Current Unit Title	Draft 3 Unit Code	Draft 3 Unit Title	Unit Mapping E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				<i>Education and Care Services</i>

END

Based on draft 3

Table 3 Qualifications: mapping of changes from Draft 2 to Draft 3

Existing Code	Existing Title	Draft 2 Code Draft 3 Code	Draft 2	Changes for Draft 3
CHC30113	Certificate III in Early Childhood Education and Care	CHC30119 CHC301120	<p>This qualification is proposed as an entry requirement for the Diploma qualification.</p> <p>Total number of units = 16</p> <ul style="list-style-type: none"> • 14 core units • 2 elective units <p>Workplace hours inserted at Qualification level - <i>To achieve this qualification, the individual must have completed a total of least 160 hours of work in a children's service in Australia, of which 120 hours must be in a regulated education and care service. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.</i></p>	<p>Total number of units = 17</p> <ul style="list-style-type: none"> • 15 core units • 2 elective units <p><i>To achieve this qualification, the individual must have completed a total of least 160 hours of work in a children's regulated service in Australia</i></p> <p><i>037 Support children to connect with the natural environment transferred from Elective to core.</i></p> <p><i>PRT003 removed – can't satisfy AC in ECE</i></p> <p><i>Note global changes</i></p> <p><i>HLTAID012</i></p> <p><i>Removal of NZ references</i></p> <p><i>Reflection at C3, critical reflection at Diploma</i></p> <p><i>All hours in a regulated service</i></p>

Existing Code	Existing Title	Draft 2 Code Draft 3 Code	Draft 2	Changes for Draft 3
CHC50113	Diploma of Early Childhood Education and Care	CHC50119	<p>Total number of units = 15</p> <ul style="list-style-type: none"> • 12 core units • 3 elective units <p>Entry requirement added – <i>Entry to this qualification is open to individuals who:</i> <i>-hold a CHC30119 Certificate III in Early Childhood Education and Care or an equivalent qualification</i> <i>OR</i> <i>-have at least one year of full time employment experience as an early childhood educator where they have applied the skills and knowledge covered in the above (or equivalent) qualification.</i></p> <p>Workplace hours inserted at Qualification level - <i>To achieve this qualification, the individual must have completed a total of least 280 hours of work in a children’s service, of which 240 hours must be in a regulated education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied across all the units of competency that include the requirement for workplace hours.</i></p>	<p>Entry requirement – hold a CHC30120 Certificate III in Early Childhood Education and Care or a CHC30113 Certificate III in Early Childhood Education and Care</p> <p>Core - Removed - BSBLDR502 Lead and manage effective workplace relationships</p> <p>Added BSBWOR502 Team effectiveness Added to electives - CHCECE051 Promote equity in access to the service CHCECE052 Plan service and supports for children and families CHCECE053 Respond to grievances and complaints about the service</p>

Table 4 Units of competency: mapping of changes from Draft 2 to Draft 3

Universal Changes	Changes in Draft 3
Application	<p>References to a regulated children’s education and care service in Australia</p> <p>Removal of references to the NZ standards</p>
Foundation Skills	<p>Foundation skills tables have been completed to define foundation skills which are not explicit in the PCs of units</p>
Reflection	<p>References to critical reflection changed to reflection in units introduced in the Certificate III Qualification.</p>
Terminology Correction	<p>Age References to “0” replaced with “birth”</p> <p>Role Model references changed to Model</p>
Assessment Conditions	<p>Define those aspects of evidence which must be observed by an assessor on one occasion and other evidence requirements.</p> <p>Refer to access to resources Including applicable National Quality Standards and equipment</p> <p>Most units include the following statements</p> <p><i>Skills must be demonstrated in a regulated education and care service in Australia:</i></p> <p><i>Interactions with children must be supervised by an approved early childhood educator.</i></p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
CHCECE001	Develop cultural competence	CHCECE030	Support inclusion and diversity	<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>Addition to Application -and support children’s understanding of inclusive principles and behaviours Terminology change in PC 1.1 and 1.2 – replaced family background and own background to life experiences PC1.3 content modified and moved to KE under own and others behaviours New PC 2.1 Modified wording in PC 3.3 Changes in PE Changes in KE under areas of diversity in society Additions to KE Reference to Educational program and practice and relevant approved learning frameworks</p> <ul style="list-style-type: none"> • awareness of the impact of own behaviours in regard to: <ul style="list-style-type: none"> ◦ inclusion ◦ bias ◦ discrimination <p>Addition to PE task 2 - including routine and play experiences Terminology in AC – “opportunities to support”, replaced with “supporting”... Additions to AC Access to policies and procedures for staffing arrangements Access to the relevant approved learning framework</p>
CHCECE002	Ensure the health and safety of children	CHCECE031	Support children’s health, safety and wellbeing	<p>Application – rest and relaxation added Reference to minimise risk and ensure appropriate supervision moved to KE Element 1 renamed Implement hygiene and health procedures</p> <p>Additional wording in PCs 1.2 (and repeated experience), 2.5 (and regulatory requirements), 4.4 (policies),) 5.2 (quiet play changed to restful play), 5.5 (with families), 6.1 (policies), 6.2 (developmentally appropriate), 6.3 (and play), 7.1 (policies), 7.2 (policies) 7.3 (only), 7.4 (including volunteers and visitors), 8.2 (reference to service policies), 9.2 (and government guidelines)</p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
				<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>Terminology change in PE – assist replaced with support</p> <p>Additions to KE – Food safety, common childhood hazards, asthma and anaphylaxis, medical conditions. Under infection control additional references to handwashing, hygiene</p> <p>PPE added to assessment conditions</p>
CHCECE005	Provide care for babies and toddlers	CHCECE032	Nurture babies and toddlers	<p>Application refers to individualised care routines.</p> <p>Terminology changes -</p> <p>Reference to family members in Element 2 & PCs, replaced proactive with initiating</p> <p>PC 5.2 reworded to Attend to individual babies needs during mealtimes</p> <p>Reference to babies and toddlers in PC 5.1, Drinks added to PC 5.2, Reference to resources added in in 6.1</p> <p>PC 5.5 reference amended to offer a supportive environment for breast feeding</p> <p>Reference to a toddler age range inserted in PE task 2</p> <p>Reference to “in a safe environment” added to PE tasks 1 & 2.</p> <p>Changes in KE wording for clarity</p> <p>AC specific conditional exceptions for nappy changing and toileting to safeguard the rights of the child</p> <p>Other additional detail for resources included</p>
CHCECE007	Develop positive and respectful relationships with children	CHCECE033	Develop positive and respectful relationships with children	<p>Reference to agency added in Application and in PC 2.2</p> <p>PC 2.5 – wording added to emphasise the individual child</p> <p>Wording change in PC 2.8 for self regulation</p> <p>PC 5.7 renumbered 5.1, & other PCs renumbered</p> <p>Wording in PCs 4.2, 5.2 and 5.5 reworded to use less deficit language</p> <p>PE –Terminology change to a situation where a child is reluctant to participate</p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3 Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Age range Birth to 6 added to task 1 KE – impact of group dynamics added
CHCECE009	Use an approved learning framework to guide practice	CHCECE034	Use an approved learning framework to guide practice	Minor changes in wording in PCs 2.2, 2.5, 3.4, 3.5, 4.3, 5.5, 5.8 and 6.2 Element 3 renamed “Reflect on the use of the learning framework Performance evidence wording changed to align with changes in the PCs
CHCECE010	Support the holistic development of children in early childhood	CHCECE035	Support the holistic learning and development of children.	Minor changes in wording in PCs 1.1, 1.4, 2.3, 3.4, .4.3 and 5.8 PC 4.1 moved to 6.2 Reference to the Australian Early Childhood Development Census inserted in KE Additional aspects that impact on child development inserted in KE – child abuse, family violence Pre reading skills added under literacy development Physiological responses added (clarifies reference in PC 3.4
CHCECE011	Provide experiences to support children’s play and learning	CHCECE036	Provide experiences to support children’s play and learning	Element 2 renamed to “Support children’s agency through play and learning Minor wording changes in PCs 2.2, 2.5 and 2.7 Reference to practices to support children’s agency added in the KE
CHCECE012	Support children to connect with their world	CHCECE037	Support children to connect with the natural environment	New PC 1.4 referencing Aboriginal & Torres Strait Islander peoples connections to the natural environment. Correlating PE reference added PC 2.2 – Reference to local community added
CHCECE013	Use information about children to inform practice	CHCECE038	Observe children to inform practice	PC 2.1 reworded Minor wording change in Application, PC 3.1 (grammar correction)

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
				<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>KE - Reference to collaborative partnerships (QA6) added, changes in family and/or child circumstance added, privacy added to key considerations for collecting information</p> <p>AC amended to clarify the application of direct observation by an assessor</p>
CHCECE014	Comply with family day care administration requirements	CHCECE039	Comply with family day care administration requirements	<p>Minor changes to wording in PC 1.3, 1.5, 2.1</p> <p>KE - Addition of small business operation obligations</p>
CHCECE015	Attend to daily functions in home-based child care	CHCECE040	Attend to daily functions in home-based child care	<p>Universal changes from draft 2 to draft 3</p>
CHCECE016	Establish and maintain a safe and healthy environment for children	CHCECE041	Maintain a safe and healthy environment for children	<p>Change to Element 1 title and PC 1 to align with job role</p> <p>In PC 5.3, reconnoitre replaced with Assess</p> <p>Correction in PE – reference to emergency and evacuation</p> <p>Additions in PE – collection of children, supervision</p> <p>Reference to government health guidelines and advice</p>
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE042	Foster holistic early childhood learning, development and wellbeing	<p>Application wording amended to include reference to developmental theory and “..guided by the philosophy of the service” (2nd para)</p> <p>PC 2.1 reworded</p> <p>PC 4.3 reworded to include reference to agency</p> <p>PC 4.6 amended to refer to include reference to intentional teaching</p> <p>New PC 4.7 added</p> <p>Added to KE</p> <p><i>under the child development theory section</i></p> <ul style="list-style-type: none"> ◦ Australian Early Childhood Development Census

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
				<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <ul style="list-style-type: none"> ◦ understanding of the curriculum planning cycle ◦ theories and research relating to a sense of belonging <p><i>New section</i></p> <ul style="list-style-type: none"> • practices which support holistic learning: <ul style="list-style-type: none"> ◦ planned experiences ◦ intentional teaching ◦ spontaneous play
CHCECE018	Nurture creativity in children	CHCECE043	Nurture creativity in children	<p>Additional content which links with cultures and diversity</p> <p>PC 1.4 reworded to refer to art forms and artists in diverse cultures</p> <p>New PC 1.5 refers to Aboriginal and Torres Strait Islander peoples cultures</p> <p>Reference to cultural backgrounds added to PC 2.1</p> <p>Wording change in PCs 4.1 and 4.7</p> <p>KE Additional references in types of creative opportunities and ways to structure experience sections</p> <p>Reworded KE for clarity and additional detail on evaluation methods (in the final point)</p>
CHCECE019	Facilitate compliance in an education and care services	CHCECE044	Facilitate compliance in an education and care service	<p>PC 1.4 moved to PC 2.2</p> <p>New element 2 – Interpret the NQS</p> <p>Role of National and State/Territory governing bodies added to KE</p> <p>Minor change in KE – emerging trends and research</p>
CHCECE020	Establish and implement plans for developing cooperative behaviour	CHCECE045	Foster positive and respectful interactions and behaviour in children	<p>New PC 2.1 Assess the impact of the physical and social environment and curriculum on children’s behaviour.</p> <p>New PC 3.1 Recognise factors that may cause challenges for children’s ability to interact positively and engage in the curriculum.</p> <p>PC 3.2 which referred to triggers or consequences...removed</p> <p>Additions to KE –</p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
				<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>references to curriculum and group size</p> <p>Practices to support the building of resilience</p> <p>Changes in planning supports</p>
CHCECE021	Implement strategies for the inclusion of all children	CHCECE046	Implement strategies for the inclusion of all children	<p>Wording changes in 2.3, 3.3 and 4.1</p> <p>Added to KE - factors that may impact the inclusion of the child and their family</p>
CHCECE023	Analyse information to inform learning	CHCECE047	Analyse information to inform children's learning	<p>PC 2.4 reworded and moved to 3.2</p> <p>Minor changes in wording in PC 3.3 – Develop changed to provide information...</p> <p>PE task 1 rewritten to define what is required</p> <p>Additions to KE –</p> <p>Collaborative partnerships (QA6)</p> <p>Prioritising the voice of the child</p> <p>Strengthening of the knowledge of confidentiality requirements</p> <p>Positive guidance and behaviour guidance research</p>
CHCECE024	Design and implement the curriculum to foster children's learning and development	CHCECE048	Plan and implement children's education and care curriculum	<p>Inclusive practices added to Element 1 title and explicit in PC 1.1</p> <p>PC 1.2 removed, practices and resources added to renumbered PC 1.2, changes in wording in PC 3.2</p> <p>New PC 3.4 Provide opportunities for children's collaborative learning</p> <p>QA 3 added to KE</p>
CHCECE025	Embed sustainable practices in service operations	CHCECE049	Embed environmental responsibility in service operations	<p>PC 2.3 wording changed to ...Contribute to the development of.</p> <p>PC 3.1 wording changed to -</p> <p>Investigate how children and adults engage with the service's environmental responsibility plan</p> <p>New PC 3.2 Encourage children to engage in environmentally responsible practices beyond the service, with families and the community.</p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
				<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>PE task 2 changed to specify 2 aspects of environmental responsibility Added to KE principles of change management</p> <ul style="list-style-type: none"> ◦ barriers and drivers for behavioural change ◦ sphere of influence
CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE050	Work in partnership with children’s families	<p>Significant changes to draft 2</p> <p>Application wording</p> <p>New PC 1.7. changes in element 2, New element 3 Support children’s connection with community and PCs, PC 4.3 worded</p> <p>Additions to KE</p> <ul style="list-style-type: none"> • the roles of the tiers of government in the provision and funding of children’s education and care services • range of child-rearing practices and parenting styles: <ul style="list-style-type: none"> ◦ their origin ◦ own experience and its influence on beliefs <p>AC allow simulation, subject to conditions being met</p>
CHCECE027	Promote equity in access to the service	CHCECE051	Promote equity in access to the service	<p>New PC 1.1 Establish the demographic make-up of the local community. Remaining PCs renumbered</p> <p>Reference to ratio targets removed in PC 1.3</p>
CHCECE028	Collaborate with families to plan service and supports	CHCECE052	Plan service and supports for children	<p>Change in title to - Plan service and supports for children</p> <p>References to “parents” replaced with families or family members in PC & KE</p> <p>Addition to KE -</p> <ul style="list-style-type: none"> • principles of relevant human rights and anti-discrimination legislation and regulation: <ul style="list-style-type: none"> ◦ federal ◦ state/territory ◦ international

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3 Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC allow simulation, subject to conditions being met
CHCECE029	Respond to problems and complaints about the service	CHCECE053	Respond to problems and complaints about the service	Change in title to Respond to grievances and complaints about the service
New units – note that these units were included in the core units of the Certificate III Qualification proposed in Draft 2.		CHCECE054	Promote understanding of Aboriginal and/or Torres Strait Islander cultures	<p>Application reworded to give a clarify the breadth of the unit</p> <p>Terminology changes to refer to Aboriginal and Torres Strait Islander peoples</p> <p>Title change –</p> <p>Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures</p> <p>Terminology change in Application and throughout the unit – research replaced with investigate</p> <p>Changes in wording in PCs 3.2,3.3, 4.1 and 4.2 (refers to cultural knowledge)</p> <p>PC 3.3 renumbered 3.1 and other PCs renumbered.</p> <p>New PC 4.3 and 4.4 refer to ways of learning</p> <p>Additions to KE –</p> <p>Purpose and significance of reconciliation Action Plans</p> <p>Local and broader contexts</p> <p>Relevant Aboriginal and/or Torres Strait islander led organisations and peak organisations</p> <p>Aspects of Aboriginal and/or Torres Strait Islander ways of learning</p> <p>PE change in wording in task 2 -includes reference to culturally safe and sensitive ways</p>

Existing Code	Existing Title	Draft 2 Code	Draft 2 Title	Changes for Draft 3
		CHCECE055	Meet legal and ethical obligations in children’s education and care	<p>Abbreviations used in the table: PC – Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions</p> <p>PC 2.2 wording includes reference to conflict of interest (which is already in KE) PE Task 1 clarified as Complete one work activity in each of the following <i>four</i> areas of practice according to legal and ethical obligations:.....</p> <p>Added to KE – Terminology change - educator to staff ratios replaces minimum numbers, data security and sharing protocols</p> <ul style="list-style-type: none"> • legal and ethical considerations when dealing with families: <ul style="list-style-type: none"> ◦ child custody ◦ child protection ◦ confidentiality and privacy ◦ family and service rights and responsibilities <p>AC allow simulation, subject to conditions being met Modified reference to access to children and families experiencing complex challenges</p>
		CHCCEC056	Work effectively in children’s education and care	<p>NQF reference added in PC 1.1</p> <p>Element 3 renamed Use effective work practices</p> <p>New Element 5 (and PCs) added - Develop personal professional practice</p> <p>Additions to KE</p> <ul style="list-style-type: none"> ◦ interrelations between National Law and National Regulations and the National Quality Framework • reflective practice: <ul style="list-style-type: none"> ◦ what is reflection ◦ why and how educators use reflection <p>what is meaningful reflection</p> <ul style="list-style-type: none"> • importance of own well-being: <ul style="list-style-type: none"> ◦ physical health ◦ mental health ◦ social/emotional well-being ◦ access to supports.

END