

Mapping Matrix *from* - CHC30712 Certificate III in Children’s Services
to - CHC30113 Certificate III in Early Childhood Education and Care

This mapping tool only includes additional training and assessment requirements for each unit.
 Changes to wording or additional words are highlighted in **bold** type

Unit of competency: CHCECE003 Provide care for children			
Supersedes CHCCN302A - Provide care for children			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Provide physical care	1.1 Manage toileting accidents in a manner that protects the child’s self-esteem and privacy 1.2 Supervise and engage with children eating and drinking 1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children’s health and safety	Word change Additional word Additional word Word change	
2. Promote physical activity	2.1 Consistently implement movement and physical experiences as part of the program for all children 2.2 Participate with children in their physical activity 2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child 2.4 Encourage each child’s level of participation in physical activities according to the child’s abilities and their level of comfort with activities 2.5 Engage children in outdoor play 2.6 Foster children’s participation in physical activities 2.7 Discuss with children how their bodies work and the importance of physical activity to people’s health and wellbeing	New element	
3. Adapt facilities to ensure access and participation	3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children’s learning and	New element	

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	<p>development and offer chances for appropriate risk-taking</p> <p>3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities</p> <p>3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air</p> <p>3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences</p> <p>3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests</p>		
4. Help children with change	<p>4.1 Prepare children for changes in a supportive and timely manner</p> <p>4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child</p>	<p>New criteria</p> <p>Additional wording</p>	
5. Settle new arrivals	<p>5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child</p> <p>5.4 Respond to child's distress at separation from the family in a calm reassuring manner</p>	<p>Word changes</p>	
Foundation skills			
<p>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</p> <ul style="list-style-type: none"> Oral communication – in order to interact calmly and positively with families and children <p>The remaining foundation skills essential to performance are explicit in the performance criteria of this unit</p>		<p>New</p>	

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Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks **at least once**:

- provided care and responded appropriately to **at least three** children of **varying ages**, including:
 - promoting physical activity and encouraging participation
 - engaging children in discussions around physical health and wellbeing
 - adapting the physical environment to ensure challenge and appropriate risk-taking
 - ensuring the smooth transition of new arrivals
 - supporting children through transition and change

performed the activities outlined in the performance criteria of this unit during a period of **at least 120 hours of work** in at least **one regulated** education and care service.

New

Knowledge evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- basic principles of child emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impacts of changes of routines for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases
- code of ethics
- routines and strategies to minimise distress at separation of parent and child

New

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Assessment conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

New

Mapping Notes:

The following performance criteria link or map:

From old	1.5	1.6 & 2.1 & 2.5	5.3 & 5.4	4.2 to	4.3	4.4	5.1	5.2	5.3	5.5
to new	1.1	1.2	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4

The following knowledge evidence is covered in the range statements:

- organisational standards, policies and procedures
- basic principles of child physical development
- impact of changes of environments for children

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