

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: CHCECE006 Support behaviour of children & young people			
Supersedes CHCCHILD301B - Support behaviour of children and young people			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Contribute to a safe and supportive environment	1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour	New wording	
	1.3 Identify contributing environmental factors	New wording	
3. Observe and collect data to assist with development of appropriate strategies for support	3.1 Collect data and record observations as a basis for gaining understanding of the child/young person’s behaviour	New wording	
	3.2 Use data to demonstrate the frequency, intensity and duration of behaviours requiring support	New wording	
4. Implement strategies to support children or young people who require additional support (this element has been reworded)	4.1 Implement strategies to support child or young person with guidance from supervisor or as designed by a specialist	New wording	
	4.3 Contribute effectively to implementation of personalised support plans	New wording	
5. Monitor and review strategies	5.3 Document observations and offer feedback to supervisor as additional support	New wording	

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Foundation skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

New

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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:

New

- communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner **at least twice**
- guided behaviour using positive support techniques with at least two children and/or young people
- discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others
- recorded observations and identified behaviours requiring support of children and/or young people using a range of methods
- used judgement to determine when to involve other staff for supported intervention.

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. These include knowledge of:

New

- communicative function of behaviour and **positive support strategies to redirect behaviour and defuse situations**
- organisational standards, policies and procedures.

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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.

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

New

Mapping Notes:

The following performance criteria link or map:

From old	1.2	1.3	1.1	2.1	2.2	2.4	2.5	4.1 & 4.2	4.3	4.4	5.1	5.2	5.4
to new	1.1	1.2	1.3	2.1	2.2	2.3	2.4	4.1	4.2	4.3	5.1	5.2	5.3

The following knowledge evidence is covered in the range statements:

- communicative function of behaviour
- definitions of and differences between disruptive behaviour and behaviours of concern
- how learning difficulties or mental health issues may affect behaviour
- impacts of environment and culture on behaviour of children and/or young people

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