

**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: CHCECE011 Provide experiences to support children's play & learning			
Supersedes CHCPR301C - Provide experiences to support children's play and learning			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Create an environment for play	1.1 Assist in the provision of areas, resources and materials for different kinds of play	Word change	
	1.3 Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors	Word changes & new concept	
2. Support children's play and learning	2.1 Engage children in discussion (as appropriate) of their play and learning	New criteria	
	2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning	New criteria	
	2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence	Word change	
3. Facilitate children's play, learning and physical activity	3.4 Respond to children's reactions to play environments to ensure each child remains interested, challenged but not frustrated	Word change	
	3.5 Establish routine with children so as to support them in remaining safe	New criteria	
Foundation skills (specifically named up)			
The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.		New	

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Performance evidence – as above plus performed at least once as follows:

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:

- providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences
- set up a safe environment on at **least three occasions** (including at least one indoor and one outdoor), including:
 - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
 - guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions
 - creating an environment that allows for individual and collaborative experiences

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. These 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
- relevance of the approved framework to pedagogical practices
- play and **learning** experiences, associated resources and materials relevant to the interests and abilities of children
- role of play in learning
- theories that pertain to play
- reflective practice
- United Nations Convention of the Rights of the Child

New evidence

Word addition

Not just own practice

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Assessment conditions

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

New

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.

Mapping Notes:

The following performance criteria link or map:

From old	1.4	1.8 & 1.5	2.2	2.3	2.4	3.1	3.2	3.3	3.4
to new	1.2	1.3	2.3	2.4	2.5	3.1	3.2	3.3	3.4

The following knowledge evidence is covered in the range statements:

- organisational standards, policies and procedures
- safety measures available to minimise risks for children and others

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