

**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: CHCECE012 Support children to connect to their world			
Supersedes <a href="#">CHCPR302A</a> - Support sustainable practice			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Support children to develop an understanding and respect for the natural environment	1.1 Use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land  1.2 Role-model respect, care and appreciation for both natural and constructed environments  1.3 Assist in providing children with a wide range of natural and recycled materials in their environments both indoor and outdoor  1.4 Providing children with information and access to resources about the environment and the impact of human activities on environments  1.5 Assist in creating spaces that promote the development of life skills, in areas including growing and preparing food, waste reduction and recycling	New element & criteria with some links	
2. Identify areas for change	2.1 Identify aspects of sustainability in the service  2.2 Recognise opportunities for changes to current practices and principles to ensure they are sustainable	New element & criteria with some links	

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	<p>2.3 Develop and implement strategies to address these areas of sustainable change in consultation with supervisor</p> <p>2.4 Evaluate strategies in consultation with supervisor</p>		
3. Support others in implementing sustainable practices	<p>3.1 Encourage children to participate in discussions and learning experiences about sustainable practices</p> <p>3.3 Identify and encourage opportunities for families and community to be involved</p>	<p>New wording</p> <p>New criteria</p>	
<b>Foundation skills</b>			
<p><i>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</i></p> <p>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</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:

- supported practices that encourage children to connect to their environment **on at least three occasions**, including:
  - providing children with a wide range of natural and recycled materials
- identified and supported workplace procedures to enhance environmental sustainability, including:
  - identifying changes to cleaning and maintenance equipment and associated resources
  - identifying changes to practices and systems
- supported children and other adults to become environmentally responsible and show respect for the environment by:
  - facilitating sustainable practices
  - discussions modelling sustainable behaviours.

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
- context and **application** of sustainable development and sustainability within an education and care service children's services environment
- organisational standards, policies and procedures.

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	3.2	3.3 & 3.5 & 1.3	2.1	2.2
to new	1.3	2.1	3.1	3.2

**Element 2 & 3 link**

The following knowledge evidence is covered in the range statements:

- context of sustainable development and sustainability within an education and care service children's services environment

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