

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: CHCECE013 Use information about children to inform practice			
Supersedes CHCPR303D - Develop understanding of children's interests and developmental needs			
Elements of Competency	Changes in performance criteria	Gaps to address in transition	Delivery Notes
1. Gather information about the child through observation	1.1 Observe, listen and talk with children for sustained periods of time 1.2 Pay close attention to what the child is saying and doing 1.3 Identify their interests, ideas, knowledge and skills	New criteria	
2. Gather information about the child from secondary sources	2.2 Collaborate with family and other educators to collect information about each child’s needs, interests, skills and cultural practices	Additional wording	
4. Use observations and information collected to contribute to program planning	4.1 Use information gathered about the child to contribute to the planning of programs that promote children’s learning and development	New wording	
	4.2 Use information gathered about the child to ensure interactions are responsive and respectful of the individual child	New wording	
Foundation skills			
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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Supersedes [CHCPR303D](#)- Develop understanding of children's interests and developmental needs

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:

- observed, documented and analysed information regarding at **least three children of varying ages**, including:
 - gathering and recording information using:
 - observations
 - questioning
 - discussion with families
 - anecdotal information
 - learning stories
 - jottings
 - digital images
 - samples of children's work
 - analysing observations of the children's behaviour, including:
 - aspects of child's development
 - knowledge, ideas, abilities and interests
 - social interactions
 - reactions to play environment
 - writing reports that record observations accurately and respectfully to the level of detail expected in the service

using information to contribute to program/planning

New

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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 standards and framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- reflective practice
- child development, in order to analyse information and plan accordingly
- observation techniques
- report-writing standards and protocols relevant to the context of observation reports

New

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Supersedes [CHCPR303D](#)- Develop understanding of children's interests and developmental needs

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.
- Observation recording tools

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

New

Mapping Notes:

The following performance criteria link or map:

From old	2.1	2.2	3.1	3.2	4.2
to new	2.1	2.2	3.1	3.2	4.2

The following knowledge evidence is covered in the range statements:

- organisational standards, policies and procedures
- child development

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