

**Mapping Matrix from - CHC50908 Diploma of Children's Services (early childhood education and care)  
to - CHC50113 Diploma of 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: CHCECE017 Foster the holistic development and wellbeing of the child in early childhood			
Supersedes <a href="#">CHCFC502A</a> - Foster physical development in early childhood			
Supersedes <a href="#">CHCFC503A</a> - Foster social development in early childhood			
Supersedes <a href="#">CHCFC504A</a> - Support emotional and psychological development in early childhood			
Supersedes <a href="#">CHCFC505A</a> - Foster cognitive development in early childhood			
Supersedes <a href="#">CHCFC506A</a> - Foster children's language and communication development			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1 Foster physical development	<p>Mapped from FC502A</p> <p>1.1 <b>Assess</b> and monitor children's physical skills and development</p> <p>1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor skills, and fundamental movement skills <b>through play</b></p>	<p>Word change</p> <p>Additional wording</p>	
2. Foster social development	<p>Mapped from FC503A</p> <p>2.1 <b>Assess</b> and monitor children's social skills and development</p> <p>2.2 Plan and provide opportunities for different forms of social interaction between children <b>during play</b> with respect for each child's interests, goals and development stage</p> <p>2.3 Create opportunities for children to participate in meaningful ways in group discussions and shared decision-making</p> <p>2.5 Promote a sense of community within the service</p>	<p>Word change</p> <p>Additional word</p> <p>New criteria</p> <p>New criteria</p>	

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	<p>2.6 Arrange the environment to encourage interactions <b>between children</b> as well as accommodating a child's need for privacy, solitude or quiet</p> <p>2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities</p>	<p>Additional wording</p> <p>New criteria</p>	
3. Foster emotional development	<p>Mapped from FC504A</p> <p>3.1 <b>Assess</b> and monitor children's emotional development</p> <p>3.2 Create opportunities for children to experience individual strengths and successes during play independently with tasks</p>	<p>New wording</p> <p>New criteria</p>	
4. Foster cognitive development	<p>Mapped from FC505A</p> <p>4.1 <b>Assess</b> and monitor children's cognitive skills and development</p> <p>4.2 <b>Engineer and provide</b> opportunities for children to participate in science, mathematics and technology experiences</p> <p>4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning</p> <p>4.5 Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising</p> <p>4.6 Provide opportunities <b>through play</b> for children to explore concept development</p> <p>4.7 Make opportunities for children to both construct and take apart, as a strategy for learning</p>	<p>New wording</p> <p>New wording</p> <p>New criteria</p> <p>New criteria</p> <p>Added wording</p> <p>New criteria</p>	

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	4.8 Provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare	New criteria	
5. Foster communication development	<p>Mapped from FC506A</p> <p>5.1 Assess and monitor children's language skills and development</p> <p>5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play</p> <p>5.4 Value the child's linguistic heritage and encourage the use and acquisition of home languages</p> <p>5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text</p> <p>5.6 Create a literacy-enriched environment including displaying home languages and Standard Australian English</p> <p>5.7 Provide resources that encourage children to experiment with images and print</p>	<p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	
6. Foster an environment for holistic learning and development	<p>6.1 Support and initiate inquiry processes, try new ideas and take on challenges</p> <p>6.2 Provide resources and materials that offer challenge, intrigue and surprise</p> <p>6.3 Assist to promote children's sense of belonging and connectedness</p> <p>6.4 Engage children in sustained shared conversations to extend their thinking</p>	<p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	

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	<p>6.5 Provide the opportunity for scaffolding learning and development</p> <p>6.6 <b>Assist</b> children to see their mistakes as opportunities to learn <b>and grow</b> (mapped from FC504A)</p> <p>6.7 Facilitate families' diverse contributions to the learning community</p> <p>6.8 Share information with colleagues about child development and wellbeing</p> <p>6.9 Create learning environments where children are able to immerse themselves in self-directed play</p> <p>6.10 Recognise spontaneous teachable moments as they occur and use them to build on children's learning</p> <p>6.11 Ensure a balance between child-initiated and educator supported learning</p> <p>6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning</p> <p>6.13 Facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing</p>	<p>New criteria</p> <p>Additional wording</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	
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**Foundation skills**

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

- *Oral Communication* – in order to facilitate collaborative discussions with children, families and other educators.
- *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

New

**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:

- planned and provided at least three opportunities for children of varying ages to develop in a range of areas, including:
  - facilitating and supporting emotional and psychological development in children
  - encouraging self-help and independence of children
  - planning opportunities to foster children's positive self-concept and self-esteem
  - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- performed the activities outlined in the performance criteria of this unit during a period of at least **240 hours of work** in at least **one regulated** education and care service.

New

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**Knowledge evidence**

- 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
- **relevant aspects** of theories of children's emotional and psychological development as they **apply** to the educator's role
- **links between social, physical, psychological and cognitive development**

New

**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	FC503A 3.9	FC503A 3.1	FC503A 3.3	FC504A 3.1	FC505A 1.8	FC505A 2.6	FC504A 2.4
to new	2.1	2.2	2.6	3.1	4.1	4.6	6.6

This mapping was a collaborative project between Sherylyn Brakey (TasTAFE), April Bradford (Campbell Page), Christine Mayfield (Stepping Ahead), Aimee Woods (Lady Gowrie) and Roger O’Meagher (ECA)