

**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: CHCECE020 establish & implement plans for developing cooperative behaviour			
Supersedes <a href="#">CHCIC510A</a> - Establish and implement plans for developing cooperative behaviour			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<i>1 .Establish and apply limits and guidelines for behaviour</i>	1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour	New criteria	
	1.3 Develop guidelines in <b>collaboration</b> with children according to their ability to do so (mapped from IC510A)	Word change	
	1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly	New criteria	
<i>2. Identify &amp; review behaviour as required</i>	2.1 Gather information from all those involved in <b>caring for the children</b> (mapped from IC510A)	Changed wording	
	2.2 Reflect on the wide range of variables that can impact on behaviour	New criteria	
	2.4 <b>Scan environment and curriculum</b> for possible influences on behaviour	Additional wording	
	2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children	New criteria	
	2.6 Seek advice from <b>appropriate authorities</b> as required	Added wording	
	2.7 <b>Discuss</b> incidents causing concern with families and colleagues as appropriate	Changed wording	

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	2.8 <b>Include families and colleagues</b> in discussion about options for response	Added wording	
3. <i>Develop a plan to guide a particular child's behaviour where required</i>	3.6 <b>Establish</b> plan in consultation with colleagues, family members and others who may be caring for the child	Changed wording	
	3.7 Ensure plan considers relevant <b>cultural practices</b> for responding to behaviour	Changed wording	
	3.8 <b>Liase</b> with <b>appropriate authorities</b> and referral bodies as necessary	Changed & additional wording	
4. <i>Implement and monitor behaviour plan</i>	4.1 <b>Support</b> the child to understand specific expectations for behaviour	Changed wording	
	4.2 Inform all <b>those involved</b> in implementing and reinforcing the plan of its rationale, limits and strategies	Changed wording	
	4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child	New criteria	
<b>Foundation skills</b>			
<p><i>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</i></p> <ul style="list-style-type: none"> <li><i>Oral communication</i> – in order to facilitate a range of collaborative discussions with children, families and other educators.</li> </ul> <p>The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.</p>		New	

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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:

- observed and analysed children's behaviour, on **at least three** occasions, in a range of situations and contexts
- created, implemented and measured the effectiveness of **at least one** plan, including:
- developing long-term and short-term goals and objectives
  - establishing a baseline for the behaviour
  - clearly outlining alternative behaviours
  - communicating expectations with children
  - supporting and communicating with colleagues to implement the plan
  - revisiting the plan and reflecting on its effectiveness
- developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
- interacted with children and involved them in decision-making and 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 identified work role.

These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- code of ethics
- United Nations Conventions on the Rights of the Child

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	IC510A 2.3	1.1	1.4	1.6	1.7	1.8	3.6	3.7	3.8	4.1	4.2
to new	1.3	2.1	2.4	2.6	2.7	2.8	3.6	3.7	3.8	4.1	4.2

The following knowledge evidence is covered in the range statements:

- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- organisation standards, policies and procedures

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