

**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: CHCECE021 Implement strategies for the inclusion of all children Supersedes CHCIC512A - Plan and implement inclusion of children with additional needs			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Promote inclusion	<p>1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children</p> <p>1.2 Demonstrate a belief in children's capacity to succeed in all interactions with families and children</p> <p>1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes</p> <p>1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies</p> <p>1.5 Support all children regardless of background, gender, age or ability to fully participate as valued members of the group</p> <p>1.6 Assist, support and encourage each child's efforts to participate</p> <p>1.7 Identify areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice</p>	New element & criteria	
2. Respect Diversity	<p>2.1 Value different capacities and abilities, and respect differences in families' home lives</p> <p>2.2 Recognise that diversity contributes to the richness of society and provide children with opportunities to explore this richness</p>	New element & criteria	

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	<p>2.3 Uphold all children’s rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions</p> <p>2.4 Draw children’s attention to issues of fairness relevant to them</p> <p>2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together.</p> <p>2.6 Engage children in discussions about respectful and equal relations</p>		
<p><i>3. Identify children with barriers to learning</i></p>	<p>3.1 Investigate child’s barrier to learning</p> <p>3.2 Collect and use data to form an accurate understanding of the barrier to learning</p> <p>3.3 Discuss concerns with others to develop a holistic understanding of a particular child’s needs and use this information to inform actions</p>	<p>New criteria</p> <p>New criteria</p> <p>Added wording</p>	
<p><i>4. Develop a plan for support & inclusion</i></p>	<p>4.1 Consider the child’s abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child</p> <p>4.2 Develop the plan in consultation with other professionals and the family</p> <p>4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs</p> <p>4.4 Constantly reflect on the effectiveness of the plan and its impact on the child</p>	<p>Changed wording</p> <p>Added wording</p> <p>New criteria</p> <p>New criteria</p>	
<p><i>5. Implement strategies to meet the child’s additional needs</i></p>	<p>5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary</p>	<p>Changed & added wording</p>	

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	<p>5.4 Communicate with and provide support to others to implement strategies</p> <p>5.5 Investigate and trial strategies that may address barriers</p> <p>5.6 Implement strategies designed or suggested by family or other professionals</p>	<p>added wording</p> <p>Changed wording</p> <p>Added wording</p>	
<p>6. <i>Monitor & review strategies</i></p>	<p>6.3 Establish and maintain constant information exchange with family and appropriate community members about the child's needs and care strategies</p> <p>6.4 Seek and gain family permission prior to consulting with others regarding the child</p> <p>6.6 Closely monitor new strategies and the impact of these on the child</p> <p>6.7 Identify and respond to any barriers to the strategies being implemented</p>	<p>Added wording</p> <p>Changed wording</p> <p>changed wording</p> <p>New wording</p>	

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Foundation skills

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

New

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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:

- developed and implemented a plan for support and inclusion for **at least one** child, including:
 - contributing to individualised, child-centred planning and service delivery
 - collaborating and sharing information with family and other educators to develop and implement an inclusion plan
 - investigating and trialling strategies to address the needs of the child
 - reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs
 - identifying and assessing the additional needs of individual children
 - gathering additional resources or sources of information to assist in developing and adapting curriculum to meet additional needs

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
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant legislation, regulations and workplace practices
- organisation standards, policies and procedures

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	1.3	2.1	2.2	3.2	3.4	3.6	3.7	4.3	4.4	5.1 & 5.3
To new	3.3	4.1	4.2	5.2	5.4	5.5	5.6	6.3	6.4	6.7

The following knowledge evidence is covered in the range statements:

- range of additional needs that may be identified and the implications for the role of the educator, including:
- behavioural or psychological disorders
- child at risk of harm or illness
- family circumstances and needs
- health problems
- physical, sensory or developmental disability
- strategies that encourage participation
- understanding of different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

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