

**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: CHCECE022 Promote children's agency			
Supersedes CHCPR502E - Organise experiences to facilitate and enhance children's development			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<i>1. Establish a learning environment that reflects children's services interests</i>	1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning	New criteria	
	1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child	New criteria	
	1.4 Provide materials and resources that are natural and familiar	New criteria	
	1.5 Give children access to materials and resources that provoke interest	Changed wording	
<i>2. Provide opportunities that stimulate learning and development</i>	2.1 Allow children to direct their own play and leisure experiences with peers	New criteria	
	2.2 Create possibilities for peer scaffolding	New criteria	
	2.4 Create opportunities for learning through play and intentional teaching	New criteria	
	2.5 Support play experiences initiated by children	New criteria	
	2.6 Organise routines in ways that maximise opportunities for each child's learning	New criteria	
<i>3. Design, implement and evaluate learning experiences for children</i>	3.2 Develop the curriculum in consultation with educators and stakeholders	Changed wording	
	3.3 Design and implement learning experiences to foster learning and development, and to reflect children's interests	New criteria	

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	3.4 Ensure the program is sufficiently flexible to respond to unplanned children's interests	wording change	
	3.5 Assess and evaluate planned and unplanned teaching and learning	New criteria	
4. <i>Support children to participate</i>	4.1 Consult with children about the experiences and materials to be made available	Changed wording	
	4.2 Acknowledge each child's uniqueness in positive ways	New criteria	
	4.3 Support children's efforts, assisting and encouraging as appropriate	New criteria	
	4.4 Develop awareness and respond to children who may require additional support or attention	New criteria	
Foundation skills			
<i>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</i>		New	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.			
Performance evidence			
<p>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 at least once:</p> <ul style="list-style-type: none"> planned and implemented at least two programs that promote and encourage children's agency, including: <ul style="list-style-type: none"> establishing environments and opportunities in response to children's interests using a range of strategies to engage and encourage children in experiences planning and implementing developmentally appropriate curriculum in consultation with other educators. 		New	

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Supersedes [CHCPR502E](#)- Organise experiences to facilitate and enhance children's development

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
- relevant theories about childhood learning
- strategies for intentional teaching
- techniques to encourage and support children to participate.

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	1.5	3.2	3.6	1.4
to new	1.5	3.2	3.4	4.1

The following knowledge evidence is covered in the range statements:

- organisation standards, policies and procedures

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