

**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: CHCECE023 Analyse information to inform learning			
Supersedes CHCPR509A - Gather, interpret and use information about children			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<i>1. Gather and document information about children</i>	<p>1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches</p> <p>1.2 Ensure the assessment methods and tools used to gather information consider assessment principles</p> <p>1.3 Gather information and observations over time and in a variety of spaces</p> <p>1.4 Include the voices of educators, children, peers, families and other professionals where appropriate</p>	<p>Changed wording</p> <p>New criteria</p> <p>Changed wording</p> <p>New criteria</p>	
<i>2. Monitor children's learning & development</i>	<p>2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes</p> <p>2.2 Identify children who may need additional support in order to achieve particular learning outcomes</p> <p>2.3 Use summative assessment to reflect on children's learning over a period of time</p> <p>2.4 Collaborate with families and colleagues to support children's learning</p>	<p>New criteria</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	

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<p>3. Use evidence to inform practice</p>	<p>3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment</p> <p>3.2 Reflect on and improve own practices using evidence gathered</p>	<p>New element & criteria</p>	
<p>Foundation skills</p>			
<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"> <i>Writing</i> – in order to document observations in line with workplace procedures and policies <p>The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.</p>		<p>New</p>	
<p>Performance evidence</p>			
<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:</p> <ul style="list-style-type: none"> collected and documented observations of at least three different children, including: <ul style="list-style-type: none"> children’s behaviour and learning children’s play preferences strengths, interests and relationships applied information to educational practice, including: <ul style="list-style-type: none"> sharing information with families, educators, children, experts and specialists collaborating with families to plan for children’s individual needs using information gathered to inform planning 		<p>New</p>	
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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 interpret the relevance of framework and standards documents in guiding work in this unit of competency
- observation and inclusion principles
- confidentiality requirements
- code of ethics
- collaborative planning techniques
- summative assessments

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	1.1 & 1.2	1.4
to new	1.1	1.3

The following knowledge evidence is covered in the range statements:

- organisation standards, policies and procedures

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