

**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: CHCECE024 Design & implement the curriculum to foster children's learning and development Supersedes CHCPR510B - Design, implement and evaluate programs and care routines for children | | | |
|--|--|--|----------------|
| Elements of Competency/Performance Criteria | Changes | Gaps to address in transition | Delivery Notes |
| 1. Develop appropriate settings & environments | <p>1.1 Evaluate and modify the learning environment and materials to support all aspects of children's learning, and promote opportunities for sustained shared thinking and collaborative learning</p> <p>1.2 Assess and modify the learning environment and materials to ensure that families and the community are respected</p> <p>1.4 Promote an appreciation of the natural environment</p> | New element & criteria | |
| <i>2. Design & implement curriculum in consultation with others</i> | 2.1 Consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals | Added word | |
| <i>3. Design learning experiences to foster children's learning & development</i> | <p>3.1 Collect data on each child</p> <p>3.2 Analyse data collected to identify each child's interests, strengths and goals in conjunction with the approved learning framework</p> <p>3.3 Clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework's learning outcomes, principles and practices</p> <p>3.5 Plan for ways to monitor and assess children's learning, consistent with the principles and practices of the approved framework, ensuring that both planned and unplanned experiences are considered for assessment</p> | <p>Word change</p> <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> | |
| <i>4. Implement learning experiences to foster children's learning and</i> | 4.2 Set up the physical learning environment | New criteria | |

Unit of competency: CHCECE024 Design & implement the curriculum to foster children’s learning and development

Supersedes [CHCPR510B](#)- Design, implement and evaluate programs and care routines for children

| | | | |
|---|---|---|--|
| <i>development</i> | <p>4.3 Co-construct meaning with children and ensure there are sustained interactions</p> <p>4.4 Model and promote enabling learning dispositions</p> <p>4.5 Monitor and reflect on children’s learning and own pedagogical practices and continuously refine</p> | <p>New criteria</p> <p>New criteria</p> <p>New criteria</p> | |
| 5. Assess and evaluate planned and unplanned teaching & learning | <p>5.1 Use or establish opportunities to gather feedback from families and children</p> <p>5.2 Collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks</p> | <p>Changed wording</p> <p>Added wording</p> | |
| Foundation skills | | | |
| <p><i>The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.</i></p> <p>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</p> | | New | |
| 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:</p> <ul style="list-style-type: none"> • designed and implemented curriculum on at least one occasion, including: <ul style="list-style-type: none"> • evaluating and modifying environments to enhance opportunities for children’s learning from other educators, children and their families • gathering information to use as a basis for design to address identified needs • designing learning experiences to foster children’s development • assessing and evaluating curriculum and learning experiences in accordance with guidelines <p>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.</p> | | New | |
| | | | |

Unit of competency: CHCECE024 Design & implement the curriculum to foster children’s learning and development

Supersedes [CHCPR510B](#)- Design, implement and evaluate programs and care routines for children

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

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 | 3.1, 3.2 & 2.4 | 2.1 | 5.3 | 5.1 & 5.2 |
| to new | 2.1 | 3.1 | 5.1 | 5.2 |

The following knowledge evidence is covered in the range statements:

- how to design programs and environments that foster children's development
- evaluation strategies
- organisation standards, policies and procedures

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