

**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: CHCECE026 Work in partnership with families to provide appropriate education and care for children Supersedes CHCRF511A- Work in partnership with families to provide appropriate care for children			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<i>1. Provide families with opportunities to be involved in the service</i>	<p>1.2 Respond to families' questions, concerns and requests in a prompt and courteous way</p> <p>1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture</p> <p>1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role</p>	<p>New criteria</p> <p>New criteria</p> <p>New wording</p>	
<i>2. Provide information to families about their child</i>	<p>2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service</p> <p>2.3 Demonstrate an understanding of each child and their family and community context</p> <p>2.4 Implement strategies that facilitate shared decision-making with families</p>	<p>New criteria</p> <p>New criteria</p> <p>New criteria</p>	
<i>3. provide information to families about the service</i>	<p>3.1 Make information about the operation of the service available to families</p> <p>3.2 Provide information about the service in the main languages used in the community</p>	<p>New criteria</p> <p>New criteria</p>	
<i>4. provide information about community services & resources</i>	<p>4.1 Make information available to families about community services and resources</p> <p>4.2 Ensure that there is processes in place to maintain current contact details of community</p>	<p>New criteria</p> <p>New criteria</p>	

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	<p>services and resources</p> <p>4.3 Assist families to locate and contact and/or access community services and resources as required</p>	<p>New 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>Oral communication</i> – in order to facilitate collaborative discussions with parents and caregivers. <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"> • worked collaboratively with at least three different families to support education and care, including: <ul style="list-style-type: none"> • communicating information about children’s interests and development • developing care strategies together • engaging in discussion relevant to the child and family • involved families in the service/program by: <ul style="list-style-type: none"> • encouraging participation in children’s experiences <p>providing opportunities for families to give feedback on service/program</p>		<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 navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant theories that underpin the value of family/educator relationships

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	3.4
to new	1.4

The following knowledge evidence is covered in the range statements:

- strategies for involving family members in the service
- organisation standards, policies and procedures

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