CHILDREN'S EDUCATION AND CARE Webinars 1 & 2

Wednesday 19th August 2020

11am – 1pm

Thursday 20th August 2020

1pm – 3pm

SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Technical Issues

- We have muted participants to maximise sound quality
- The session will run as an information session with the chat function enabled for participants to log questions and comments. We will briefly pause part way through to enable a review of questions to address in the later part of the webinar or as a FAQ on the Feedback Forum
- We will upload the slides used in the webinars on the Feedback Forum of the SkillsIQ website.
- *Please stay in the meeting even if I drop out and need to re - enter*

Open and welcome

Acknowledgement of Country

Webinar Outline

- Draft 3 Feedback Forum
- Framework and Themes
- Key Issues

  Consultation Guide (includes questions to be addressed for validation)

  Mapping Tables
- Next Steps

SkillsIQ Limited

- Not-for-profit organisation appointed by the Commonwealth Government as a Skills Service Organisation (SSO)

- Funded by the Commonwealth Department of Education, Skills and Employment to support 19 Industry Reference Committees in the people-facing industries, including the Children's Education and Care IRC

- Develops national skills standards, to ensure skills are relevant for jobs in industry and sectors, and address critical skills gaps and shortages

- Undertakes workforce development and research projects and is active in government strategy and policy development.

Our Industry Reference Committees

- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services.

Draft 3 Early Childhood Education and Care Framework…..

The qualifications define the minimum standards for a qualified person to work as an educator in the early childhood education and care sector in regulated services in Australia

- Note the Qualification descriptions and the associated unit application statements
- The National Quality Framework, including specific references to National Quality Standards are referenced in knowledge evidence and assessment conditions

…..Draft 3 Early Childhood Education and Care Framework

Strengthened integration in unit content between

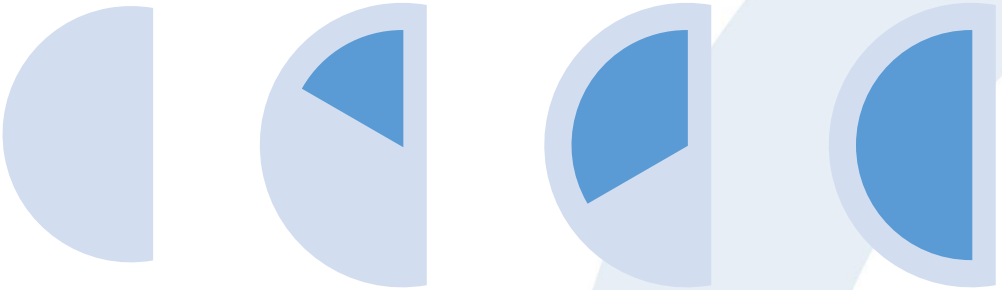
- Child Development Theory
- Curriculum Planning
- National Quality Framework (NQF)

Supported with

- Clear performance and knowledge evidence requirements and assessment conditions

Certificate III qualification provides the foundation to a career in the sector

..... Quality....



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SkillsIQ’s Online Feedback Forum

https://www.skillsiq.com.au/FeedbackForum/FeedbackHome

SkillsIQ’s Online Feedback Forum

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/ChildrensEducationandCareDraft3

- Draft 3 Qualifications, Skill Sets and Units
- Validation Guide
- Mapping Tables

CHC50220 Diploma of School Age Education and Care Draft 3.2

Skill Sets

Education Support >

CHCSS00116_Indigenous Education Support Skill Set Draft 3.2

CHCSS00117_School Based Education Support Work skill set_Draft 3.2

School Age Care >

CHCSS00115_Out of School Hours Care Skill Set Draft 3.2

Units of Competency

Early Childhood Education and Care >

CHCECE030_Support inclusion and diversity Draft 3.2

CHCECE031_Support children's health safety and wellbeing Draft 3.2

CHCECE032_Nurture babies and toddlers Draft 3.2 (2)

CHCECE033_Develop positive and respectful relationships with children Draft 3.2

CHCECE034_Use an approved learning framework to guide practice Draft 3.2

CHCECE035_Support the holistic learning and development of children_Draft 3.2 (1)

CHCECE036_Provide experiences to support children's play and learning Draft 3.2 (1)

CHCECE037_Support children to connect with the natural environment Draft 3.2

CHCECE038_Observe children to inform practice Draft 3.2

CHCECE039_Comply with family day care administration requirements Draft 3.2

CHCECE040_Attend to daily functions in home based child care Draft 3.2

CHCECE041_Maintain a safe and healthy environment for children Draft 3.2

CHCECE042_Foster holistic early childhood learning, ent and wellbeing Draft 3.2

creativity in children Draft 3.2

ce in a cation and

CHC interactions

CHCECE046_ Implem on of all children Draft 3.2

CHCECE047_Analyse inform nform children's learning Draft 3.2

CHCECE048_Plan and implement children's education and care curriculum Draft 3.2

CHCECE049_Embed environmental responsibility in

The Draft 3 material is now available for public consultation. Further information about the changes are provided in the Validation Guide and detailed mapping tables for each sector.

The Draft 3 Validation Guide and detailed mapping tables for each sector, can be downloaded individually from the **Attachments section** at the bottom of this page.

The mapping tables can be used with the Draft 3 qualifications, units and skill sets to identify specific changes.

Early Childhood Education and Care Mapping Tables
Incorporating
- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3.

School Age Care Mapping Tables
Incorporating
- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3.

School Based Education Support Mapping Tables
Incorporating
- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3.

Create a pdf of all documents in this project

Status - Open for Feedback

You will need to login to provide feedback.
Need help? Visit our How To page for step by step instructions on how to leave feedback.

Consultation Activities and Timelines

The national consultation process for Draft 3 material will be open from **12th August 2020–11th September 2020**. Throughout this period SkillsIQ will conduct webinars to provide information about the drafts which are available for comment on the online SkillsIQ Feedback Forum.

Webinars

SkillsIQ will host a series of webinars to provide information to assist stakeholder input. To register your interest in attending a webinar, please click on one of the links below.

Please click on the links below to register for a webinar.

Sector	Webinar Times and Dates
Webinar 1: Children's Education and Care (ECE) Draft 3 Validation	11am – 1pm AEST Wednesday 19th August 2020
Webinar 2: Children's Education and Care (ECE) Draft 3 Validation	1pm – 3pm AEST Thursday 20th August 2020
Webinar 3: Children's Education and Care (SAC) Draft 3 Validation	11am-12pm AEST Tuesday 25th August 2020
Webinar 4: Children's Education and Care (EDS) Draft 3 Validation	2pm – 4pm AEST Tuesday 25th August 2020
Webinar 5: Children's Education and Care (EDS) Draft 3 Validation	11am - 1pm Wednesday 26th August 2020
Webinar 6: Children's Education and Care (SAC) Draft 3 Validation	2pm – 3pm AEST Wednesday 26th August 2020

For further information, please contact Marianne Wehby marianne.wehby@skillsiq.com.au at SkillsIQ, or call 0438 039 655 or (02) 9392 8100.

Attachments

Children's Education and Care Draft 3 Validation Guide

Early Childhood Education and Care Mapping Tables

School Age Care Mapping Tables

School Based Education Support Mapping Tables

Recent Comments

…..Direct Observation in Assessment Conditions….

- The priority for evidence in assessment is direct observation.

- Activities that can't be planned or require unpredictable or sensitive interactions could have a simulation option.

- The Assessment Conditions in units set out the applicable requirements and there are some variations including specific conditions attached to some options.

Note also the ASQA fact sheets

….. Assessment in the Workplace….

- Referenced in the Qualification packaging rules and in individual units

To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

- and in individual units

perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia

Note - The hours in existing qualifications are not divided across units – this may be something an RTO is doing but the requirement is expressed as above in the unit reference.
Depending on how assessment tools are structured the requirements of different units can be assessed as part of the same activity.

…..ECE Entry Requirements Diploma….

Draft 2

ENTRY REQUIREMENTS

Entry to this qualification is open to individuals who:
hold a CHC30119 Certificate III in Early Childhood Education and Care or an equivalent qualification

OR

have at least one year of full time employment experience as an early childhood educator where they have applied the skills and knowledge covered in the above (or equivalent) qualification.

DELETED

Draft 3

ENTRY REQUIREMENTS

Entry to this qualification is open to individuals who:
hold a CHC30113 Certificate III in Early Childhood Education and Care or a CHC30120 Certificate III in Early Childhood Education and Care

New Unit in Draft 3

New Unit - CHCECE057 Use collaborative practices to uphold child protection principles

….Universal Changes…..

As noted at the front of the mapping tables

Examples -

- Application clauses in Units of Competency
- Structure of Assessment Conditions
- Consistency in terminology and references

…. Behaviour…..

Embedded in child development units –

CHCECE033 Develop positive and respectful relationships with children CHCECE043 Nurture creativity in children (Certificate III core unit)
Also
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children's play and learning – element 2
CHCECE038 Observe children to inform practice

CHCECE045 Foster positive and respectful interactions and behaviour in children (Diploma core unit)
Also
CHCECE042 Foster holistic early childhood learning, development and wellbeing
CHCECE046 Implement strategies for the inclusion of all children

…. Reflection …..

References to critical reflection have been removed from all units introduced in the Certificate III qualification.

References to reflection are embedded in a number of units particularly as the final element where evaluating experiences or reviewing something is specified.

“Introductory” references to reflection and creating an awareness of what it is and why it is significant are in the following units –

CHCECE056 Work effectively in children’s education and care – Element 5

CHCECE030 Support inclusion and diversity – Element 1

….Aspects of Aboriginal and Torres Strait Islander Peoples Cultures…..

Cultural Safety and other feedback received specific to aspects of Aboriginal and Torres Strait Islander Cultures -

(including the embedding of content in a range of units)

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures
CHCECE037 Support Children to connect with the natural environment
CHCECE043 Nurture creativity in children
CHCECE048 Plan and implement children's education and care curriculum
CHCECE049 Embed environmental responsibility in service operations

…..Imported Units ….

First Aid HLT004 will be superseded by HLT012

Updated units can only be included in qualifications once they are endorsed. The BSB training package update approved at the AISC Meeting in August can be included in the CEC update once they are available on TGA.

A note on the BSB Sustainability units –
BSBSUS401 (supersedes and is equivalent to BSBSUS 301)
BSBSUS501

- *These units are included in the Certificate III and Diploma as electives however are they relevant to the job roles in the Early Children's Education and Care sector ?*

Refer to Draft 3 CHCECE049 Embed environmental responsibility in service operations – Elements 2 and 3. This is a core unit in the Diploma.

In the Draft 3 Certificate III the core unit CHCECE037 Support children to connect with the natural environment does not refer to environmentally sustainable work practices or the workplace – the unit has a completely different focus .

Companion Volume Implementation Guide

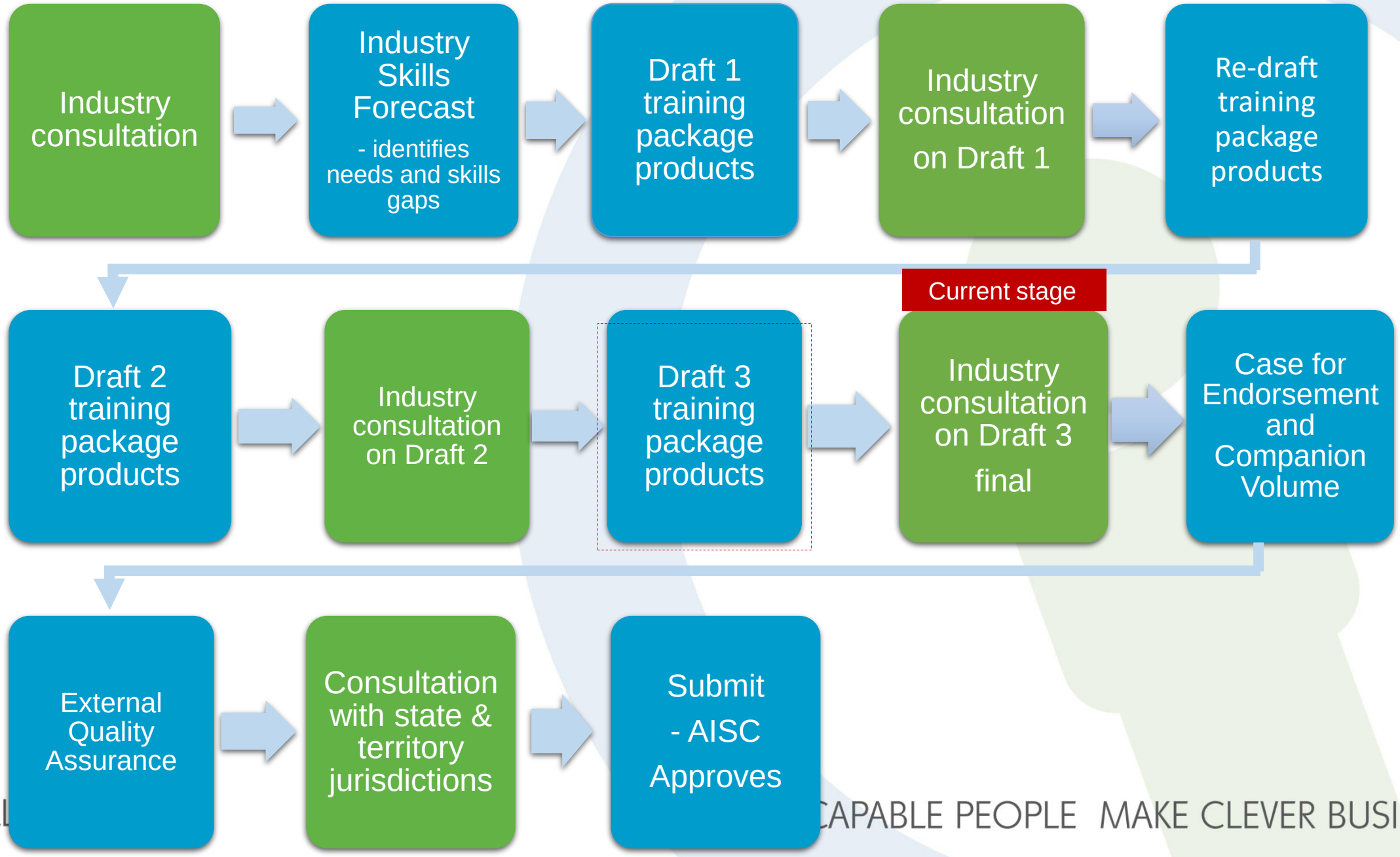
Guidance and references to support implementation including links

Are able to amend through the life of the training package – for example FAQs

Will not replicate information provided elsewhere such as Regulatory Authorities, Legislation or Standards

Next Steps

- Public Consultation is open until 11 September 2020
- Consultation activities include Webinars, Interviews and the SkillsIQ Online Feedback Forum
- Feedback to be considered by the TAC and Children's Education and Care IRC prior to preparation of the Case for Endorsement to be submitted to the AISC.


Industry consultation
Industry Skills Forecast
- identifies needs and skills gaps
Draft 1 training package products
Industry consultation on Draft 1
Re-draft training package products
Current stage
Draft 2 training package products
Industry consultation on Draft 2
Draft 3 training package products
Industry consultation on Draft 3 final
Case for Endorsement and Companion Volume
External Quality Assurance
Consultation with state & territory jurisdictions
Submit
- AISC
Approves

Contact us

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