CHILDREN'S EDUCATION AND CARE
Education Support Webinars

Tuesday 25th August 2020

2pm – 4pm

Wednesday 26th August 2020

11am – 1pm

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 School Based Education Support Framework…..

Clarification of education support job roles and workplace contexts

Focus of the job role at both the Certificate III and Certificate IV levels is on student support

Age group is school age

- variations in specified ages in state jurisdictions

Refer to updated Qualification descriptions

Always a wide span of ages

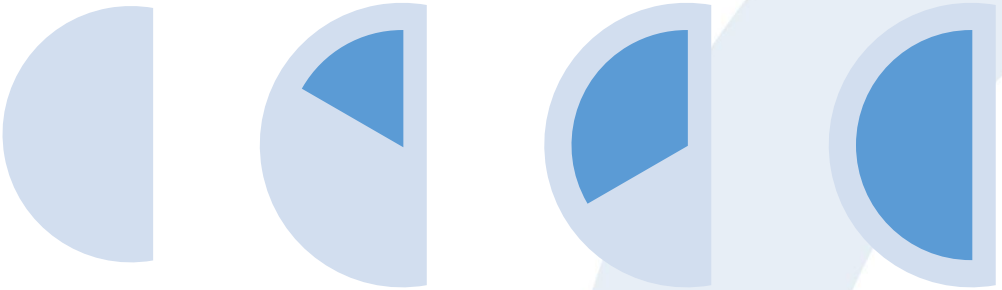
…..Draft 3 Draft 3 School Based Education Support Framework

Emphasis is on classroom settings and school environments which is distinct from the early childhood setting and context

The qualifications define the minimum standards for a qualified person to work as in a school based education support role in accordance with Australian State and Territory Legislation

- Note the Qualification descriptions and the associated unit application statements

..... Quality....



.....

…..Draft 3 Draft 3 School Based Education Support Framework

The Range of Conditions in the existing units has not been retained -

Education environments may include:
Government school (pre-primary, primary and secondary)
Private/non-government school (pre-primary, primary and secondary)
Education centre
Kindergarten
Special educational centre
Community educational centre

Deleted

…..Draft 3 School Based Education Support Framework

Unit Application statements

2nd paragraph –

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.

…..Skill Sets

Existing skill set renamed and retained with updated units

- CHCSS00117 School – based education support work skill set

New skill set introduced in Draft 3 –

- CHCSS00116 Indigenous Education Support

Incorporating -

CHCEDS038	Communicate with students, parents and colleagues in an Aboriginal or Torres Islander language
CHCEDS039	Work effectively as an Aboriginal or Torres Strait Islander education worker
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education

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 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively 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 100 hours in a classroom environment catering to students between the ages of five and 18 years, within at least one school 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.

….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

….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 -

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures

- replaces CHCDIV002 as an elective in Certificate III and Core in Certificate IV

…..Imported Units ….

First Aid HLT004 Provide an emergency first aid response in an education and care setting will be superseded by HLT012 Provide first aid in an education and care setting

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.

Companion Volume Implementation Guide

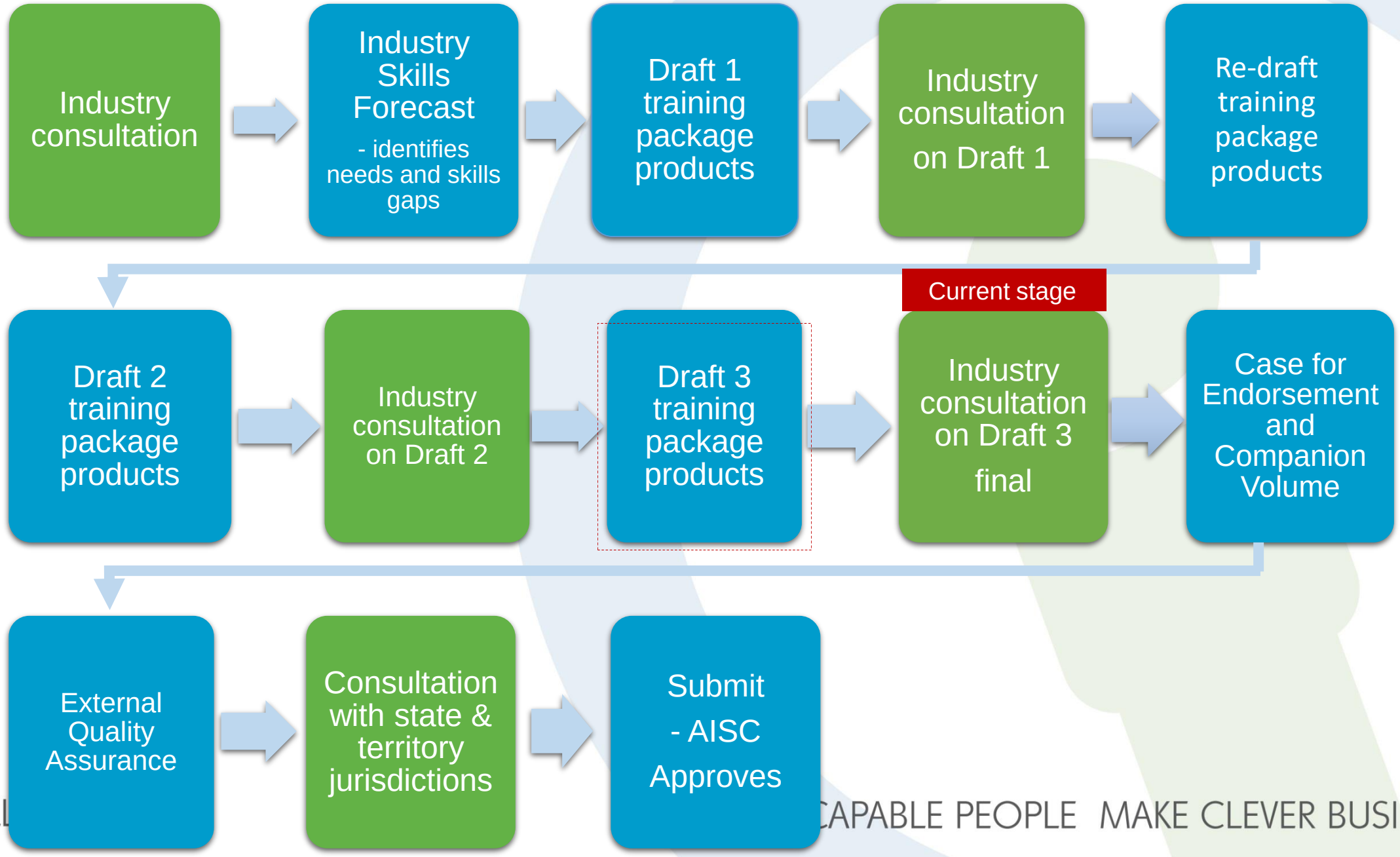
Guidance and references to support implementation including links

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
Draft 2 training package products
Industry consultation on Draft 2
Current stage
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

Marianne Wehby

Skills Engagement Executive

P 02 9392 8100 **M** 0438 039 665

E Marianne.wehby@skillsiq.com.au

W www.skillsiq.com.au

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