

## ECE Units of Competency Mapping Table – Old Units to New Units

Old Unit Code	Old Unit Title	New Unit Code	New Unit Title	Unit Mapping
KEY E – Equivalent/ N – Not Equivalent / NC – Newly Created / D- Deleted  E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions				
CHCECE001	Develop cultural competence	CHCECE030	Support inclusion and diversity	<p><b>N</b></p> <p>Addition to Application - <i>and support children’s understanding of inclusive principles and behaviours.</i></p> <p>Elements restructured and reduced in number (from 7 to 3). Significant changes to wording in Elements and PCs to align with job roles at C3 level; terminology and concepts reframed to inclusion and diversity.</p> <p>PE changed to align with new PCs and provide clarity around evidence requirements.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for</p>

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				supervision of interactions with children and resource requirements. More specific requirements added and references to simulation removed.
		ECE031	Support children’s health, safety and wellbeing	N Includes new content and merged content from CHCECE002, CHCECE003 and CHCECE004. Content and level of responsibility are consolidated for all aspects as they are encompassed in the entry level job role in regulated services under the NQF. Application broadened to include wellbeing with specific aspects and purpose noted (physical activity, healthy eating, sleep and individual medical requirements). Significant changes to wording and terminology throughout. Content from existing units has been updated and merged into the new unit as follows – E1 is based on existing E 3 in ECE002 E2 is based on existing E1, E6 & E7 in ECE002. Direct reference to asthma and anaphylaxis removed from

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				<p>PCs (remains in KE and is covered in the wording in PCs 2.3 &amp; 2.4 as well as the First Aid unit - HLTAID012)</p> <p>E3 incorporates concepts in E1 &amp; 2 from ECE003. Incorporates content relating to sun protection from ECE 003.</p> <p>E4 incorporates concepts E1 &amp; 2 from ECE004.</p> <p>E7 &amp; E8 distinguish between risks in the environment and assisting children to respond to risks. This replaces existing E5 in ECE002.</p> <p>Additional PC introduced in E8 – personal protective behaviours</p> <p>E9 incorporates concepts from E3 in ECE003</p> <p>PE changed to align with new scope and provide clarity around evidence requirements; workplace hours increased to 160.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements based on new unit scope.</p>

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				AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements . New requirements, including direct observation by an assessor at least once. Conditional exemptions to safeguard children’s privacy added and detailed alternatives for aspects of PE and KE added.
CHCECE002	Ensure the health and safety of children			<b>N - Merged</b> Merged content incorporated in CHCECE031 Support children’s health, safety and wellbeing
CHCECE003	Provide care for children			<b>N - Merged</b> Content merged into CHCECE031 Support children’s health, safety and wellbeing and CHCECE032 Nurture babies and toddlers Content of E 1, 2 & 3 addressed in CHCECE031. Content of E 4 & 5 addressed in CHCECE032
CHCECE004	Promote and provide healthy food and drinks			<b>N - Merged</b>

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				Content merged into CHCECE031 Support children’s health, safety and wellbeing  Elective unit HLTSE001 Follow food safety practices added to qualification electives.
CHCECE005	Provide care for babies and toddlers	CHCECE032	Nurture babies and toddlers	<b>N</b>  Title changed.  Significant changes throughout. Combines content from existing units CHCECE003 Provide care for children and CHCECE005 Provide care for babies and toddlers.  Elements and PCs reordered to place focus on developing relationships first (E1 and E2), followed by individualised care routines; more explicit references to belonging and attachment.  Content from Elements 4 and 5 in CHCECE003 Provide care for children  Other changes update content in CHCECE005 Provide care for babies and toddlers as follows -  E 1 updates existing E5

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				E2 updates existing E6  E3, E4, E5 & E6 update existing E1,2,3,&4  PE changed to provide clarity around evidence requirements; age requirements of babies and toddlers specified; workplace hours increased to 160.  KE changed and expanded to provide clarity about scope and depth of knowledge requirements including to highlight relationship between theory and practice.  AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once
CHCECE006	Support behaviour of children and young people			<b>N</b> - Merged  Content merged into CHCECE033 to align with the skills and knowledge required in contemporary practice.

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CHCECE007	Develop positive and respectful relationships with children	CHCECE033	Develop positive and respectful relationships with children	<p><b>N</b></p> <p>Significant changes throughout; incorporates content from CHCECE006.</p> <p>Sequence of elements changed to align with practice with additional content and updated wording consistent with aspects of promoting children’s agency, guiding behaviour in ways that support a positive sense of self and self-regulation, and professional reflection.</p> <p>E1 &amp; E2 based on content from existing E2 &amp; 3 E6 explicitly refers to reflection</p> <p>PE changed to provide clarity around evidence requirements; focuses on what needs to be completed rather than the number of children; Includes evidence directly related to reflection; workplace hours increased to 160.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements including references to highlight the relationship between specific aspects of behavioural theory and</p>

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				<p>broader theories of child development theory, relationships and practice.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE009	Use an approved learning framework to guide practice	CHCECE034	Use an approved learning framework to guide practice	<p><b>N</b></p> <p>Clarified that unit reflects skills of an educator working with established curriculum under the guidance of others.</p> <p>New element added about reflection ; other minor changes to PCs.</p> <p>PE changed to provide clarity around evidence requirements, particularly in relation to the link between theory and practice.</p> <p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new</p>

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				requirements added about reflective practice and links between frameworks and curriculum.  AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once *Approved frameworks defined in the CVIG and not named in the unit
CHCECE010	Support the holistic development of children in early childhood	CHCECE035	Support the holistic learning and development of children	<b>E</b> Title changed. Unit no longer specifies age of children. Overall structure of the unit remains unchanged. Minor changes to Element and PCs, including updated terminology. PE changed to provide clarity around evidence requirements; workplace hours increased to 160.

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				<p>KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to curriculum development cycles, physiological responses and principles of literacy development.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE011	Provide experiences to support children’s play and learning	CHCECE036	Provide experiences to support children’s play and learning	<p><b>N</b></p> <p>Clarified that unit reflects skills of an educator working with established curriculum under the guidance of others.</p> <p>Significant changes to Elements and PCs with a new element on evaluation, greater focus on children’s agency and updated terminology.</p> <p>E2 renamed to explicitly refer to children’s agency.(merges aspects of ECE 022) Additional PCs</p>

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				<p>2.6, 2.7 &amp; 2.8 based on existing E3, and other PCs in E2 reordered.</p> <p>PE changed to provide clarity around evidence requirements with specification around types of experience, nature of children and inclusion of reflection; workplace hours added.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements about theories of play and learning, their application in practice and children’s agency.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE012	Support children to connect with their world	CHCECE037	Support children to connect with the natural environment	<p><b>N</b></p> <p>Title changed.</p> <p>Unit updated to focus on children rather than the service/workplace, consistent with the application</p>

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				<p>and intent of the unit. Significant changes to Elements and PCs to reflect new scope.</p> <p>PE changed to align to new scope and to provide clarity around evidence requirements.</p> <p>KE rewritten to align to new scope.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE013	Use information about children to inform practice	CHCECE038	Observe children to inform practice	<p><b>E</b></p> <p>Title changed.</p> <p>Purpose of unit and linked to curriculum planning and collaborative process clarified. Minor changes to Elements and PCs with one Element split into two to reflect importance of analysing information; greater emphasis on communication.</p>

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				<p>PE changed to provide clarity around evidence requirements.; now includes specification of age groups.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation collection of information, meaningful observations and reflection; new requirements added about the curriculum planning cycle.</p> <p>AC includes a requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE014	Comply with family day care administration requirements	CHCECE039	Comply with family day care administration requirements	<p><b>E</b></p> <p>Clarified that work takes place in family day care services under the auspices of an approved family day care coordination unit in Australia.</p> <p>Minor changes to Elements and PCs.</p> <p>PE changed to provide clarity around evidence requirements, particularly that focus is administration rather than children.</p>

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				<p>KE expanded to provide clarity about scope and depth of knowledge requirements related to administration and business requirements.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE015	Attend to daily functions in home-based child care	CHCECE040	Attend to daily functions in home-based child care	<p><b>E</b></p> <p>Minor changes to Elements and PCs.</p> <p>PE changed to provide clarity around evidence requirements.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements, particularly in the area of health and safety.</p> <p>AC references children aged birth to 12 years</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for</p>

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				supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once
CHCECE016	Establish and maintain a safe and healthy environment for children	CHCECE041	Maintain a safe and healthy environment for children	<p><b>N</b></p> <p>Title changed.</p> <p>Prerequisite Unit CHCECE031 or the three following units from CHC 30113 - CHCECE002 Ensure the health and safety of children, CHCECE003 Provide care for children and CHCECE004 Promote and provide healthy food and drinks. The inclusion of the units from the 2013 qualification is to ensure that learners who have completed this qualification are not disadvantaged should they wish to subsequently enrol in the Diploma. The content of CHCECE031 merges content from 3 units within the 2013 qualification and these are the units included in the prerequisite section for CHCECE41..</p> <p>Clarified that this unit is for educators who implement and practices and contribute to</p>

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				<p>improvements. Unit rewritten with significant change to place an emphasis on the implementation, maintenance and review of health and safety policies in the service, including risk management and emergencies.</p> <p>PE rewritten to reflect changed scope of unit and to provide clarity around evidence requirements.</p> <p>KE changed significantly to reflect changed scope of unit and to provide clarity about scope and depth of knowledge requirements.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once.</p>
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE042	Foster holistic early childhood learning, development and wellbeing	<p><b>N</b></p> <p>Title changed.</p> <p>Elements restructured with significant changes in PCs. Differentiation with CHCECE035 strengthened.</p>

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				<p>Unit structure is no longer based on each domain as a separate element and focuses on extending knowledge for application of theory to practice, supporting belonging, planning, collaboration and improvement.</p> <p>PC 3.9 “Assess and monitor children’s skills and development across all developmental domains”</p> <p>New E2 – Support children’s sense of belonging replaces existing PC 6.3</p> <p>New E3 – Plan and provide opportunities for children’s development</p> <p>New E4- Foster holistic &amp; collaborative practices, incorporate PCs for each of the development domains.</p> <p>Although there is significant new content some PCs map to existing PCs as follows –</p> <p>New PC 2.2 maps to existing PC 3.2</p> <p>New PC 3.4 maps to existing PC 2.7</p> <p>New PC3.5 maps to existing PC 2.4</p> <p>New PC3.6 maps to existing PC 5.6</p>

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				<p>New PC 3.7 maps to existing PC 5.7, with additional detail</p> <p>New PC3.8 maps to existing PC 4.2</p> <p>New PC 4.2 maps to existing PC 6.12</p> <p>New PCs 4.3, 4.4 &amp; 4.5 map to the existing PCs</p> <p>New E5 Evaluate work practice</p> <p>PE changed to provide clarity around evidence requirements; focus now on 4 experiences across domains with both individual and groups of children and explicit research and evaluation requirements to synthesise application of theory to practice; workplace hours increased to 280.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about holistic learning, strategies, activities and equipment that support development in each domain and critical reflection.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other</p>

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				forms of evidence. New requirements, including direct observation by an assessor at least once
CHCECE018	Nurture creativity in children	CHCECE043	Nurture creativity in children	<p><b>N</b></p> <p>Significant changes to unit structure, Elements and PCs. Updated language and terminology throughout the unit.</p> <p>New E1</p> <p>New E2 incorporates some aspects of existing E1 (PCs 1.1 &amp; 1.2) &amp; E4 (PC4.1).</p> <p>New E3 maps to existing E 3.</p> <p>PC 3.4 deleted</p> <p>New E4 maps to existing E2</p> <p>Additional PCs added to E5</p> <p>PE changed to provide clarity around evidence requirements; focus now on 3 experiences for children between birth and 6 years old across 7 nominated areas (5 of which were previously included in the range of conditions in the existing unit).</p>

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				<p>KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about role of the arts and why encouraging creative freedom is important for children, critical reflection and evaluation.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE019	Facilitate compliance in an education and care service	CHCECE044	Facilitate compliance in a children's education and care service	<p><b>N</b></p> <p>New Element added about the NQS and its relevance to services. Other minor changes to Elements and PCs, including updating of terminology and clarification that focus is on preparation for site assessment only.</p> <p>PE changed to provide clarity around evidence requirements; focus now on development of QIP for 2 quality areas rather than one QIP; workplace hours requirement removed.</p>

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				<p>KE expanded to provide clarity about scope and depth of knowledge requirements.</p> <p>New ACs to clarify that the plan must be based on work in a regulated service (rather than a total simulation)</p>
CHCECE020	Establish and implement plans for developing cooperative behaviour	CHCECE045	Foster positive and respectful interactions and behaviour in children	<p><b>N</b></p> <p>Title changed.</p> <p>Significant changes to unit content and structure. Focus is on relationships, collaboration and strategies for positive behaviours and support. Changes in language and terminology emphasise collaboration, guidance and reflection rather than rules and enforcement.</p> <p>E1 new content</p> <p>E2 new content</p> <p>E3 updated terminology. PCs incorporate content from existing PCs 2.3, 2.4 and 2.9</p> <p>E4 updated terminology. PCS incorporate content from existing PCs 2.6, 2.7, 3,7.3.8 &amp; 3.6.</p>

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				<p>E4 updated terminology with an emphasis on collaboration. Existing PCs 4.1 &amp; 4.2 combined , new PC5.2 maps to existing 4.4, New PC 5.3 maps to existing PC 4.5</p> <p>New PC 5</p> <p>Critical reflection added in 5.3 and new PC 5.4</p> <p>PE changed to align to new content and provide clarity around evidence requirements; now includes focus on identifying and supporting self-regulation and pro-social skills in collaboration with others.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added to about aspects critical to understanding children’s behaviour, potential contributing factors to behaviours and plans for supporting positive interactions and behaviour.</p> <p>AC include additional detail for clarity and a new requirement that interactions with children must be supervised by an early childhood educator.</p>

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CHCECE021	Implement strategies for the inclusion of all children	CHCECE046	Implement strategies for the inclusion of all children	<p><b>N</b></p> <p>Element 2 removed to reduce duplication with other units; minor changes to other Elements and PCs for clarity and sequencing; terminology updated to be more inclusive.</p> <p>E1 - reordered PC referring to reflection to PC 1.6 (content from existing PC 1.3 &amp; 1.7. New PC 1.5 Encourage others to adopt inclusive attitudes &amp; practices.) based on existing PC 5.3</p> <p>Existing E2 and PCs deleted as content is covered in other units – most specifically in ECE30 Support inclusion and diversity, elements 2 and 3</p> <p>Remaining existing elements &amp; PCs renumbered. Minor changes to wording for clarity and some reordering of PCs as follows –</p> <p>New PC 4.4 maps to existing PC 6.3 New PC 5.2 maps to existing PC 5.5 &amp; 5.2. Other PCs in E5 map to E6 in the existing unit</p> <p>Additional PC 5.8 – Use evaluation outcomes to inform future practice.</p>

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				<p>PE changed to provide clarity around evidence requirements; now includes critical reflection and promotion of inclusion.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about ways to promote inclusion, behaviours that show respect for diversity, strategies for individual support and critical reflection.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once. Specifies the activities may be demonstrated outside of the service.</p>
CHCECE022	Promote children’s agency			N- Merged

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				Content is embedded throughout units addressing curriculum and child development in both ECE qualifications  Refer to CHCECE033 Develop positive and respectful relationships with children/CHCECE 035 Support the holistic learning and development of children /CHCECE048 Plan and implement children’s education and care curriculum.
CHCECE023	Analyse information to inform learning	CHCECE047	Analyse information to inform children’s learning	<b>N</b> Title changed. Significant changes to Elements and PCs to remove duplication and align content with the curriculum planning cycle. Exiting PCs 1.1 and 1.2 deleted New PC 1.3 uses wording in existing PC 1.5 updated to include reference to respect for children. E2 renamed Interpret information on children’s development and learning. PCs reworded to align with the curriculum planning cycle. This establishes a

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				<p>clear relationship to the purpose of analysing information.</p> <p>New Element 3 combines content mainly from PCs in existing Elements 3 &amp; 4.</p> <p>New PC 3.1 is based on existing PC 3.1</p> <p>New PC 3.2 is based on existing PC 2.4</p> <p>New PC 3.3 is based on existing PC 4.1</p> <p>New PC 3.4 is based on existing PC 4.2</p> <p>PE changed significantly to provide clarity around evidence requirements with changed specification about the ongoing gathering and review of information about an individual child using different tools to develop a perspective about specific aspects of their development and learning; critical reflection also included.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about strategies for collection of information, how to analyse information and critical reflection.</p>

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				<p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once.</p> <p>Simulation removed.</p> <p>Conditional provision for skills to be demonstrated outside a service.</p>
CHCECE024	Design and implement the curriculum to foster children’s learning and development	CHCECE048	Plan and implement children’s education and care curriculum	<p><b>N</b></p> <p>Title changed.</p> <p>Content duplicated in other units removed. Elements restructured to follow a logical research design, implement and evaluate sequence and PCs significantly changed.</p> <p>Incorporates merged content from ECE 022</p> <p>E1 renamed and content replaced. PCs 1.1 and 1.2 based on existing PCs 2.1 &amp; 2.2</p> <p>Content modified and retained in renumbered elements as follows -</p>

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				<p>Element 2 maps to element 1</p> <p>Element 3 map to Element 2</p> <p>Element 4 maps tov Element 3</p> <p>Element 5 maps to element 4</p> <p>PC1.4 removed - content covered in ECE049.</p> <p>PE changed significantly to provide clarity around evidence requirements with specification about individuals and groups, curriculum inclusions, collaboration and critical reflection; workplace hours increased to 280.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation to stages of the curriculum planning cycle and strategies for planning and implementation.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>

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CHCECE025	Embed sustainable practices in service operations	CHCECE049	Embed environmental responsibility in service operations	<p><b>N</b> Title changed.</p> <p>Prerequisite unit CHCECE037 Support children to connect with the natural environment or CHCECE012 - Support children to connect with their world, and elective unit from the CHC30113 Certificate III qualification. This unit is included to ensure that learners who have completed this qualification are not disadvantaged should they wish to subsequently enrol in the Diploma. There is sufficient coverage of the base skills and knowledge in this unit to meet the pre- requisite requirements .</p> <p>ECE049 has been restructured to provide greater clarity and align to the level and nature of educator responsibility.</p> <p>E1 Enhance children’s environmental responsibility – new PCs focused on children’s understanding of environmental responsibility and daily practices of the service.</p> <p>E2 Promote environmental responsibility in the service – new PCs incorporating some content from</p>

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				<p>existing PCs 3.1 &amp; 3.2, &amp; 4.1 New PC 2.5 refers to including ways to evaluate improvements.</p> <p>E3 Implement &amp; evaluate environmental responsibility maps to existing E2.</p> <p>PE changed to provide clarity around evidence requirements in relation to design, implementation and evaluation of a plan to enhance two aspects of environmental responsibility and documentation of practice.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements.</p> <p>AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. Skills related to design and evaluation may be demonstrated outside of the service, but the plan must be based on work in a regulated service in Australia.</p>

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CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE050	Work in partnership with children’s families	<p><b>N</b></p> <p>Elements restructured and renamed some PCs reordered and additional content introduced to focus more on supporting children’s connection to community, collaboration and relationships with families to support education and care for children.</p> <p>PE changed to provide greater focus on need for demonstration of communication skills.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation to family and family structures, including direct reference to value of the family as the first educator, and range of practices and styles.</p> <p>AC additional detail/conditional simulation.</p> <p>Includes a new requirement that interactions with children must be supervised by an early childhood educator.</p>
CHCECE027	Promote equity in access to the service	CHCECE051	Promote equity in access to the service	<p><b>N</b></p>

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				<p>Elements and PCs significantly restructured and changed to improve clarity; references to ratio targets removed.</p> <p>PE remains unchanged except for clarification that strategies must be documented</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation to eligibility criteria, how information can be adapted for different groups, principles of relevant human rights &amp; anti-discrimination and hard to reach populations.</p> <p>AC reference to simulations removed. AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once</p>
CHCECE028	Collaborate with families to plan service and supports	CHCECE052	Plan service and supports for children and families	E Title changed.

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				<p>Minor changes to Elements and PCs; additional content added for clarity in PC1.3, 3.3 ;</p> <p>changes in terminology and language to accommodate different family structures and remove adversarial language; broader references to family terminology rather than references to parents included.</p> <p>PE changed to provide clarity around evidence requirements in relation to working with families.</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation to families, principles of relevant human rights &amp; anti-discrimination, legal and ethical considerations, hard to reach populations, importance of equity &amp; diversity, and boundaries of service provision.</p> <p>AC - circumstances for where simulation is permitted added. AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of</p>

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				evidence. New requirements, including direct observation by an assessor at least once
CHCECE029	Respond to problems and complaints about the service	CHCECE053	Respond to grievances and complaints about the service	<p><b>E</b></p> <p>Title changed.</p> <p>Detail added to the application</p> <p>Minor changes to Elements and PCs</p> <p>Existing PCs 1.1 &amp; 1.2 deleted as content emphasised the child rather than the service.</p> <p>PE changed to provide clarity around evidence requirements in relation to type of grievance or complaint and need for demonstration of communication skills</p> <p>KE expanded to provide clarity about scope and depth of knowledge requirements in relation to regulatory requirements for reporting to authorities, range of family member responses, communication techniques, conflict theory, resolution and collaborative partnerships with families and community.</p>

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				AC – clarification of where simulated environments are permitted AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once
New Unit		CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures	<p><b>NC</b></p> <p>This unit replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety as a core unit in the C3. The content is specifically aligned to the role of educators working with children and addresses the ambiguity issues often encountered in DIV002.</p> <p>The content also incorporates aspects specific to Aboriginal and Torres Strait Islander cultures from E3 and PE &amp; KE statements in the existing unit CHCECE001 Develop cultural competence.</p>
New Unit		CHCECE055	Meet legal and ethical obligations in children’s education and care	<b>NC</b>

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				This unit is customised to the CEC context and replaces the core unit CHCLEG001 -Work legally and ethically included in the current qualifications
New Unit		CHCCEC056	Work effectively in children’s education and care	<b>NC</b> This is a broad-based introductory unit to establish the breadth and scope of the role of educators in regulated services in Australia. It requires the introduction of key concepts such as the relationship of theory and practice and the development of professional practice.
New Unit		CHCECE057	Use collaborative practices to uphold child protection principles	<b>NC</b> This unit has been developed to replace CHCPRT003 Work collaboratively to maintain an environment safe for children and young people, which has been removed – Assessment Conditions of this unit could not be met in Children’s Education and Care Services

**END**

