



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

CHILDREN'S EDUCATION AND CARE

CONSULTATION PAPER

REVIEW OF QUALIFICATIONS AND UNITS OF COMPETENCY

AUGUST 2017

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Overview

Background

In 2015, the Australian Skills Quality Authority (ASQA) released its strategic review, *Training for early childhood education and care in Australia*. In response to this review, SkillsIQ, under the guidance of the Children's Education and Care Industry Reference Committee (the IRC), consulted with employers, educators, peak bodies, regulators and RTOs about the ASQA findings and broader issues linked to the children's education and care qualifications and units of competency in the Community Services Training Package. Although the ASQA review focussed on the Early Childhood Education and Care qualifications, the IRC agreed it was essential that all training package products included in the remit of the IRC be considered at the same time to ensure any changes reflected the workforce requirements of all users. The consultation highlighted some consistent themes and messages, with almost universal agreement that the children's education and care training products should be updated. A key focus of this work was the need for clarification of Training Package language, specifically around assessment requirements wording. Several other issues were also identified.

SkillsIQ has now been commissioned by the Australian Industry and Skills Committee (AISC) to undertake detailed review work.

Scope and timing of review

The following qualifications and associated 6 skill sets and 65 units of competency will be reviewed:

- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC50113 Diploma of Early Childhood Education and Care*
- *CHC40113 Certificate IV in School Aged Education and Care*
- *CHC50213 Diploma of School Aged Education and Care*
- *CHC30213 Certificate III in Education Support*
- *CHC40213 Certificate IV in Education Support*

A full list of components for review appears in [Appendix A](#), with space for feedback on individual components.

The IRC will guide all work, and a Technical Advisory Committee (TAC) will provide advice for each of the following sub-sectors; Early childhood education and care, School aged education and care, and Education support.

As a separate project, SkillsIQ will also develop national assessment tools, for the Early Childhood Education and Care qualifications, to support quality assessment of selected units of competency.

Purpose of this consultation paper

The main purpose of this consultation paper is to now gather feedback on how key issues raised during consultation in 2016 might be addressed in the updated Training Package. The paper also invites other comment to inform specific changes.

Not surprisingly, given their high-use and the focus of the ASQA review, most of the feedback received to date has been about early childhood content. While some of this feedback has broad application, SkillsIQ is interested to hear more about the school aged education and care and education support qualifications and units of competency. The TAC will be vital in ensuring full discussion across the whole sector. This paper includes a specific section for feedback for each of these areas.

How to provide feedback

SkillsIQ seeks your feedback about specific topics canvassed in this paper but also welcomes other comments that will help inform the review process. Key consultation questions are found throughout the document alongside space for your feedback. [Appendix A](#) provides a list of all components for review and space for detailed comments that are specific to individual units of competency, qualifications or skill sets.

Please note that many people provided information and suggestions in 2016. These have been logged for consideration during the review and there is no need to submit those comments again.

This consultation paper will be available on the SkillsIQ website www.skillsiq.com.au for a period of 4 weeks until 15th September 2017.

Please provide your feedback by filling out the relevant sections of this document and submit to SkillsIQ at enquiries@skillsiq.com.au

For further information please contact SkillsIQ at the details below.

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Key issues for review

Assessment requirements

The ASQA review highlighted significant issues with the quality of assessment practice. It recommended a review of the Assessment Requirements of Units of Competency, identifying the need for:

- clear and unambiguous advice about evidence expectations aligned with the definition of competency and the rules of evidence
- clear identification of which aspects of each Unit of Competency must be assessed and/or demonstrated in the workplace, and which aspects may be assessed and/or demonstrated in a simulated workplace environment
- clear information about whether repeated demonstration in the workplace is required
- clear information about what constitutes an appropriate simulated workplace environment.

Initial SkillsIQ analysis confirmed a need to enhance the clarity of wording and an opportunity to re-confirm specific evidence and assessment requirements with industry. Consultation indicated almost universal agreement about the need to clarify Assessment Requirements.

Some of the changes needed are self-evident and straightforward (e.g. removing lead-in statements that refer to completion of tasks at least once when this is at odds with other requirements). Others will require more extensive input from industry as the review progresses.

We would like to hear your views about ways to achieve this improved clarity as highlighted in the table below.

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
<p><i>There must be demonstrated evidence that the candidate has:</i></p> <p><i>provided care and responded appropriately to at least three children of varying ages</i></p> <p><i>provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices</i></p> <p><i>supported the development of children in at least three different situations/activities</i><u><i>(add experiences as activities has a connotation of product based vs experiences.</i></u></p>	<p>Often, there is a requirement for demonstration of skills with three children or in three situations or on three occasions. In many cases, this is combined with the requirement for 120 hours of work in a regulated education and care service.</p> <p>The review will focus on confirming the scope of all performance evidence.</p> <p>How well does the requirement for three demonstrations work in terms of evidence sufficiency to determine competence?</p> <p>What are your ideas about other, potentially better ways to capture sufficient evidence across a range of situations?</p>	<p>Three demonstrations:</p> <p>To support a student's learning which reflects the requirements of the role and broadens their capability and thinking, students need opportunities to interact with small and large groups of children in order to apply their learning of a social constructivism approach.</p> <p>Quantifying a number of children limits the opportunities that students have to focus on a group of children and their interactions. Specifying a number leads to a focus on quantity rather than quality of the interactions and information. It can also lead to a 'tick the box approach' rather than viewing a child as an individual in a group setting and what this looks like in practice. But we need to consider if the removal could lower the rigour and heighten the risk of assessment not being robust enough.</p> <p>It needs to be valid, authentic, current and have sufficient time to build on relationships with children (not just three children), otherwise it is just providing activities rather than authentically supporting the growth, learning and development of children. It is vital to build relationships with babies and understand the ways to respond to cues, make genuine connections in daily practice- educators need to understand how to be both physically and emotionally available, support babies wellbeing, build trust, and</p>

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
		<p>support development.</p> <p>'Age and stage' rather than 'age' may broaden a student's deeper understanding of general patterns of development while recognising the wide variation between individuals and the uniqueness of each child in practice. By just using 'age' it limits students experience in looking beyond the 'age' of the child/children and a deeper knowledge of their individuality and capacity. Each child develops at their own rate – an age focus eliminates the ability of the learner to understand this vital developmental aspect.</p> <p>RTO's have differing methods for learners to gather evidence. Some examples in a companion guide may assist in raising the standard e.g.</p> <p>Capturing sufficient evidence - An in depth journal (with reference to the Principles and practices discussed in the EYLF) that students document throughout their vocational placement helps to record their reflective practice e.g. what successes the student experienced; what challenges did they encounter and how they did or could overcome challenges in building relationships with babies and toddlers as above.</p> <p>Workplace signature sought to validate that they agree with the RTO <i>workplace assessment documentation</i> - as agreement to the evidence gathered during a work placement assessment by the</p>

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
		<p>RTO. It is not asking the workplace to assess but to validate the evidence gained by the RTO at that time. It is important for workplaces to better understand their role in this process e.g. enabling learner to practice and that gaining a qualification means we continue to learn and implement our learnings through practice and reflection.</p> <p>The role of the workplace must be clearly identified, understood and supported.</p> <p>120 hours:</p> <p>New workers find it very difficult for the skills to be gained in 120 hours (many variables: time to practice, capacity of workplace support re: on the job training and RTO delivery of training)</p> <p>120 hours minimum raises a question of is this sufficient? No. A higher minimum is required with industry driving a good practice model re: hours – need to be cognisant of varying levels of competency within a set timeframe. See below for feedback on hours.</p>
<p><i>Skills must be demonstrated in a regulated education and care service.</i></p>	<p>Is demonstration of all skills in a regulated service an absolute requirement? Should this be specified as a service in Australia?</p> <p>Industry feedback suggests that there is an over reliance on workplace supervisors to provide third</p>	<p>Learning must be scaffolded, consolidated, practiced whilst on vocational placement in a quality assured environment. The nationally accredited qualification reflects the NQS and therefore the expectation of employers is that a potential employee with that</p>

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
	<p>party evidence from the workplace.</p> <p>Are there skills that must be directly observed by a qualified assessor? Some skills? All skills? On every occasion? In a face-to-face situation?</p> <p>If the requirement includes demonstration on three occasions, is it those three occasions where a qualified assessor must directly observe?</p> <p>How might this vary across units?</p>	<p>particular qualification indeed has the knowledge and skills that the qualification outlines.</p> <p>Understand the variables in remote communities, so not an easy answer, but it is important to maintain the integrity of the qualification. One cannot assume that the learner will remain in a remote community and demanding the integrity of the qualification upheld.</p> <p>Demonstration of all skills in a regulated service as an absolute requirement – yes, again to ensure knowledge and understanding of the Australian landscape including broader regulatory requirements.</p> <p>Third Party Report – should only be <u>one</u> component of evidence rather than the workplace completing a large document that is excessive. Video can be used as <u>supplementary</u> assessment of practice, but RTO's must undertake minimum 3 face to face workplace assessments for Certificate III level and additional workplace assessments for a Diploma level. There should be a balance across all stakeholder evidence including self-assessments.</p> <p>Additional information on the role of the RTO in their assessment responsibilities and Workplace responsibilities can be provided is required.</p> <p>Not realistic to observe all skills re: emergencies etc. therefore a collaborative partnership between the workplace supervisor/s and RTO needs to occur to ensure the principles of assessment are met.</p> <p>Supplementary evidence to support the decision</p>

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
		<p>would support, but must be explicit e.g. measurability of skills. Sterilisation of an infant bottle can be measured e.g. did Lucy follow procedure as per 'staying healthy in CC' vs responsive caregiving – measurement – is not a yes/no answer.</p> <p>Workplace supervisor must have the qualification and/or above.</p> <p>Regulated environment – teaching strategy re: practical experience in a simulated environment. Clear quality indicators of what constitutes a simulated environment e.g. must reflect the real world.</p>
<i>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.</i>	<p>Feedback suggests that not all units may need to be assessed in the workplace. Are there some units that would be appropriately assessed in a simulated environment – if so, what are these?</p> <p>Considering the current statement, is it only emergency and unplanned procedures where simulations can apply if assessment was to remain in a regulated environment?</p> <p>Should some tasks be excluded for simulation?</p>	<p>Practicing theory can be done in simulated environments for technique practice (e.g. hand washing, measuring formula). Administration of medication in most cases is required to be undertaken in a simulated environment given some services policies and procedures relating to medication.</p> <p>Putting theory- into- practice (combining techniques, contexts, responsiveness and ability to trouble shoot) needs to be done in a real environment with children.</p>
<i>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.</i>	<p>How can the requirements be clearer about:</p> <ul style="list-style-type: none"> • what constitutes an effective simulated assessment environment? e.g. specifications about interactions with real children • resources and equipment needed for specific units? 	<p>Simulated environments not related to pedagogy. These need to be real-life working environments e.g. ratios, everyday environments, interactions with children etc.</p> <p>Simulated environments as a teaching tool to be able to be used if this enables a learner to develop</p>

Excerpts from current Assessment Requirements	Questions	Your feedback and specific ideas for change to improve clarity of Assessment Requirements
<p><i>Assessment must ensure use of:</i></p> <ul style="list-style-type: none"> <i>National Quality Framework for Early Childhood Education and Care</i> <i>the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.</i> 	<p>Please put your general comments here, and use the list in Appendix A for any unit-specific suggestions.</p>	<p>meaningful contact and communication with babies and children, but assessment must reflect the real life working environment (real children not dolls etc.) as above.</p> <p>See further feedback on each unit in Appendix A.</p>

Possible content gaps and issues

Most stakeholders who provided feedback confirmed the overall appropriateness of content. However, some themes emerged in relation to possible gaps or issues. The table below highlights these, and summarises how the content or issue is currently covered.

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
<p>Practical skills</p> <ul style="list-style-type: none"> quality of practical skills whether there is a need to increase the number of work placement hours 	<ul style="list-style-type: none"> All units of competency are built around practical skills – yet this is still a common employer complaint. The Training Package also includes a Work Placement Guide, though this is not specific to Children's Education and Care. How can the Training Package better support acquisition of sound practical skills? Should work placement hours be increased (currently 120 hrs for Certificate III and 240 hrs for Diploma)? If so, what level should they be increased to? How can the Training Package better support effective work placement? Are there other initiatives that could be considered?

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
<p><i>Your feedback and specific ideas for change to support the acquisition of practical skills:</i></p> <p>In addition to above:</p> <ul style="list-style-type: none"> • Qualification underpinned by 'theory into practice'. • Practical skills not always visible in the teaching practices e.g. online units etc. • Certificate III should have the volume of learning delivered over 12 months with 180 - 210 hours placement minimum. Workplace early childhood professionals need to accept responsibility to provide on the job guidance and training to role model, support and mentor students to develop practicum and employability skills. • We believe employers need support in understanding their responsibilities in supporting and coaching learners. Gap – practical skills. Skills of supervisors. Expectations that RTO are to do everything. It is a collective role. • Workplaces not aware of their responsibilities in supporting the learner to practice the skills (on-the-job training). Even with face to face class based learning, educators need practice – on the job. Workplace to be supported to understand the requirements of learners practicing the skills and enabling/supporting them to achieve this e.g. There are definite variables where learners are not able to practice due to workplace policies e.g. interactions with families. • A specific work placement Guide would benefit the sector and build better connections between workplaces and RTOs. • Performance evidence needs to be more explicit – what are the specific, observable skills required at each stage of a student's academic and practical development i.e. what is the differentiation of skill between a Cert 111 graduate and a Diploma graduate? • A framework for knowledge and skill acquisition could be Learn, Apply, Scaffold, Reflect and then Assess on vocational placement. <p>See further feedback on each unit in Appendix A.</p>	
<p>Programming</p> <p>Meaningful programming and planning for children with diverse needs (at all levels)</p>	<p>Core requirements in Certificate III</p> <ul style="list-style-type: none"> • Addressed in units <i>CHCECE010 Support the holistic development of children in early childhood</i> through performance criteria and performance evidence. But appears to be no knowledge of actual program planning process <p>Core requirements in Diploma</p> <ul style="list-style-type: none"> • Addressed in units <i>CHCECE024 Design and implement the curriculum to foster children's learning and development</i> • Addressed in performance criteria and performance evidence • Knowledge expressed as 'how to design programs and environments that foster children's

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
	development'
<p><i>Your feedback and specific ideas for change to ensure 'programming' is more appropriately covered:</i></p> <ul style="list-style-type: none"> Although aspects of the planning cycle are covered within CHCECE013, this is incomplete. Some RTOs with specific education and care skill and competence, value add this into CHCECE013 & CHCECE011 and integrate across the units of competency. In some cases, educators are not involved in this cycle in the workplace and therefore find it difficult to practice. Greater collaboration with workplaces so as they understand the requirements for practicing (theory into practice). Certificate III is the minimum for a Family Day Care Educator therefore the planning cycle needs to be explicit within the Certificate III qualification. CHCECE010 – foundation unit. Need to be able to understand that a high level of developmental knowledge is required. This is being lost within the sector. 	
<p>Child development</p> <p>Knowledge (at all levels)</p>	<p>Core knowledge currently required in Certificate III in the following units:</p> <p><i>CHCECE003 Provide care for children</i></p> <ul style="list-style-type: none"> Core basic principles of child physical and emotional development <p><i>CHCECE005 Provide care for babies and toddlers</i></p> <ul style="list-style-type: none"> Emotional, physical and language development of babies and toddlers <p><i>CHCECE010 Support the holistic development of children in early childhood</i></p> <ul style="list-style-type: none"> introductory-level child development for children, including: <ul style="list-style-type: none"> early brain development importance of the early years for subsequent educational success foundational knowledge of developmental theory aspects of poor early childhood development, such as: <ul style="list-style-type: none"> poor diet lack of play limited stimulation of brain development

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
	<ul style="list-style-type: none"> • lack of materials and resources • inconsistent or non-existent emotional support or comfort • trauma • other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts • biological and environmental influences on development <p><i>CHCECE013 Use information about children to inform practice</i></p> <ul style="list-style-type: none"> • child development, in order to analyse information and plan accordingly <p>Core knowledge currently required in Diploma - all the above plus:</p> <p><i>CHCECE017 Foster the holistic development of children in early childhood</i></p> <ul style="list-style-type: none"> • relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role • links between social, physical, psychological and cognitive development • in-depth knowledge of a range of developmental theories for children between birth and 5 years of age • contextual factors which influence the children's emotional and psychological development • factors which enhance the development of self-esteem and self-identity • core principles of child development and associated developmental tasks
<p><i>Your feedback and specific ideas for change to ensure 'child development' is more appropriately covered:</i></p> <ul style="list-style-type: none"> • Wording in these units are <i>fluffy and motherhood statements</i> rather than specific. • Stronger understanding of child development – gaps may be attributed to teaching strategies, delivery methods and time to digest and reflect on the information (understand theory into practice). Development is a foundation unit and needs more practical hours. • Difficult for learners to complete 017 (<i>foster development</i>) if not a good foundation gained in CHCECE010. If enrolled directly into the Diploma you don't get to undertake 010 which should be a pre-requisite. • Include more specifics regarding relationships with families- building relationships through communication both verbal and non-verbal (This could 	

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
<p>be achieved through CHCECE026 being a core unit or sector driven elective)</p> <ul style="list-style-type: none"> • Current applications of documentation- making learning visible, “notice, recognise and respond”. • Add “Language” to links between social, physical, psychological and cognitive development. • Add contemporary practice e.g. Marte Meo (Maria Aarts), RIE (Magda Gerber), Play Spaces (Robyn Dolby), Reggio Emilia Educational principles (Rinaldi), Circle of Security (Cooper, Hoffman and Powell), include wellbeing, dispositions and temperaments - this could form an additional companion guide on <i>training.gov.au</i> to support understanding of contemporary practice. • CHCECE013 needs to specifically include groups of children as children learn in a social construct • Add active learning environments to planning for development 	
<p>Child behaviour</p> <p>Knowledge and skills (at all levels)</p>	<p>Core requirements in Certificate III</p> <p><i>CHCECE007 Develop positive and respectful relationships with children</i></p> <ul style="list-style-type: none"> • techniques to guide children’s behaviour <p>Elective knowledge</p> <p><i>CHCECE006 Support behaviour of children and young people</i></p> <ul style="list-style-type: none"> • definitions of and differences between disruptive behaviour and behaviours of concern • how learning difficulties or mental health issues may affect behaviour • impacts of environment and culture on behaviour of children and/or young people • communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations <p>Core requirements in Diploma</p> <p><i>CHCECE020 Establish and implement plans for developing cooperative behaviour</i></p> <ul style="list-style-type: none"> • stage of development/age-appropriate expectations of children’s behaviour • appropriate and inappropriate behaviours – review of own stance and reflection on own values • different family styles of discipline and beliefs about behaviour in different cultures and social groups • relationship-based strategies to help children learn about behaviour

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
	<ul style="list-style-type: none"> Possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons.
<p><i>Your feedback and specific ideas for change to ensure 'child behaviour' is more appropriately covered:</i></p> <ul style="list-style-type: none"> Not enough content about relationships. Some RTOs value add relationships but this needs to be explicit. CHCECE006 – nothing about practices with the child all about the response vs building relationships, circle of security etc. Age/stage of development not covered explicitly e.g. expectations – understanding behaviour as part of a child's development and learning Unit needs to come from a strength based approach vs deficit Suggest a core vs elective – similar scenario as for 010 and 017 for CHCECE020 as has not completed the CHCECE006 potentially prior – no base foundation. CHCECE020 not about practices/behaviours but implementing the plans. Certificate III needs to include possible contributing factors to behaviours of concern so students gain knowledge around techniques to guide children's behaviour on a day to day basis Diploma level- how to initiate conversations with parents regarding children's behaviour although as FDC educators Certificate III is the minimum qualification and they work in isolation, this is also required in the Certificate III. <p>Gaps identified include:</p> <ul style="list-style-type: none"> Educator's self-awareness and self-regulation Looking beyond the child's immediate behaviour and thinking about meeting genuine relationship needs Environments (both human and physical) that nurture positive relationships and a sense of belonging Theory, research and contemporary practice that supports Quality Area 5 Aspects of daily practice that supports Quality Area 5 and positive relationships Development of children's self-regulation How we can reframe children's behaviour Sensitive observation of the child in order to understand his or her needs Planning for belonging based on the EYLF rather than appropriate behaviour, behaviour plans and long and short term goals 	
Early Years Learning Framework and NQF Knowledge (at all levels) plus use of EYLF and	Certificate III and Diploma <ul style="list-style-type: none"> There is a dedicated unit of competency CHCECE009 <i>Use an approved learning framework to</i>

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
NQF terminology throughout	<p><i>guide practice</i> and NQF knowledge is integrated across all units.</p> <ul style="list-style-type: none"> Knowledge requirements are expressed in the following broad way: <ul style="list-style-type: none"> <i>how to access:</i> <ul style="list-style-type: none"> <i>the National Quality Framework</i> <i>the National Quality Standards</i> <i>the relevant approved learning framework</i> <i>how to navigate through framework and standards documents to find areas relevant to this unit of competency</i> <p>Should the requirements be more specific to ensure appropriate coverage? What are the advantages and disadvantages of a more specific approach?</p> <p>What are specific examples where training package terminology is at odds with EYLF and NQF terminology?</p>
<p><i>Your feedback and specific ideas for change to ensure EYLF and NQF knowledge is more appropriately covered:</i></p> <p>The EYLF and NQF Knowledge should be woven through each unit of competency. Back to RTO quality of delivery and assessment as very much included and aligned.</p>	
<p>Communication skills</p> <p>Interacting with children and Engaging with individual families (at all levels)</p>	<p>Core requirements in Certificate III</p> <ul style="list-style-type: none"> Interactions with children covered specifically in core unit <i>CHCECE007 Develop positive and respectful relationships with children</i>, and is also part of many other units. Some focus on interactions with families covered in core unit <i>CHCECE005 Provide care for babies and toddlers</i>. However, this only relates to transitions and is not supported by knowledge. <p>No other coverage.</p> <p>Core requirements in Diploma</p> <p>As for Certificate III, plus the core unit dedicated to family interactions:</p>

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
	<p><i>CHCECE026 Work in partnership with families to provide appropriate education and care for children, with knowledge as follows:</i></p> <ul style="list-style-type: none"> • strategies for involving family members in the service • relevant theories that underpin the value of family/educator relationships
<p><i>Your feedback and specific ideas for change to ensure 'communication skills' are more appropriately covered:</i></p> <p>CHCECE026 currently at a AQF level 5 – but need a unit re: Communication and interactions with families as a core for Certificate III and then scaffold to CHCECE026 in the Diploma which is a much deeper level unit.</p> <p>Don't believe that communication skills are that explicit within the qualifications e.g. team work is an ongoing concern within the sector. There should be a specific unit of competence that also has a focus on personal development for educators- communication skills, conflict resolution, self-awareness, professionalism etc. This should be delivered before communication with children and then with families.</p> <p>Key Question: Some children's services don't allow students to interact with families, so this is problematic for assessment – we need to raise the profile of responsibilities of workplaces in supporting their future workforce and enabling this to occur. Consultation can focus directly on RTOs and what they 'are not doing' rather than a collective approach – how can we work together and what are all stakeholders responsibilities.</p>	
<p>Language Literacy and Numeracy Skills</p> <p>Language, Literacy and Numeracy skills (at all levels)</p>	<p>Language, Literacy and Numeracy (LLN) skills can be reflected in the Foundational Skills field of a unit of competency or are explicit within the Foundation Skills field.</p> <p>LLN skills are essential to job roles covered by qualifications and this review seeks to ensure they are adequately identified at all levels.</p>
<p><i>Your feedback and specific ideas for change to ensure LLN skills are appropriately covered:</i></p> <p>Specific Australian Core Skills Level attached and explicit for learner, workplace and RTO. Development of a LLN and employability Companion guide to support consistency of knowledge and understanding.</p>	

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
<p>Employability skills</p> <p>Skills (at all levels)</p> <p>Team leadership (at Diploma level)</p>	<p>Apart from a small number of references to sharing specific information with colleagues, teamwork is not explicitly addressed across units of competency in early childhood qualifications. The focus of units tends to be on children rather than the workplace more generally. At Diploma level, team leadership skills appear in elective units (this reflects some feedback that educators at Diploma level are not always managers).</p> <p>Other generic employability skills are sometimes but not always explicit. For example, in the core 'play' unit there seems to be no focus on recognising and responding to typical problems that may arise in children's play.</p> <p>The reported global trend towards more integrated models of service involving more interdisciplinary and collaborative ways of working is also relevant.</p> <p>An integral part of any review process is to review this aspect of units of competency and qualifications.</p> <p>Feedback on specific issues that should be addressed is most welcome.</p>
<p><i>Your feedback and specific ideas for change to ensure teamwork and other generic employment skills are more appropriately covered:</i></p> <p>See previous feedback:</p> <p>Leadership stream e.g. electives may better support learners</p> <p>Mentoring/coaching – Diploma unit – supports the building of capacity to then have ongoing support for learners coming into the sector or upgrading their qualification.</p> <p>Working within a team – This is a definite gap within the Certificate III and Diploma qualification with a high level of HR issues arising due to ineffective communication and understanding the principles of working together.</p>	

Issue or gap identified in graduate skills / knowledge	How is this addressed in the current Training Package?
Professionalism – what does it mean to be a professional	
Domestic violence	<p>The Children's Education and Care industry skills forecast identified the prevalence of domestic and family violence (DFV), and the need for skills and knowledge for an effective response by workers in the children's education and care sector.</p> <p>The following current core unit is not specific to DFV, but would incorporate DFV as an area of risk - <i>CHCPRT001 Identify and respond to children and young people at risk</i>.</p> <p>There are also two other potentially relevant DFV units in the training package, <i>CHCDFV001 Recognise and respond appropriately to domestic and family violence</i> and <i>CHCDFV002 Provide support to children affected by domestic and family violence</i> – potentially these may go beyond the skills and knowledge that are required for workers in the sector.</p> <p>As a first step, it is important to define the scope of skills and knowledge needed by workers.</p>
<p><i>Your feedback about the skills and knowledge needed by childhood education and care workers in relation to domestic and family violence:</i></p> <ul style="list-style-type: none"> • Need to know how to work with children who experience trauma as a result of DFV. Community support agencies need to be identified for early childhood professionals in each state. Strengthen the identify and respond unit to include this information. • Accessibility for education and care services to access this specific training as part of their continuous improvement process and extending their understanding of current issues and this influences their professional practice. This is an overarching society responsibility. 	

CHC30113 Certificate III in Early Childhood Education and Care

A common theme from consultation was the need to review whether the content of the *CHC30113 Certificate III in Early Childhood Education and Care* exceeds what is required in the workplace. This also links to possible issues with use of overly complex language in units of competency. As a balancing factor, there were also comments that the qualification is too basic in nature, and that more units needed to be added to the qualification core (e.g.

Support the behaviour of children and young people). Other feedback has pointed to concerns about specific units at this level, including *Promote Aboriginal and/or Torres Strait Islander cultural safety* and *Develop cultural competence*.

Current core units in Certificate III in Early Childhood Education and Care

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

High level concepts for the introductory certificate III. Needs a clear foundation unit and then build on this in the Diploma rather than a one-off unit.

CHCECE001 Develop cultural competence

Learners do struggle as it is very self-reflective and wording needs to be simplified – e.g. foundation unit.

CHCECE002 Ensure the health and safety of children

With First Aid a core unit the Asthma and Anaphylaxis elements within CHCECE002 is duplication. Or if First Aid not a core, but an elective – not a duplication.

CHCECE003 Provide care for children

Does go into a lot about safety (although important) vs stronger links re: pedagogy

CHCECE004 Promote and provide healthy food and drinks

CHCECE005 Provide care for babies and toddlers

CHCECE007 Develop positive and respectful relationships with children

Wording changes – motherhood performance criteria. More specific.

CHCECE009 Use an approved learning framework to guide practice

CHCECE010 Support the holistic development of children in early childhood

Needs thorough teaching and assessment as many learners struggling with the concepts.

How well do these units reflect the core requirements of work as an educator?

What, if any changes should be made?

Please refer to the comments in red under each unit of competency. And previous comments within the consultation paper.

CHCECE011 Provide experiences to support children's play and learning

CHCECE013 Use information about children to inform practice

Not strong enough – full planning cycle explored. Updated wording.

CHCLEG001 Work legally and ethically

CHCPRT001 Identify and respond to children and young people at risk

Strengthen by adding DV.

HLTAID004 Provide an emergency first aid response in an education and care setting

Elective? Although First Aid is important it can be gained as a single of unit of competency through workplace professional learning and is a requirement to be updated – which is not in line with the other units of competency (other than in times of review).

HLTWHS001 Participate in workplace health and safety

Your feedback and specific ideas for change to the core requirements of the CHC30113 Certificate III in Early Childhood Education and Care:

In addition to feedback and suggestions already outlined above:

- Certificate III is a pre-requisite to the Diploma. Supports completion and retention. Students enabled to build their skills and knowledge without the push of completing a Diploma up front (capacity and time to gain the skills).
- Volume of learning for Certificate III – 12 months and an increase in minimum practical hours to 180.
- Clarity required in assessment requirements (instructions) as some performance evidence is ambiguous
- Although reflective practice is a core unit, this should be a key requirement as it is directly linked to quality practice.

ECA advocates for and strongly supports a highly qualified and skilled workforce. Children deserve no less. An aspirations statement – would like to move

towards a higher qualification than Certificate III, but are aware this will take many years.

CHCDIV002 - Promote Aboriginal and Torres Strait Islander cultural safety – need to consider the context of each State/Territory. An example to highlight the need for consideration is: The Certificate III (CHC30113) is available in the APY Lands (SA). As well as a number of services not regulated in which to hold placements, and the unit of competency is not reflective of the cultural context.

The CHC30113 – Certificate III in early Childhood Education and Care contains high level concepts and additional units; it is therefore considered a higher and much more robust (if delivered and assessed appropriately) than the previous qualification, but the status and standing of educators has remained stagnant. There have been experiences where new workers have struggled with the qualification as an entry level, some due to capacity, but others due to being 'new' and it takes time to grapple with the context and requirements. Although supportive of the minimum qualification, it does not allow for a period of time for potential educators to experience the role and then be able to access the qualification. Work needs to be considered much more broadly than the qualifications in terms of workforce planning and development.

The Certificate III is at a much higher level (concepts/thinking) than the previous qualification and currently is viewed as not fitting and/or reflecting other Certificate 3 AQF level qualifications. CHC30113 has more units, which a number exploring higher level concepts than people are able to achieve at that level and therefore completions reduced or quality impacted. ECA supports high level qualification but consideration of say an internship – clearly as an entry point (could be a skill set recognised for regulation purposes) which would enable them time to practice prior to undertaking the Certificate III mandated qualification and/or decide this is not the career pathway for them.

Further consideration: How does this link with the Modern Awards, AQF levels.

CHC50113 Diploma of Early Childhood Education and Care

The current CHC50113 Diploma of Early Childhood Education and Care largely 'embeds' the *CHC30113 Certificate III in Early Childhood Education and Care* on the basis that a Diploma qualified educator still needs the skills contained within the lower level qualification, as well as 'higher level' skills to work effectively in their role. There is no entry requirement to this qualification.

There are some difficulties in this relationship between the two qualifications, including:

- learners are enrolling (and are being encouraged to enrol) in the Diploma when the Certificate III would be a more appropriate qualification
- the perceived mixing and crossover of 'different level' skills within the qualification (highlighting the need between improved differentiation between existing units)
- the model allows no time for the gradual maturation of skills to achieve Diploma educator outcomes (the issue of skill maturation and time for reflection was mentioned regularly by employers)

Many believe that the Certificate III qualification plus workplace experience should be an entry requirement for the Diploma. However, the inclusion of an entry requirement may not necessarily resolve this issue and there are broader implications for making such a change.

Noting that numerous stakeholders have expressed their broad views about this issue, SkillsIQ invites further detailed ideas and suggestions.

Your feedback and specific ideas for change to the CHC50113 Diploma of Early Childhood Education and Care:

- **Certificate III as a pre requisite to the Diploma** as this would enable a better scaffolding of skills from the Certificate III to Diploma and add more depth to their learning. Students would all have an introduction to development, environments, interactions and play through the completion of CHCECE009 Use an approved learning framework to guide practice CHCECE010 Support the holistic development of children in early childhood CHCECE011 Provide experiences to support children's play and learning CHCECE013 Use information about children to inform practice. It also enables the student, workplace and RTO to assess whether enrolling in the Diploma is achievable at this point in time. The Certificate III is the mandatory qualification required to work in the sector and therefore if they are directly enrolled into the Diploma, there is no fall back if they cannot complete the high number of units of competency. Cannot continue to work. If they have the foundation qualification, then they can defer the Diploma until they are more able to complete e.g. family, personal issues, health etc. variables.
- Current feedback is that learning seems quite superficial and when you delve below the surface of students understanding the theories of development, play, relationships and support you find that their philosophy is quite thin and unsubstantiated. RTO facilitators are finding it difficult when you have beginning Diploma students who do not have the introduction to skills (also practice and time) of a Certificate III student.
- As mentioned, the Certificate III as a prerequisite will provide the structure for facilitators and workplaces to encourage students who may not be academically suited for Diploma level of learning to exit with a Certificate III and gain experience in the sector and additional foundation skills study before returning to study the Diploma.
- Leadership skills set: pedagogical leadership competencies to be written specifically for early childhood and the pedagogical skills set (as an advanced skill set specifically for Early Childhood) with the Diploma as an entry level

Regional and remote communities and the place of Budget-Based Services

Current training package requirements present challenges for educators in regional and remote communities, particularly in relation to the assessment requirements which specify assessment and minimum work hours to be completed within a regulated education and care setting. Budget-based services are not currently recognised under the NQF and access to a regulated education and care setting may be hundreds of kilometres away. While feedback has been received about the need to provide recognition for these educators with the training package, there are mixed views among stakeholders about how this should be achieved.

Your feedback and specific ideas for change in relation to budget-based services:

Many BBF services are transitioning to the NQF and therefore their service will be regulated, but may not cater for all age groups and travel and access to other service is a barrier. But there will be some BBF services that also do not transition for a number of reasons. Remote communities must be considered and not disadvantaged from being able to access and complete a qualification. Is there a possibility of a conditional certification or provisional certification that could be recognised in exceptional circumstances? If the educator left that service then they would be required to update their qualification to reflect their new employment context. This requires much more discussion within the sector which the timeframe of consultation has not allowed for.

School-aged education and care

Specific feedback on school-aged education and care qualifications was very limited, though a lot of early childhood comment is relevant given that the qualifications have a significant amount of shared content. There were one or two questions raised about the relevance and level of the Certificate IV (when early childhood is Certificate III) and about the value of the Diploma as a stand-alone qualification.

SkillsIQ is keen to hear from educators in the school-aged sector about how the qualifications reflect industry practice and whether changes are needed to training package content. Is there the opportunity to have improved alignment between the School-aged Education and Care qualifications with the Early Childhood Education and Care qualifications and/or Education Support qualifications?

Your feedback and specific ideas for change to the school-aged education and care qualifications:

- Each state and territory has different requirements for qualifications in OSHC hence the need for Certificate IV and Diploma. Within some contexts OSHC educators complete the Certificate III qualification as they work across LDC and OSHC.
- Some of the SAEC units need reviewing and have further current OSHC input. Language needs to more in line with current educational language/ MYTOP and current theories and practices – further embedding wellbeing (and learning) – but more focus on wellbeing/ relationships
- Behaviour unit – rewording to reflect current relationship based approaches
- Criteria of units need to reflect the fluid planning approach and flexibility required in OSHC e.g. Plan for 3 individual and 1 group of children – groups are fluid and ever changing
- Cert 3 Ed support – would be good to see units that are both in Ed support and specific SAEC qualifications – many work across both fields and whilst units are similar, not the same.

Key Question/consideration: Skill Set for SAEC and the inconsistent regulatory requirements of SAEC across states and territories

Education support

Feedback on education support qualifications was limited, but did identify the need to review interrelationships between Units of Competency, entry requirements and work placement issues.

Specific issues that were raised (in a single state / territory) included:

- the inclusion of fundamental Language, Literacy and Numeracy (LLN) units as core in the Certificate III qualification but not the Certificate IV – poor RTO practice could lead to gaps in skills at Certificate IV level
- the need to re-instate an entry requirement for the Certificate IV in Education Support
- potentially too much content in the Certificate III in Education Support
- provision of support for the inclusion of all children
- poor quality of work placements in terms of allowing access to a full range of activities
- disconnect between the teaching of the units and assessment looking at one unit at a time
- structure of units not reflective of the holistic and complex nature of work
- Need for more explicit inclusion of employment skills.

SkillsIQ is keen to hear from stakeholders in the education support sector in all states and territories about how the qualifications reflect industry practice and whether changes are needed to training package content. Is there the opportunity to have improved alignment between the Education Support qualifications with the Early Childhood Education and Care qualifications and/or School-aged Education and Care qualifications?

Your feedback and specific ideas for change to the education support qualifications:

- *An entry requirement for the Certificate IV in Education Support would be beneficial (as there was for the previous training package). A suggested wording of “Significant industry experience (2-5 years) or hold relevant qualification (e.g. Certificate III in Education Support)” would be appropriate.*
- *The assessment expectations for the Certificate IV in Education Support qualification is currently aimed at a very high level (not suitable for beginning support workers or those without industry experience).*
- *Lots of repetition of content across the Certificate III In Education Support – making it very content heavy*
- *Employability skills are included throughout the qualifications (communication, working within a team, flexibility (problem solving), etc.).*
- *Employment skills are covered well throughout Cert III (e.g. teamwork, communication, problem solving).*
- *Students are required to engage in a wide enough range of experiences for placement.*

Duplication

Stakeholder feedback has suggested that duplication across units of competency needs to be addressed across all sectors. While it is never possible to remove all overlap, SkillsIQ internal analysis supports this feedback perspective. For example, there seems to be a lot of duplication about providing play / learning experiences for children (*CHCECE003 Provide care for children, CHCECE010 Support the holistic development of children in early childhood, CHCECE011 Provide experiences to support children's play and learning*)

Your feedback and specific ideas for change to reduce duplication across units of competency:

Many concepts need to be discussed at different levels of understanding depending on where in the course the concepts are discussed. Child development is a good example. You don't just learn about development at one level at one place in the course, it is woven throughout the qualification. Depth of knowledge is developed throughout the course by being discussed and assessed in many different ways in many different contexts. This is how students develop their own personal philosophy of early childhood education and care. Duplication isn't always a bad thing, it's not clear duplication but development of concepts.

General comments

Please provide any other comments you feel are important for technical advisory committees to consider in making changes to Training Package content.

Your feedback and specific ideas for change:

Add current language e.g. Belonging plans rather than Behaviour plans to all performance criteria/ Assessment instruction etc.

Thank you for your time and effort in providing feedback!

Appendix A: List of components for review

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
CHC30113	Certificate III in Early Childhood Education and Care	
CHC50113	Diploma of Early Childhood Education and Care	
CHC40113	Certificate IV in School Aged Education and Care	
CHC50213	Diploma of School Aged Education and Care	
CHC30213	Certificate III in Education Support	
CHC40213	Certificate IV in Education Support	
CHCCC00058	Education support work skill set	
CHCCC00059	Middle childhood skill set	
CHCCC00060	Early childhood skill set	Specifically useful for under 2 work in early childhood
CHCCC00068	Advanced early childhood education and care skill set	<ul style="list-style-type: none"> <i>Pedagogical leadership competencies to be written specifically for early childhood and the pedagogical skills set (as an advanced skillset specifically for Early childhood) with the Diploma as an entry</i>
CHCCC00072	Building inclusive practices in early childhood education and care skill set	Excellent suggestion of units of competency in a skill set
CHCCC00090	Supporting children and families with complex needs skill set	
CHCECE001	Develop cultural competence	Assessment must occur in a regulated and care service

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
CHCECE002	Ensure the health and safety of children	Assessment must occur in a regulated and care service
CHCECE003	Provide care for children	Assessment must occur in a regulated and care service
CHCECE004	Promote and provide healthy food and drinks	Assessment must occur in a regulated and care service Some early childhood services are not supporting students to have the opportunity to work with food
CHCECE005	Provide care for babies and toddlers	Assessment must occur in a regulated and care service Bottle preparation can be simulated as well as assessed on vocational placement
CHCECE006	Support behaviour of children and young people	Assessment must occur in a regulated and care service
CHCECE007	Develop positive and respectful relationships with children	Assessment must occur in a regulated and care service
CHCECE009	Use an approved learning framework to guide practice	Explicit content regarding QIP's Assessment must occur in a regulated and care service
CHCECE010	Support the holistic development of children in early childhood	Assessment must occur in a regulated and care service
CHCECE011	Provide experiences to support children's play and learning	Differences in play based learning and play as learning and play as in choice of play in free play Assessment must occur in a regulated and care service
CHCECE012	Support children to connect with their world	Assessment must occur in a regulated and care service
CHCECE013	Use information about children to inform practice	Assessment must occur in a regulated and care service
CHCECE014	Comply with family day care administration requirements	
CHCECE015	Attend to daily functions in home-based child care	
CHCECE016	Establish and maintain a safe and healthy environment for children	Assessment must occur in a regulated and care service

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	Assessment must occur in a regulated and care service
CHCECE018	Nurture creativity in children	<p>A review is required for the content –other than music, movement, construction, visual art and dramatic play to include nature play, technology, the arts as a whole</p> <p>Assessment must occur in a regulated and care service</p>
CHCECE019	Facilitate compliance in an education and care services	It's very difficult for students to facilitate compliance in an Education and care service. This could be facilitated in a simulated environment.
CHCECE020	Establish and implement plans for developing cooperative behaviour	<p>ECE020 needs to include:</p> <ul style="list-style-type: none"> • Educator's self-awareness and self-regulation • Looking beyond the child's immediate behaviour and thinking about meeting genuine relationship needs • Environments (both human and physical) that nurture positive relationships and a sense of belonging • Theory, research and contemporary practice that supports Quality Area 5 • Aspects of daily practice that supports Quality Area 5 and positive relationships • Development of children's self-regulation • How we can reframe children's behaviour • Sensitive observation of the child in order to understand his or her needs • Planning for belonging based on the EYLF rather than appropriate behaviour, behaviour plans and long and short term goals

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
		Assessment must occur in a regulated and care service
CHCECE021	Implement strategies for the inclusion of all children	Assessment must occur in a regulated and care service
CHCECE022	Promote children's agency	Assessment must occur in a regulated and care service
CHCECE023	Analyse information to inform learning	Assessment must occur in a regulated and care service
CHCECE024	Design and implement the curriculum to foster children's learning and development	Assessment must occur in a regulated and care service Be explicit in the addition of an early childhood philosophy to be added to assessment requirements
CHCECE025	Embed sustainable practices in service operations	Assessment must occur in a regulated and care service
CHCECE026	Work in partnership with families to provide appropriate education and care for children	Assessment must occur in a regulated and care service
CHCECE027	Promote equity in access to the service	
CHCECE028	Collaborate with families to plan service and supports	
CHCECE029	Respond to problems and complaints about the service	
CHCSAC001	Support children to participate in school age care	
CHCSAC002	Develop and implement play and leisure experiences in school age care	
CHCSAC003	Work collaboratively and respectfully with children in school age care	
CHCSAC004	Support the holistic development of children in school age care	
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	
CHCEDS001	Comply with legislative, policy and industrial requirements in the	

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
	education environment	
CHCEDS002	Assist in implementation of planned educational programs	
CHCEDS003	Contribute to student education in all developmental domains	
CHCEDS004	Contribute to organisation and management of classroom or centre	
CHCEDS005	Support the development of literacy and oral language skills	
CHCEDS006	Support the development of numeracy skills	
CHCEDS007	Work effectively with students and colleagues	
CHCEDS008	Comply with school administrative requirements	
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	
CHCEDS011	Search and assess online information	
CHCEDS012	Set up and sustain individual and small group learning areas	
CHCEDS013	Use an e-learning management system	
CHCEDS014	Support students with English as a second language	
CHCEDS015	Support development of student research skills	
CHCEDS016	Support learning for students with disabilities in a classroom environment	
CHCEDS017	Contribute to the health and safety of students	

Code	Title (Qualification, Skill set, Unit of Competency)	Comments
CHCEDS018	Support students with additional needs in the classroom environment	
CHCEDS019	Support students' mathematics learning	
CHCEDS020	Support students' literacy learning	
CHCEDS021	Assist in facilitation of student learning	
CHCEDS022	Work with students in need of additional support	
CHCEDS023	Supervise students outside the classroom	
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	
CHCEDS025	Facilitate learning for students with disabilities	
CHCEDS026	Deliver elements of teaching and learning programs	
CHCEDS027	Support flexible learning in an education environment	
CHCEDS028	Assist in production of language resources	
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	
CHCEDS030	Coordinate e-learning programs	
CHCEDS031	Provide support to students with autism spectrum disorder	
CHCEDS032	Support learning and implementation of responsible behaviour	