



Mapping document: workshops

Before using this mapping document, please consult the Guide to formal recognition of training. The guide provides essential background information. This document maps Early Years Connect workshop sessions (listed below) to the following units of the CHC Community Services Training Package:

Qualification: CHC30113 Certificate III in Early Childhood Education and Care	Qualification: CHC50113 Diploma of Early Childhood Education and Care
Unit of competency: CHCECE009 Use an approved learning framework to guide practice	Unit of competency: CHCECE021 Implement strategies for the inclusion of all children
Unit of competency: CHCECE010 Support the holistic development of children in early childhood	Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children

This mapping document may assist educators and Registered Training Organisations (RTOs) to identify relevant content in the workshops, as a basis for Recognition of Prior Learning (RPL).

Disability support workshop	Transdisciplinary practice workshop
Session 1: Inclusion of Children with Disability in Early Childhood Education and Care (Part 1)	Session 1: Understanding Transdisciplinary Practice in Early Childhood Education and Care
Session 2: Inclusion of Children with Disability in Early Childhood Education and Care (Part 2)	Session 2: Transdisciplinary Practice: How educators can embed transdisciplinary work into everyday practice

Notes:

1. The mapping competencies may overlap across the delivery of Session 1 and Session 2 of each workshop.
2. The RTO trainer and assessor must compile evidence based on the individual student's existing and new knowledge and skills.

Disability support workshop

Session 1: Inclusion of children with Disability in Early Childhood Education and Care (Part 1)

Users should also consider the following evidence of learning associated with this workshop session:

- the 'My plan' document completed during the session
- the discussion charts regarding working collaboratively with families and identifying support agencies and networks
- discussion of adjustments to programs and of the inclusion team.

Unit of competency: CHCECE021 Implement strategies for the inclusion of all children						
Element	Performance criteria	Learning Objectives				
		3. Reflect on your role as an educator in relation to inclusion, including legislative requirements	4. Understand the broad context of disability	5. Apply inclusive practices in early childhood education and care and link these to frameworks	6. Reflect on working collaboratively with families	7. Identify support agencies and networks
1. Promote inclusion	The performance criteria for this element are covered in Session 2 of the workshop					
2. Respect diversity	The performance criteria for this element are covered in Session 2 of the workshop					
3. Identify children with barriers to learning	3.1 Investigate child's barrier to learning	Slides 12-20	Slides 7-9, 40-46		Slides 32-36	
	3.2 Collect and use data to form an accurate understanding of the barrier to learning		Slide 38			
	3.3 Discuss concerns with others to develop a holistic understanding of a particular child's needs and use this information to inform actions			Slides 24, 26		



Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

Element	Performance criteria	Learning Objectives				
		8. Reflect on your role as an educator in relation to inclusion, including legislative requirements	9. Understand the broad context of disability	10. Apply inclusive practices in early childhood education and care and link these to frameworks	11. Reflect on working collaboratively with families	12. Identify support agencies and networks
4. Develop a plan for support and inclusion	4.1 Consider the child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child	Pre-reading: <i>Build strong relationships with families</i>	Slide 38		Slides 32-36	
	4.2 Develop the plan in consultation with other professionals and the family	Pre-reading: <i>Build strong relationships with families</i>			Pre-reading: <i>Build strong relationships with families</i> Slides 30-31	Slides 30-31, 37
	4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs	Slides 21, 26		Pre-reading: <i>NQS PLP Talking about practice</i>		
	4.4 Constantly reflect on the effectiveness of the plan and its impact on the child	Slides 28-29				
5. Implement strategies to meet the child's additional needs	5.1 Support child's entry into the service				Slides 32-36	
	5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary	Slides 26-29		Slides 26-29		



Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator in relation to inclusion, including legislative requirements	2. Understand the broad context of disability	3. Apply inclusive practices in early childhood education and care and link these to frameworks	4. Reflect on working collaboratively with families	5. Identify support agencies and networks
	5.3 Encourage others to adopt inclusive attitudes and practices	Slides 26-29		Slides 26-29		
	5.4 Communicate with and provide support to others to implement strategies					Slides 30-31, 37 Pre-reading: <i>NQS PLP Additional needs</i>
	5.5 Investigate and trial strategies that may address barriers				Slides 28-29	
	5.6 Implement strategies designed or suggested by family or other professionals	Pre-reading: <i>Build strong relationships with families</i>			Slides 32-36	
	5.7 Respond to the daily needs of children with additional needs and seek assistance as required	Slides 26-29		Slides 26-29		
6. Monitor and review strategies	The performance criteria for this element are covered in Session 2 of the workshop.					



Disability support workshop

Session 2: Inclusion of children with Disability in Early Childhood Education and Care (Part 2)

Users should also consider the following evidence of learning associated with this workshop session:

- the 'My plan' document completed during the session
- the discussion charts regarding working collaboratively with families and identifying support agencies and networks i exploring and understanding disability and inclusive practices
- discussion about adjustments to programs and about the inclusion team.

Unit of competency: CHCECE021 Implement strategies for the inclusion of all children						
Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
1. Promote inclusion	1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children	Slide 59	Slides 60-63	Slide 6 Discussion 1 Case study		
	1.2 Demonstrate a belief in children's capacity to succeed in all interactions with families and children	Slide 59		Discussion 1 Case study		
	1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes	Slide 59		Discussion 1 Case study		



Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

Element	Performance criteria	Learning Objectives				
		4. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	5. Design responsive learning environments for children with disability	6. Apply knowledge in planning and transitioning children with disability		
	1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies	Slide 59	Slides 60-63	Discussion 1 Case study		
	1.5 Support all children regardless of background, gender, age or ability to fully participate as valued members of the group	Slide 58-59		Discussion 1 Case study		
	1.6 Assist, support and encourage each child's efforts to participate	Slide 59		Discussion 1 Case study		
	1.7 Identify areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice	Slide 59		Discussion 1 Case study		
2. Respect diversity	2.1 Value different capacities and abilities, and respect differences in families' home lives		Slide 65-67	Discussion 1 Case study		
	2.2 Recognise that diversity contributes to the richness of society and provide children with opportunities to explore this richness		Slide 65-67	Discussion 1 Case study		



Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
	2.3 Uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions		Slides 60-63	Discussion 1 Case study		
	2.4 Draw children's attention to issues of fairness relevant to them			Discussion 1 Case study		
	2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together			Discussion 1 Case study		
	2.6 Engage children in discussions about respectful and equal relations			Discussion 1 Case study		
3. Identify children with barriers to learning	The performance criteria for this element are covered in Part 1 of the workshop.					
4. Develop a plan for support and inclusion	The performance criteria for this element are covered in Part 1 of the workshop.					
5. Implement strategies to meet the child's additional needs	The performance criteria for this element are covered in Part 1 of the workshop.					



Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
6. Monitor and review strategies	6.1 Share information about progress among all concerned	Pre-reading: <i>How to series</i>		Slide 71		
	6.2 Identify and discuss issues of concern			Discussion 1 Case study		
	6.3 Establish and maintain constant information exchange with family and appropriate community members about the child's needs and care strategies			Discussion 1 Case study		
	6.4 Seek and gain family permission prior to consulting with others regarding the child			Discussion 1 Case study		
	6.5 Ensure communication occurs within a culturally and linguistically responsive framework		Slide 60-61			
	6.6 Closely monitor new strategies and the impact of these on the child		Slide 60, 66	Slide 60		
	6.7 Identify and respond to any barriers to the strategies being implemented	Discussion 1		Slides 54, 71		



Disability support workshop

Session 2: Inclusion of Children with Disability in Early Childhood Education and Care (Part 2)

Users should also consider the following evidence of learning associated with this workshop session:

- the 'My plan' document completed during the session
- the discussion charts regarding working collaboratively with families and identifying support agencies and networks
- exploring and understanding disability and inclusive practices
- discussion about adjustments to programs and about the inclusion team
- reflecting on thinking and practice.

Unit of competency: CHCECE010 Support the holistic development of children in early childhood						
Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
1. Support physical development	1.1 Use daily routines as opportunities to support children to acquire and practise skills	Full session	Slides 62-63	Slides 66-68		
	1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play	Full session	Slides 62-63			
	1.3 Help to create opportunities to support the emerging physical skills of individual children	Full session	Slides 62-63			
	1.4 Support children to take increasing responsibility for their own health and wellbeing	Full session	Slides 62-63			



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
2. Support social development	2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding	Full session	Slide 65			
	2.2 Create opportunities for one-on-one interactions	Full session	Slide 65			
	2.3 Model care, empathy and respect for children, educators and families	Full session	Slide 65			
	2.4 Join in play and social experiences with other children	Full session	Slide 65			
	2.5 Assist and support children when they are having difficulty understanding or communicating with each other	Full session	Slide 61			
	2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals	Full session	Slide 61			
	2.7 Assist children to develop trusting relationships with educators and other adults	Full session	Slide 65			



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
	2.8 Encourage children to respect and regard each other's individual differences	Full session	Slide 65			
	2.9 Offer children play choices and respect children's choice to watch and observe	Full session	Slide 65			
3. Support emotional development	3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding	Full session	Slide 65			
	3.2 Ensure children experience pride and confidence in their achievements	Full session	Slide 65			
	3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn	Full session	Slide 65			
	3.4 Encourage children to express and manage feelings appropriately	Full session	Slide 65			
	3.5 Support children's efforts, assisting and encouraging as appropriate	Full session	Slide 65			



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
	3.6 Motivate and encourage children to persevere with challenges	Full session	Slide 65			
	3.7 Share children's successes with families	Full session	Slide 65			
4. Support cognitive development	4.1 Intentionally scaffold children's learning	Full session	Slide 65			
	4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development	Full session	Slide 65			
	4.3 Provide experiences that allow children to explore a range of concepts	Full session	Slide 65			
5. Support communication development	5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages	Full session	Slide 61			
	5.2 Select, read and tell developmentally appropriate stories	Full session	Slide 61			



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
	5.3 Use puppets and other props to stimulate children's enjoyment of language and literature	Full session	Slide 61			
	5.4 Model and encourage two-way communication through questions and careful listening	Full session	Slide 61			
	5.5 Encourage children to explore symbols, patterns and their relationships	Full session	Slide 61			
	5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds	Full session	Slide 61			
	5.7 Create opportunities for group discussions and exchange of views between children	Full session	Slide 61			
	5.8 Ask and answer questions during the reading and discussion of books or other text	Full session	Slide 61			



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives				
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability		
	5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes	Full session	Slide 66-68			
6. Create an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges	Full session Pre-reading: <i>NQS PLP Talking about practice</i>				
	6.2 Provide resources and materials that offer challenge, intrigue and surprise	Full session Pre-reading: <i>NQS PLP Talking about practice</i>				
	6.3 Assist to promote children's sense of belonging and connectedness	Full session Pre-reading: <i>NQS PLP Talking about practice</i>	Slide 66-67			
	6.4 Engage children in sustained shared conversations to extend their thinking	Full session Pre-reading: <i>NQS PLP Talking about practice</i>	Slide 61			
	6.5 Provide the opportunity for scaffolding learning and development	Full session Pre-reading: <i>NQS PLP Talking about practice</i>				



Unit of competency: CHCECE010 Support the holistic development of children in early childhood

Element	Performance criteria	Learning Objectives			
		1. Reflect on your role as an educator/ manager/ committee in relation to inclusion of children with disability	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability	
	6.6 Assist children to see their mistakes as opportunities to learn and grow	Full session Pre-reading: <i>NQS PLP Talking about practice</i>		Slide 66-68	
	6.7 Facilitate families' diverse contributions to the learning community	Full session Pre-reading: <i>NQS PLP Talking about practice</i> Pre-reading: <i>Build strong relationships with families</i> Pre-reading: <i>NQS PLP Additional needs</i>	Slide 70		
	6.8 Share information with colleagues about child development and wellbeing	Full session Pre-reading: <i>NQS PLP Talking about practice</i> Pre-reading: <i>NQS PLP Additional needs</i>	Slide 70		



Transdisciplinary practice workshop

Session 1: Understanding Transdisciplinary Practice in Early Childhood Education and Care

Users should also consider the following evidence of learning associated with this workshop session:

- the 'My plan' document completed during the session
- discussion charts/group mindmapping about understanding children, families and communities
- understanding of integrated services and working in transdisciplinary ways
- knowledge of partnerships and support agencies
- Australian Early Development Census (AEDC) community data
- evidence of complete case studies and discussions.

Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children						
Element	Performance criteria	Learning Objectives				
		1. Identify the complexities impacting children/ families	2. Understand the importance of working collaboratively with families, referral agencies. and community	3. Apply Australian Early Development Census data to inform community collaboration	4. Understand service integration and the benefits for children/ families/Educators	5. Apply transdisciplinary practices in early childhood education and care and connect this work to the National Quality Standard
1. Provide families with opportunities to be involved in the service	1.1 Create a welcoming environment for all families using the service	Pre-reading: <i>Best practice</i> Fast Fact card	Pre-reading: <i>An integrated approach to early childhood development</i> Slide 8	Pre-reading: <i>AEDC</i> Fast Fact card	Slide 7	Pre-reading: <i>An integrated approach to early childhood development</i>
	1.2 Respond to families' questions, concerns and requests in a prompt and courteous way	Slide 19	Slides 19			Slides 10-11, 19, 29



Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element	Performance criteria	Learning Objectives				
		1. Identify the complexities impacting children/ families	2. Understand the importance of working collaboratively with families, referral agencies. and community	3. Apply Australian Early Development Census data to inform community collaboration	4. Understand service integration and the benefits for children/ families/Educators	5. Apply transdisciplinary practices in early childhood education and care and connect this work to the National Quality Standard
	1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture	Slides 7, 25	Slides 7, 25	Slides 13-14	Slide 7, 25	Slides 25, 29
	1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making	Slide 7, 25	Slides 7, 25		Slide 7, 11, 25	Slides 25, 29
2. Provide information to families about their child	The performance criteria for this element are covered in Session 2 of the workshop					
3. Provide information to families about the service	3.1 Make information about the operation of the service available to families	Slide 19	Slide 19	Slides 13-14 Discussion 2	Slide 11	Slides 10-12, 19, 25, 29 Readings on the table EYC: support and resources



Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element	Performance criteria	Learning Objectives				
		1. Identify the complexities impacting children/ families	2. Understand the importance of working collaboratively with families, referral agencies. and community	3. Apply Australian Early Development Census data to inform community collaboration	4. Understand service integration and the benefits for children/ families/Educators	5. Apply transdisciplinary practices in early childhood education and care and connect this work to the National Quality Standard
	3.2 Provide information about the service in the main languages used in the community			Fast Fact Card	Slide 11	Slides 25, 29 Readings on the table EYC: support and resources
4. Provide information about community services and resources	4.1 Make information available to families about community services and resources			Slides 13-14	Slide 11	Slides 10-12, 25, 29 Readings on the table EYC: support and resources
	4.2 Ensure that there are processes in place to maintain current contact details of community services and resources	Slides 25		Slides 13-14	Slide 11	Slides 10-12, 25, 29 Readings on the table EYC: support and resources
	4.3 Assist families to locate and contact and/or access community services and resources as required	Slides 25		Slides 13-14	Slide 11	Slides 10-12, 25, 29 Readings on the table EYC: support and resources



Transdisciplinary practice workshop

Session 2: Transdisciplinary Practice: How educators can embed transdisciplinary work into everyday practice

Users should also consider the following evidence of learning associated with this workshop session:

- the 'My plan' document completed during the session
- discussion charts/group mind mapping about understanding children, families and communities
- understanding of integrated services and working in transdisciplinary ways
- knowledge of partnerships and support agencies
- Australian Early Development Census (AEDC) community data
- evidence of complete case studies and discussions.

Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children						
Element	Performance criteria	Learning Objectives				
		1. Apply transdisciplinary practices in ECEC and connect this work to the Early Years Learning Framework	2. Identify the role of an educator in transdisciplinary work	3. Further understand how to respond to the support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss responsive practice	
1. Provide families with opportunities to be involved in the service	The performance criteria for this element are covered in Session 1 of the workshop.					
2. Provide information to families about their child	2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service	Discussion 4 Readings on the table EYC: support and resources	Slides 51, 62–64	Slides 53-54	Discussion 3	
	2.2 Inform families promptly and sensitively of any incidents affecting their child	Discussion 4	Slides 51, 67	Slides 55-57	Discussion 4	



Unit of competency: CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element	Performance criteria	Learning Objectives				
		1. Apply transdisciplinary practices in ECEC and connect this work to the Early Years Learning Framework	2. Identify the role of an educator in transdisciplinary work	3. Further understand how to respond to the support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss responsive practice	
	2.3 Demonstrate an understanding of each child and their family and community context	Slide 51	Reading on table NDS	Readings on the table AEDC Brain development	Discussion 6	
	2.4 Implement strategies that facilitate shared decision-making with families		Slides 46-47 Discussion 2	Slides 55	Discussion 6	
3. Provide information to families about the service	The performance criteria for this element are covered in Session 1 of the workshop.					
4. Provide information about community services and resources	The performance criteria for this element are covered in Session 1 of the workshop.					



Transdisciplinary practice workshop

Session 2: Transdisciplinary Practice: How educators can embed transdisciplinary work into everyday practice

Users should also consider the following evidence of learning associated with this workshop session:

- discussions linking practice to the Early Years Learning Framework and National Quality Standard
- evidence of complete case studies and discussions.
- knowledge of partnerships and support agencies
- knowledge about having conversations with families about referral pathways.

Unit of competency: CHCECE009 Use an approved learning framework to guide practice

Element	Performance criteria	Learning Objectives			
		1. Apply transdisciplinary practices in ECEC and connect this work to the Early Years Learning Framework	2. Identify the role of an educator in transdisciplinary work	3. Further understand how to respond to the support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss responsive practice
1. Identify learning frameworks	1.1 Investigate different approved learning frameworks and identify the framework relevant to the service	Slides 51-52, 60			
	1.2 Recognise differences between the relevant framework and other approved frameworks	Discussion 1			
	1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations		Slides 51-52, 60		



Unit of competency: CHCECE009 Use an approved learning framework to guide practice

Element	Performance criteria	Learning Objectives				
		1. Apply transdisciplinary practices in ECEC and connect this work to the Early Years Learning Framework	2. Identify the role of an educator in transdisciplinary work	3. Further understand how to respond to the support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss responsive practice	
2. Apply the learning framework	2.1 Investigate how the framework is applied to support children's learning	Discussion 1			Poppy case study	
	2.2 Explore and develop an understanding of the principles and practices of the relevant framework	Slides 51, 60 Discussion 3	Discussion 3, 6	Discussion 4	Discussions 3-4, 6	
	2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role			Discussions Slide 53	Discussions	
	2.4 Work in collaboration with others to implement framework learning outcomes			Case studies Discussions Slides 51-52, 60	Case studies Discussions Slides 51+52, 60	
	2.5 Reflect on own practices in the workplace and discuss with supervisor		Slides 67 Discussion 5	Slide 54		

