



Mapping document: online modules (Part 1)

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 online modules (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: CHCECE010 Support the holistic development of children in early childhood	Unit of competency: CHCECE021 Implement strategies for the inclusion of all children

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

Resources mapped

Module 1: Defining inclusive practice	Module 6: Supporting children’s behaviour—guidance
Module 2: Creating supportive learning environments	Module 7: Making educational adjustments
Module 3: Developing effective partnerships	Module 10: Disability support: legislation for inclusion
Module 4: Supporting children’s behaviour—planning	Module 11: Disability support: meeting different needs
Module 5: Supporting children’s behaviour—documentation	Module 12: Disability support: families as partners

Notes:

1. This document uses the abbreviation ‘M’ for ‘Module’.
2. The RTO trainer and assessor must compile evidence based on the individual student’s existing and new knowledge and skills.



Qualification: CHC30113 Certificate III in Early Childhood Education and Care

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		M2: Slides 2.7-2.10, 3.2 M7: Slides 3.2 (001-005)	M7: Slides 2.2-2.6
	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		M2: Slides 2.7-2.10, 3.2 M7: Slides 3.2 (001-005)	M2: Slides 3.16-3.18
	1.3 Help to create opportunities to support the emerging physical skills of individual children		M2: Slides 2.7-2.10, 3.2 M7: Slides 3.2 (001-005)	M2: Slides 3.16-3.18
	1.4 Support children to take increasing responsibility for their own health and wellbeing		M2: Slides 2.7-2.10, 3.2 M7: Slides 2.15, 3.2 (001-006)	M2: Slides 3.16-3.18
2. Support social development	2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding		M1: Slides 4.2-4.8 M7: Slide 2.15	M2: Slides 3.5-3.6 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10

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
	2.2 Create opportunities for one-on-one interactions		M1: Slides 4.2-4.8 M7: Slide 2.15	M2: Slides 3.5-3.11 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10
	2.3 Model care, empathy and respect for children, educators and families	M12: Slide 3.4	M1: Slides 4.2-4.8 M7: Slides 2.13-2.15	M2: Slides 3.5-3.12 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10
	2.4 Join in play and social experiences with other children		M1: Slides 4.2-4.8 M7: Slides 2.13-2.15	M2: Slides 3.5-3.11 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10
	2.5 Assist and support children when they are having difficulty understanding or communicating with each other		M1: Slides 4.2-4.8 M7: Slides 2.13-2.15, 3.2-3.10	M2: Slides 3.14-3.15 M4: Slides 2.9-2.12, 3.2-3.6 M5: Slides 4.5-4.8 M7: Slides 2.15, 3.2-3.10
	2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals		M1: Slides 4.2-4.8 M7: Slides 2.13-2.15	M2: Slides 3.5-3.6 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10



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
	2.7 Assist children to develop trusting relationships with educators and other adults		M1: Slides 4.2-4.8 M7: Slides 2.13-2.15	M2: Slides 3.5-3.11 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10
	2.8 Encourage children to respect and regard each other's individual differences		M1: Slides 4.2-4.8 M7: Slides 2.13-2.15	M2: Slides 3.5-3.6, 3.10 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10
	2.9 Offer children play choices and respect children's choice to watch and observe		M1: Slides 4.2-4.8 M7: Slides 2.7-2.10, 2.13-2.15, 3.19	M2: Slides 3.5-3.6, 3.13-3.15, 3.3-3.4 M4: Slides 2.9-2.12, 3.2-3.6 M7: Slides 2.15, 3.2-3.10, 3.19
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		M1: Slides 4.2-4.8	M2: Slides 3.5-3.6, 3.13-3.15 M5: Slides 2.11, 3.2-3.6 M7: Slides 3.8-3.10
	3.2 Ensure children experience pride and confidence in their achievements		M1: Slides 4.2-4.8	M2: Slides 3.5-3.6, 3.11 M5: Slides 3.4-3.5
	3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn		M1: Slides 4.2-4.8	M2: Slides 3.5-3.6, 3.15 M5: Slides 2.5-2.11, 3.2-3.6



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
	3.4 Encourage children to express and manage feelings appropriately		M1: Slides 4.2-4.8	M2: Slides 3.5-3.6, 3.15 M5: Slides 2.5-2.11, 3.2-3.6 M7: Slides 3.8-3.10
	3.5 Support children's efforts, assisting and encouraging as appropriate		M1: Slides 4.2-4.8	M2: Slides 3.5-3.6, 3.7-3.12, 3.15 M5: Slides 2.5-2.11, 3.2-3.6 M7: Slides 3.12-3.15
	3.6 Motivate and encourage children to persevere with challenges	M7: Slides 2.7-2.10, 3.2-3.19	M1: Slides 4.2-4.8 M7: Slides 2.7-2.10, 3.2-3.19	M2: Slides 3.5-3.6, 3.7-3.12 M5: Slides 2.5-2.11, 3.2-3.6 M7: Slides 2.7-2.10, 3.2-3.19
	3.7 Share children's successes with families	M7: Slides 2.7-2.10, 3.2-3.19 M12: Slide 3.4	M1: Slides 3.2-3.10	M2: Slides 3.2, 3.5-3.6 M5: Slides 2.5-2.11, 3.2-3.6 M7: Slide 3.12
4. Support cognitive development	4.1 Intentionally scaffold children's learning	M7: Slides 2.7-2.10, 3.2-3.19		M5: Slides 2.2.-2.4 M7: Slides 2.2, 2.12, 2.15, 3.2-3.19
	4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development			M5: Slides 2.11, 3.2-3.6 M7: Slides 3.13-3.19



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
	4.3 Provide experiences that allow children to explore a range of concepts			M7: Slides 2.7-2.10, 3.13-3.19
5. Support communication development	5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8
	5.2 Select, read and tell developmentally appropriate stories		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8
	5.3 Use puppets and other props to stimulate children's enjoyment of language and literature		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8
	5.4 Model and encourage two-way communication through questions and careful listening		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8
	5.5 Encourage children to explore symbols, patterns and their relationships		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8
	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		M7: Slides 3.2-3.7	M5: Slides 4.6-4.8



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

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
	5.7 Create opportunities for group discussions and exchange of views between children	M6: Slides 3.10-3.12	M6: Slides 3.11-3.12 M7: Slides 2.16, 3.2-3.7	M5: Slides 2.6-2.7, 4.6-4.8
	5.8 Ask and answer questions during the reading and discussion of books or other text		M7: Slides 2.16, 3.2-3.7	M5: Slides 2.6-2.7, 4.6-4.8
	5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes		M7: Slides 2.7-2.9, 2.16, 3.2-3.7	M5: Slides 2.2-2.7, 4.6-4.8
6. Create an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges	M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3	M2: Slides 2.2-2.4	
	6.2 Provide resources and materials that offer challenge, intrigue and surprise	M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3 M11: Slide 4.2	M2: Slides 2.2-2.4, 2.6	
	6.3 Assist to promote children's sense of belonging and connectedness	M1: Slides 3.2-3.10 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3	M2: Slides 2.2-2.4, 2.6	M1: Slides 3.2-3.10
	6.4 Engage children in sustained shared conversations to extend their thinking	M3: Slides 3.2-3.3 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3	M2: Slides 2.2-2.4 M3: Slides 4.6-4.8	



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
	6.5 Provide the opportunity for scaffolding learning and development	M2: Slides 2.2.-2.6 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3 M6: Slide 2.17 M11: Slide 4.2	M2: Slides 2.2-2.6 M3: Slides 4.6-4.8	
	6.6 Assist children to see their mistakes as opportunities to learn and grow	M2: Slides 2.4-2.6 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3	M2: Slides 2.4-2.6	
	6.7 Facilitate families' diverse contributions to the learning community	M2: Slides 2.2-2.3 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3 M12: Slide 3.4	M1: Slides 3.2-3.10 M2: Slides 2.2.-2.3 M3: Slides 4.11, 5.2-5.3	
	6.8 Share information with colleagues about child development and wellbeing	M2: Slides 2.2.-2.4 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3	M1: Slides 2.10-2.11 M2: Slides 2.2-2.4 M3: Slides 3.4-3.6, 4.7-4.10	M2: Slide 2.12 M3: Slides 3.4-3.6, 4.7-4.10 M4: Slides 2.5-2.12, 3.2-3.6, 4.2-4.3 M5: Slides 3.2-3.6



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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
1. Promote inclusion	1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children	M1: Slides 2.2-2.15	M1: Slides 2.2-2.15 M11: Slides 2.2-2.21, 3.2-3.4, 4.2		M1: Slides 2.2-2.15 M10: Slides 1.6, 3.2	M10: Slides 2.2-2.16	M1: Slides 2.2-2.15 M5: Slides 3.4-3.6, 4.6-4.8		
	1.2 Demonstrate a belief in children's capacity to succeed in all interactions with families and children	M12: Slide 3.4	M1: Slides 3.2-3.10 M11: Slides 2.2-2.21, 3.2-3.4, 4.2		M10: Slides 2.12-2.16, 3.2 M12: Slide 1.6	M10: Slides 2.2-2.16	M1: Slides 3.2-3.10 M 3: Slides 2.2-2.4	M1: Slides 3.2-3.10 M 12: Slides 1.6, 2.2-2.5, 3.4	M1: Slides 3.2-3.10 M 12: Slides 2.6-2.9, 3.4, 4.5, 4.8



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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes		M11: Slides 2.2-2.21, 3.2-3.4, 4.2	M1: Slides 4.2-4.8	M1-7: Slides 1.6 (001-005)		M1: Slides 4.2-4.8 M3: Slides 2.2-2.4		M10: Slides 4.5, 4.8
	1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies	M11: Slides 3.4, 4.2 M12: Slide 3.4			M1-7: Slides 1.6 (001-005)		M3: Slides 2.2-2.4	M3: Slides 2.2-2.4 M12: Slides 2.2-2.9, 3.4	M3: Slides 2.2-2.4 M 10: Slides 4.5, 4.8



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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	1.5 Support all children regardless of background, gender, age or ability to fully participate as valued members of the group		M2: Slides 2.5, 3.2-3.18	M2: Slides 2.5, 3.2-3.18	M1-7: Slides 1.6 (001-005) M 10: Slides 2.2-2.11				
	1.6 Assist, support and encourage each child's efforts to participate		M2: Slides 2.5, 3.2-3.18	M2: Slides 2.5, 3.2-3.18	M1-7: Slides 1.6 (001-005)				
	1.7 Identify areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice		M2: Slides 2.5-2.12, 3.2-3.18	M2: Slides 2.5-2.12, 3.2-3.18	M1-7: Slides 1.6 (001-005)				



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	2. Design responsive learning environments for children with disability	3. Apply knowledge in planning and transitioning children with disability	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
2. Respect diversity	2.1 Value different capacities and abilities, and respect differences in families' home lives		M2: Slides 2.5-2.12, 3.2-3.18 M 10: Slides 2.14-2.16	M2: Slides 2.5-2.12, 3.2-3.18	M1-7: Slides 1.6 (001-005)	M5: Slides 2.2-2.5, 3.2	M5: Slides 2.2-2.5, 3.2	M12: Slides 2.2-2.9	M12: Slides 2.6-2.9, 3.4, 4.5, 4.8
	2.2 Recognise contributes to the richness of society and provide children with opportunities to explore this richness		M2: Slides 2.5-	M2: Slides 2.5-	M1-7: Slides 1.6	M5: Slides 2.2-	M5: Slides 2.2-		

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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	2.3 Uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions		M2: Slides 2.5-2.12, 3.2-3.18	M2: Slides 2.5-2.12, 3.2-3.18	M1-7: Slides 1.6 (001-005) M 10: Slides 2.2-2.16	M5: Slides 2.2-2.5, 3.2	M5: Slides 2.2-2.5, 3.2 M7: Slides 2.13-2.15, 3.2-3.19	M12: Module 2.5-2.9	
	2.4 Draw children's attention to issues of fairness relevant to them		M2: Slides 2.5-2.12, 3.2-3.18 M 11: Slides 2.2-2.21, 3.2-3.4, 4.2	M2: Slides 2.5-2.12, 3.2-3.18	M 1-7: Slides 1.6 (001-005)	M5: Slides 2.2-2.5, 3.2	M5: Slides 2.2-2.5, 3.2		
	2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together		M2: Slides 2.5-2.12, 3.2-3.18	M2: Slides 2.5-2.12, 3.2-3.18	M1-7: Slides 1.6 (001-005)	M5: Slides 2.2-2.5, 3.2	M5: Slides 2.2-2.5, 3.2 M7: Slides 2.13-2.15, 3.2-3.19		



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

		Learning Objectives							
Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	2.6 Engage children in discussions about respectful and equal relations		M2: Slides 2.5-2.12, 3.2-3.18	M2: Slides 2.5-2.12, 3.2-3.18	M1-7: Slides 1.6 (001-005)	M5: Slides 2.2-2.5, 3.2	M5: Slides 2.2-2.5, 3.2		
3. Identify children with barriers to learning	3.1 Investigate child's barrier to learning	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.6-2.10 M 11: Slides 2.2-2.21, 3.2-3.4, 4.2		M1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6		
	3.2 Collect and use data to form an accurate understanding of the barrier to learning	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.6-2.10		M1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6		



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

		Learning Objectives							
Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	3.3 Discuss concerns with others to develop a holistic understanding of a particular child's needs and use this information to inform actions	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.6-2.12		M1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6		
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	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.4-2.12 M3: Slides 4.2-4.11	M3: Slides 3.2-3.6 M6: Slides 2.15-2.22	M 1-7: Slides 1.6 (001-005) M 10: Slides 2.6-2.16, 3.2	M6: Slides 2.15-2.22	M3: Slides 3.2-3.6 M7: Slides 2.10-2.14		M3: Slides 4.2-4.11



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

		Learning Objectives							
Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	4.2 Develop the plan in consultation with other professionals and the family	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M12: Slide 3.4	M2: Slides 2.4-2.12 M3: Slides 4.2-4.11 M 11: Slides 2.2-2.21, 3.2-3.4, 4.2	M3: Slides 3.2-3.6 M6: Slides 2.15-2.22	M1-7: Slides 1.6 (001-005)	M6: Slides 2.15-2.22	M3: Slides 3.2-3.6	M5: Slides 3.4-3.6, 4.6-4.8	M3: Slides 2.2-2.4, 4.2-4.11
	4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.2-2.10, 3.13-3.18 M3: Slides 4.2-4.11	M6: Slides 2.15-2.22	M1-7: Slides 1.6 (001-005)	M2: Slides 3.13-3.18 M6: Slides 2.15-2.22	M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		M3: Slides 2.2-2.4, 4.2-4.11
	4.4 Constantly reflect on the effectiveness of the plan and its impact on the child	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M2: Slides 2.2-2.10 M3: Slides 4.2-4.11 M 11: Slides 2.2-2.21, 3.2-3.4, 4.2	M6: Slides 2.15-2.22	M1-7: Slides 1.6 (001-005) M 10: Slides 2.2-2.16, 3.2, 4.5, 4.8	M6: Slides 2.15-2.22	M1: Slides 4.7-4.8 M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		M3: Slides 4.2-4.11



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

		Learning Objectives							
Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
5. Implement strategies to meet the child's additional needs	5.1 Support child's entry into the service	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22		M1: Slides 4.6-4.8 M6: Slides 2.10-2.22	M1-7: Slides 1.6 (001-005)		M1: Slides 4.6-4.8 M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		
	5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22		M1: Slides 4.6-4.8 M6: Slides 2.10-2.22	M1-7: Slides 1.6 (001-005)		M1: Slides 4.6-4.8 M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		



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

		Learning Objectives							
Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	5.3 Encourage others to adopt inclusive attitudes and practices	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22		M1: Slides 4.6-4.8 M6: Slides 2.10-2.22	M1-7: Slides 1.6 (001-005)		M1: Slides 4.6-4.8 M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		
	5.4 Communicate with and provide support to others to implement strategies	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22	M 11: Slides 2.2-2.21, 3.2-3.4, 4.2	M1: Slides 4.6-4.8 M3: Slides 3.2-3.6 M6: Slides 2.10-2.22	M 1-7: Slides 1.6 (001-005)		M1: Slides 4.6-4.8 M3: Slides 3.2-3.6 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		



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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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	5.5 Investigate and trial strategies that may address barriers	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22		M1: Slides 4.6-4.8 M6: Slides 2.10-2.22	M 1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6 M1: Slides 4.6-4.8 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		
	5.6 Implement strategies designed or suggested by family or other professionals	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22		M1: Slides 4.6-4.8 M6: Slides 2.10-2.22	M 1-7: Slides 1.6 (001-005)		M 3: Slides 3.2-3.6 M1: Slides 4.6-4.8 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7	M12: Slide 3.4	M12: Slides 2.2-2.9, 3.4, 4.5, 4.8



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

Learning Objectives

Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	5.7 Respond to the daily needs of children with additional needs and seek assistance as required	M1: Slides 4.6-4.8 M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M6: Slides 2.10-2.22	M2: Slides 3.13-3.18	M1: Slides 4.6-4.8 M6: Slides 2.5-2.22, 3.11-3.14	M 1-7: Slides 1.6 (001-005)	M2: Slides 3.13-3.18	M3: Slides 3.2-3.6 M1: Slides 4.6-4.8 M4: Slides 1.6, 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7		
6. Monitor and review strategies	6.1 Share information about progress among all concerned	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6		
	6.2 Identify and discuss issues of concern	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M6: Slides 3.7-3.9 M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005)		M3: Slides 3.2-3.6		



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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	6.3 Establish and maintain constant information exchange with family and appropriate community members about the child's needs and care strategies	M4: Slides 2.2-2.12, 3.2-3.6, 4.2-4.3, 5.5-5.7 M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M 1-7: Slides 1.6 (001-005) M10: Slides 2.12-2.16		M3: Slides 3.2-3.6	M12: Slides 2.2-2.9, 3.4, 4.5, 4.8	M11: Slides 3.3-3.4, 4.2
	6.4 Seek and gain family permission prior to consulting with others regarding the child	M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005) M10: Slides 2.12-2.16			M12: Slides 2.5-2.9	M3: Slides 2.2-2.3
	6.5 Ensure communication occurs within a culturally and linguistically responsive framework	M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005)			M12: Slides 2.2-2.9, 3.4, 4.5, 4.8	



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

Learning Objectives

Element	Performance criteria	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	4. Reflect on your role as an educator in relation to inclusion, including legislative requirements	5. Understand the broad context of disability	6. Apply inclusive practices in early childhood education and care and link these to frameworks	7. Reflect on working collaboratively with families	8. Identify support agencies and networks
	6.6 Closely monitor new strategies and the impact of these on the child	M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005)				M12: Slides 2.2-2.9, 3.4, 4.5, 4.8
	6.7 Identify and respond to any barriers to the strategies being implemented	M7: Slides 4.5-4.6	M7: Slides 3.12, 4.5-4.6	M11: Slides 3.3-3.4, 4.2	M1-7: Slides 1.6 (001-005)			M12: Slide 3.4	

