



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: CHCECE009 Use an approved learning framework to guide practice	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 online modules, as a basis for Recognition of Prior Learning (RPL).

Resources mapped

Module 8: Governance support: understanding the legislation	Module 14: Transdisciplinary practice: improving processes and outcomes
Module 9: Governance support: supporting staff, families and children	Module 15: Transdisciplinary practice: links, pathways and strategies
Module 13: Transdisciplinary practice: an introduction	

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.



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 and support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss appropriate responsive practice
1. Identify learning frameworks	1.1 Investigate different approved learning frameworks and identify the framework relevant to the service	M8: Slides 1.6, 2.2-2.8 M9: Slide 1.6			
	1.2 Recognise differences between the relevant framework and other approved frameworks	M8: Slides 1.6, 2.2-2.8 M9: Slide 1.6			
	1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations	M8: Slides 2.11, 3.6-3.7, 3.9 M9: Slide 1.6	M8: Slides 3.6-3.7, 3.9	M8: Slides 2.9-2.11	M9: 2.6-2.7, 3.4, 3.6
2. Apply the learning framework	2.1 Investigate how the framework is applied to support children's learning	M9: Slide 1.6		M8: Slides 3.6-3.7, 3.9	M9: Slides 2.7, 3.4
	2.2 Explore and develop an understanding of the principles and practices of the relevant framework	M9: Slide 1.6	M9: Slides 2.2-2.5		
	2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role	M8: Slides 2.9-2.17	M8: Slides 2.9-2.17		M9: Slide 2.6



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 and support families including identifying responses and referral pathways	4. Apply knowledge to case studies and discuss appropriate responsive practice
	2.4 Work in collaboration with others to implement framework learning outcomes	M8: Slides 3.6-3.7, 3.9	M8: Slides 3.6-3.7, 3.9 M9: Slides 3.4, 3.6	M8: Slides 3.6-3.7, 3.9 M9: Slides 3.4, 3.6	
	2.5 Reflect on own practices in the workplace and discuss with supervisor	M9: Slide 3.6	M9: Slides 3.4, 3.6	M9: Slides 3.4, 3.6	M9: Slides 2.6-2.7



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	M13: Slide 1.6	M8: Slides 2.2-2.9		M14: Slides 2.2-2.9	M14: Slide 3.2
	1.2 Respond to families' questions, concerns and requests in a prompt and courteous way	M15: Slides 2.4-2.9, 3.2, 4.5, 4.8	M8: Slides 2.9, 2.15-2.17 M15: Slides 1.6, 2.2-2.8			M8: Slides 2.9, 2.15-2.17 M14: Slides 2.2-2.9
	1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture	M9: Slides 2.2-2.4	M15: Slides 1.6, 2.2-2.8		M8: Slides 3.7, 3.9	M14: Slides 2.2-2.9
	1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role	M9: Slides 2.2-2.4 M15: Slide 2.8	M15: Slides 1.6, 2.2-2.8	M13: Slides 2.4-2.8	M8: Slides 3.6-3.7, 3.9	



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
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	M13: Slides 2.4-2.5	M9: Slides 2.5-2.7			M15: Slide 2.8
	2.2 Inform families promptly and sensitively of any incidents affecting their child		M9: Slides 3.4, 3.6			M15: Slide 2.8
	2.3 Demonstrate an understanding of each child and their family and community context	M13: Slides 2.4-2.9, 3.4		M13: Slides 2.6-2.8	M14: Slides 1.6, 2.2-2.9, 3.2	M13: Slide 1.6 M14: Slide 1.6
	2.4 Implement strategies that facilitate shared decision-making with families	M14: Slides 2.2-2.9			M14: Slides 1.6, 2.2-2.9, 3.2	
3. Provide information to families about the service	3.1 Make information about the operation of the service available to families	M14: Slide 2.6	M13: Slides 2.2-2.5		M13: Slides 2.2-2.5	M15: Slides 2.4-2.9, 3.2



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					M14: Slides 2.2-2.9
4. Provide information about community services and resources	4.1 Make information available to families about community services and resources		M13: Slides 3.4, 4.5, 4.8			M15: Slides 2.4-2.9, 3.2, 4.5, 4.8
	4.2 Ensure that there are processes in place to maintain current contact details of community services and resources		M9: Slides 3.4, 3.6		M14: 1.6, 2.2-2.9, 3.2	
	4.3 Assist families to locate and contact and/or access community services and resources as required		M9: Slides 3.4, 3.6		M14: 1.6, 2.2-2.9, 3.2	

