

22668VIC Certificate II in Early Childhood Education and Care Pathway

Version 1

**This course has been accredited under Part 4.4 of the
*Education and Training Reform Act 2006.***

Accredited for the period: 1 July 2024 to 30 June 2029

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Section A – Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria on behalf of the Department of Jobs, Skills, Industry and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2024</p>
<p>2. Address</p>	<p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne VIC 3001</p> <p>Organisational Contact: Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Telephone: 131 823 Email: course.enquiry@djsir.vic.gov.au</p> <p>Day-to-day contact: Curriculum Maintenance Manager (CMM) Human Services Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Telephone: (03) 9214 5034 / 9214 8501 Email: cmmhs@swin.edu.au</p>
<p>3. Type of submission</p>	<p>This submission is for accreditation.</p>
<p>4. Copyright acknowledgement</p>	<p>The following units of competency:</p> <ul style="list-style-type: none"> • CHCCOM005 Communicate and work in health or community services • CHCDIV001 Work with diverse people <p>have been imported from the CHC Community Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • FSKLRG018 Develop a plan to organise routine workplace tasks • FSKNUM009 Use familiar simple and metric measurements for work • FSKRDG010 Read and respond to routine workplace information <p>have been imported from the FSK Foundation Skills Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • HLTWHS001 Participate in work health and safety

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6. Course accrediting body	Victorian Registration and Qualifications Authority
7. AVETMISS information	<p>ANZSCO code – 6 digit GEN19 General education not occupationally specific</p> <p>ASCED Code – 4 digit 1205 Employment skills programs</p> <p>National course code 22668VIC</p>
8. Period of accreditation	1 July 2024 to 30 June 2029

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	Certificate II in Early Childhood Education and Care Pathway
1.2 Nominal duration of the course	255 nominal hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The Certificate II in Early Childhood Education and Care Pathway is designed to provide learners with an educational pathway into the CHC30121 Certificate III in Early Childhood Education and Care or its equivalent.</p> <p>The course is intended to provide participants with foundational skills and knowledge to:</p> <ul style="list-style-type: none"> • develop techniques to support children’s learning and development through positive interactions and play • identify early childhood education and care (ECEC) work role boundaries and aspects of sector workplace culture • communicate effectively with children, co workers and parents • apply literacy and numeracy to routine workplace-related activities • employ basic infection control and occupational health and safety procedures within an ECEC setting • use digital applications for common workplace related tasks • develop a career plan for the ECEC sector <p>The course does not provide a vocational outcome, rather it introduces entrants to the early childhood education and care (ECEC) sector and supports the development of foundational skill and knowledge in early childhood learning and care practices.</p>
2.2 Course description	<p>The Certificate II in Early Childhood Education and Care Pathway is designed to provide a pathway into further education, typically the CHC30121 Certificate III in Early Childhood Education and Care or its equivalent. This course does not provide a vocational outcome.</p> <p>Graduates of this course will develop foundational skill and knowledge that support practices and techniques in early childhood learning through play and positive interactions. The course includes career planning and progression within the ECEC sector, workplace skill development related to communication and numeracy, use of digital applications and occupational health and safety.</p>
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	The early childhood education and care (ECEC) sector is comprised of a number of different service types, including family day care (FDC), long day care (LDC), preschools (kindergartens) and outside school

hours care (OSHC) that provide education and care to children under 13 years¹.

The industry is currently under pressure to service demand. Over the last five years, growth in the care and support workforce has been three times faster than total employment². According to recent labour market reports, the occupation of 'child care worker' has experienced persistent skill shortages since 2021³. As at 22 October 2023, there were 8,174 jobs advertised nationally for 'early childhood educators' and 2,712 jobs advertised for 'child care workers'; within Victoria, those advertisements number 2,030 and 791 respectively. This evidences high vocational demand on both a national and state level.

The minimum accredited (and regulated) training requirement for employment into the early childhood education and care sector is currently the CHC30121 Certificate III in Early Childhood Education and Care. Graduates of this course feed into industry to support a labour supply. Completion rates for this course are quite low however, sitting at approximately 50%, which has the effect of providing a reduced staff compliment for entry into the sector. Retention rates of graduates, once employed, is also an issue reported by the sector.

While a number of factors contribute to the sector's service delivery pressures, the ECEC sector has identified foundational training, in the form of a pathway course, as one supportive response to these issues. The Certificate II in Early Childhood Education and Care Pathway forms part of a successful Workplace Training Innovation Fund (WTIF) application approved by the Victorian Government in 2023, advocating innovative delivery methods using virtual reality approaches.

The course aims to enhance workplace productivity for the sector by:

- raising learner awareness of the sector's service types and exploring potential career paths
- incorporating content that focuses on practical foundational skill development at the AQF 2 level.

This will allow for career progression planning as well as scaffolding of targeted and relevant skills for further consolidation when undertaking the required vocational certificate III qualification. In so doing, the pathway course will better prepare students for success when undertaking the CHC30121 Certificate III in Early Childhood Education and Care (or its equivalent) in terms of improved:

- completion rates
- job readiness
- retention rates once employed in the ECEC sector.

¹ <https://www.vic.gov.au/national-quality-framework>

² Annual Jobs and Skills Report Oct 2023, Towards a National Jobs and Skills Roadmap, p.43

³ Annual Jobs and Skills Report Oct 2023, p.53

The target group for the Certificate II in Early Childhood Education and Care Pathway is primarily young people over fifteen years of age who have elected to leave the secondary school system prior to completing the Victorian Certificate of Education (VCE). This cohort may:

- have experienced disengagement with the secondary education system
- have experienced barriers to employment (e.g. long-term unemployed)
- come from culturally and linguistically diverse groups
- come from low socio-economic status (SES) backgrounds
- be working in other roles and looking for an opportunity to up skill.

The target group also includes mature aged workers who are looking for a career change and want to work in the ECEC sector.

The course may lend itself to secondary school delivery as part of a Vocational Education Training delivered in secondary schools program; therefore the target group may expand in the future to include secondary school students. This model of delivery is subject to VRQA and VCAA consideration.

Course developers undertook preliminary desktop research and stakeholder consultation via a scoping meeting and direct communication with individual content experts to determine skill and knowledge outcomes of the course and inform draft course structure and training product development. The project steering committee (PSC) met formally on two occasions and communicated via email throughout the project, to consider and confirm the course skill and knowledge outcomes, course structure and final draft accreditation submission. Stakeholder feedback was incorporated to refine the technical content and assessment requirements of the enterprise units, as appropriate.

The project for the development of the Certificate II in Early Childhood Education and Care Pathway was overseen by a project steering committee comprised of the following industry and RTO representatives:

Lili-Ann Kriegler CHAIR	Kriegler-Education
Diletta Lanciana	CIRE- Early Learning
Sue Wyatt	Victorian TAFE Early Childhood & Education Support Network (President)
Janine Johnston	Box Hill Institute TAFE
Sweta Patal	Monash University, Doctorate research early education
Dr Helen Schiele	Principal Consultant and Early Years Specialist



	Independent Schools Victoria
Deb Prelorenzo	Choklitz Child Care
In attendance:	
Erin Taylor	Early Learning Association Australia
Helen Ruddell	CIRE- Training and Community Hubs
Robert Garrard	CIRE- Project Manager
Felicity Green	CIRE- Administration Coordinator
Teresa Signorello	Course Developer, TSF Partners
Susan Fechner	Course Writer, TSF Partners

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification
- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
- does not comprise units that duplicate units of competency of a training package qualification.

3.2 Review for re-accreditation

Not applicable.

4. Course outcomes

Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses

4.1 Qualification level

This qualification has been developed to enable participants to achieve the underpinning skills and knowledge to meet the AQF level 2 requirements and provide a foundation on which to progress to further learning at the Certificate III level.

The course outcomes are consistent with the distinguishing features of the learning outcome descriptors specified in the Australian Qualifications Framework at AQF 2 level.

Graduates of the Certificate II in Early Childhood Education and Care Pathway will have the following skills and knowledge:

Skills

- basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:



- use digital devices and applications for ECEC related processes such as sending and responding to emails, recording child entry and exit into and from the facility and monitoring meals, bottles and nappy changes
- apply numeracy to workplace-based tasks such as timing activities, measuring food quantities and performing 'head counts' of children on the premises
- interpret ECEC work related documents, signs and symbols for routine tasks such as organization of toy storage or placement (hazard reduction) and shutting and securing doors and gates (child safety)
- use appropriate types of communication for different contexts such as expressive verbal interaction with children, limited self disclosure with co-workers and positive greeting of parents.

Knowledge

- basic factual, technical and procedural knowledge of ECEC for prevocational learning, including:
 - stages of childrens' development, appropriate play-based experiences and techniques that support childrens learning through play
 - communication techniques that support positive interactions with children
 - literacy and numeracy requirements that underpin work related practices
 - awareness of workplace roles and sector expectations
 - occupational health and safety (OHS) or work health and safety (WHS) and basic infection control in the workplace
 - learning pathways and career planning or progression.
- apply knowledge and skills to demonstrate autonomy and limited judgement for defined and routine tasks in known and stable contexts. For example:
 - wash hands according to simple instructions and safety signs
 - pick up a child following manual handling techniques
 - complete a basic workplace form.

The volume of learning for this qualification is typically 0.5 to 1 year and incorporates a range of learning activities such as:

- structured activities to develop the technical skills of the course and the theoretical knowledge that underpins performance
- unstructured activities to reinforce and practice skills and collect and consider information about different employment areas and career progression opportunities.

4.2 Foundation skills

Foundation skills applicable to the outcomes of this course are identified in the performance criteria or within the Foundation Skills section of the units of competency where not explicit in the performance criteria.

4.3 Recognition given to the course (if applicable)	Not applicable.
4.4 Licensing/regulatory requirements (if applicable)	<p>There are no licensing / regulatory requirements achieved from completing this qualification.</p> <p>Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: ACECQA (www.acecqa.gov.au).</p>

5. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
5.1 Course structure	<p>To achieve the qualification 22668VIC Certificate II in Early Childhood Education and Care Pathway the learner must successfully complete a total of eleven (11) core units.</p> <p>Where the full qualification is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
Core units				
VU23698	Prepare to work in the early childhood education and care sector	090503	Nil	20
VU23699	Develop a career plan for the early childhood education and care sector	090503	Nil	15
VU23700	Use digital devices for early childhood education and care workplace tasks	090503	Nil	20
VU23701	Develop techniques that support children's learning and development through positive interactions	090503	Nil	30
VU23702	Develop techniques that support children's learning and development through play	090503	VU23701	35
CHCCOM005	Communicate and work in health or community services	120505	Nil	30
CHCDIV001	Work with diverse people	120505	Nil	40
FSKLRG018	Develop a plan to organise routine workplace tasks	120505	Nil	15
FSKRDG010	Read and respond to routine workplace information	120103	Nil	15

FSKNUM009	Use familiar and simple metric measurements for work	120103	Nil	15
HLTWHS001	Participate in work health and safety	061301	Nil	20
Total nominal hours				255

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements

There are no entry requirements for this course.

Learners are best equipped to achieve the outcomes of the 22668VIC Certificate II in Early Childhood Education and Care Pathway if they have minimum language, literacy and numeracy skills that are equivalent to Level 2 of the Australian Core Skills Framework (ACSF). ACSF detail may be accessed from [here](#).

Learners with language, literacy and numeracy skills at a lower level than suggested may require additional support to successfully undertake the course.

6. Assessment

Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

This pathway course introduces learners to the nature of the work within the early childhood education and care sector, and focuses on developing foundational competencies on which to build further learning. Assessment strategies should therefore reflect this and utilise:

- holistic assessment approaches, where appropriate, to integrate a number of units in practical tasks or projects
- simulated environments only, to comply with jurisdictional sector regulatory requirements related to working with children
- resources that include individuals who participate as children in role play scenarios, and baby simulations (robotics or dolls).

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate the intended course outcomes
- be appropriate to the skills, knowledge, methods of delivery and needs or characteristics of learners
- assist assessors to interpret evidence consistently
- recognise prior learning
- be equitable to all groups of learners
- be valid, reliable, flexible and fair
- inform learners of the context and purpose of the assessment and the assessment process
- provide feedback to learners about the outcomes of the assessment process and guidance given for future options
- allow reasonable time to complete a task which specifically reflects the sector context in which the task takes place.

Methods of assessment that are consistent with the practical application of skills within a simulated environment are recommended and may include:

- direct observation
- written and or oral questioning to assess required knowledge
- structured assessment activities including:
 - role plays
 - scenario exercises
 - case study activities
 - presentations
 - projects.

Mandated assessment methods and resources apply to the units. Refer to the Assessment Requirements of the individual units

6.2 Assessor competencies

Assessment must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
- or
- the Standards for Registered Training Organisations 2015 (SRTOs),
- or
- the relevant standards and Guidelines for RTOs at the time of assessment.

Assessors are required to have work experience in the early childhood education and care sector to validate their currency and comply with the requirements in the AQTF Essential Conditions and Standards for Initial/Continuing Registration, the VRQA Guidelines for VET providers or SRTOs for the competencies of assessors.

	Units of competency imported from training packages must reflect the requirements for assessors specified in those training packages.
7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	<p>This qualification must be delivered in a simulated environment only. Delivery may be on a full time or part time basis.</p> <p>This qualification may be delivered in a variety of modes, including via:</p> <ul style="list-style-type: none"> • classroom-based delivery • blended learning or flexible delivery. <p>A holistic approach to delivery is encouraged. This may be achieved by combining the delivery of more than one unit where it better replicates ECEC sector practice. Trainers should contextualise delivery of the qualification in response to learner needs, while still meeting the requirements of the units of competency.</p> <p>The objective of this course is to develop practical competencies within an ECEC sector context. Practical demonstrations in the form of realistic, holistic projects that provide participants with a sense of 'real-work' experience are considered most suitable to achieving this aim. Use of virtual reality technologies is also appropriate to comply with regulatory sector requirements. Delivery methods for units of competency may involve:</p> <ul style="list-style-type: none"> • practical exercises which may include role play • group discussion • individual assignments.
7.2 Resources	<p>Training must be undertaken by a person or persons in accordance with:</p> <p>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</p> <p>OR</p> <p>the Standards for Registered Training Organisations 2015 (SRTOs),</p> <p>OR</p> <p>the relevant standards and Guidelines for RTOs at the time of assessment.</p> <p>Trainers are required to have work experience in the early childhood education and care sector to validate their currency and comply with the requirements in the above mentioned standards and guidelines. A working with children's certificate is required.</p> <p>Training delivery resource requirements may include:</p> <ul style="list-style-type: none"> • computer software and hardware to support course research and interactive delivery and assessment tasks



- digital devices used for common ECEC activities
- all materials and equipment required to replicate an ECEC setting
- simulated babies (robotic or dolls)
- job requirements
- relevant OHS or WHS procedures.

Mandated assessment methods and resources apply to the units. Refer to the Assessment Requirements of the individual units

The units of competency imported from training packages must reflect the requirements for resources and trainers specified in that training package.

8. Pathways and articulation	Standard 5.10 AQTF 2021 Standards for Accredited Courses
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The proposed course does not provide a vocational outcome for graduates.

The Certificate II in Early Childhood Education and Care Pathway is specifically designed to provide a training pathway into the CHC30121 Certificate III in Early Childhood Education and Care or its equivalent.

Alternative educational pathways may include:

- CHC302015 Certificate III in Community Services
- CHC30221 Certificate III in School Based Education Support.

The course consists of enterprise and nationally endorsed units of competency. Successful completion of any units comprising the course will be recognised as a credit transfer should they be imported into other accredited courses or National Training Package training product.

There are no formal articulation or credit transfer arrangements into Vocational Education and Training (VET) or higher education qualifications for the Certificate II in Early Childhood Education and Care Pathway.

9. Ongoing monitoring and evaluation	Standard 5.15 AQTF 2021 Standards for Accredited Courses
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The Human Services Curriculum Maintenance Manager is responsible for the ongoing monitoring and evaluation of the Certificate II in Early Childhood Education and Care Pathway. Formal course evaluations will be undertaken halfway through the accreditation period and will be based on student and teacher evaluation surveys and sector stakeholder surveys and consultations.

The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the course resulting from course monitoring and evaluation processes.





Section C – Units of competency

The list of the units of competency imported from Training Packages include:

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- FSKLRG018 Develop a plan to organise routine workplace tasks
- FSKNUM009 Use familiar simple and metric measurements for work
- FSKRDG010 Read and respond to routine workplace information
- HLTWHS001 Participate in work health and safety.

Following is the list of units of competency developed for the course, which comply with the AQTF 2021 Standards for Accredited Courses - Unit of Competency Template and is detailed in this section of the course document:

- VU23698 Prepare to work in the early childhood education and care sector
 - VU23699 Develop a career plan for the early childhood education and care sector
 - VU23700 Use digital devices for early childhood education and care workplace tasks
 - VU23701 Develop techniques that support children's learning and development through positive interactions
 - VU23702 Develop techniques that support children's learning and development through play
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Unit code	VU23698
Unit title	Prepare to work in the early childhood education and care sector
Application	<p>This unit describes the performance outcomes, skills and knowledge required to prepare to work in an entry level role within a regulated early childhood education and care environment.</p> <p>It requires the ability to identify the sector context, explore work role contexts and identify sector expectations-</p> <p>The unit applies to pre-entry level early childhood education and care learners to support further learning in the early childhood education and care sector. The unit applies to non-workplace settings.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	N/A
Competency Field	N/A
Unit Sector	N/A

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify sector context	1.1	Identify the work trends, type of organisation and services within the early childhood education and care sector
		1.2	Identify and record key legislation and regulations relevant to working within the early childhood education and care sector
		1.3	Identify and record key workplace policies and procedures relevant to working within the early childhood education and care sector
2	Explore work role contexts	2.1	Identify purpose, scope and boundaries of entry level work roles within the early childhood education and care sector
		2.2	Source, gather and organise information on the responsibilities and duties of entry level work roles within the early childhood education and care sector

		2.3	Interpret key features of occupational hierarchies, lines of communication and supervision of typical childhood education and care organisations
3	Identify sector expectations	3.1	Determine sector workplace expectations to gain and maintain employment within the early childhood education and care sector
		3.2	Identify employment related attributes and behaviours associated with an entry level work role within the early childhood education and care sector

Range of Conditions

N/A

Foundation Skills

Foundation skills describe the language, literacy, numeracy and employability skills that are essential to performance.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret basic information on sector and work role
Digital literacy skills to:	<ul style="list-style-type: none"> use internet search engine to locate information create and save a simple electronic document

Unit Mapping Information

New unit, no equivalent unit.

Assessment Requirements

Title	Assessment Requirements for VU23698 Prepare to work in the early childhood education and care sector
Performance Evidence	There must be evidence the learner has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to research, organise and document general information that provides an overview of the early childhood education and care sector and sub sector purpose and operational requirements.
Knowledge Evidence	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements, performance criteria and foundation skills of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • information sources for early childhood education and care sector operations and role context • industry legislation and regulations governing the early childhood education and care sector • types and purpose of common workplace policies and procedures related to: <ul style="list-style-type: none"> ○ using workplace technology and or digital devices ○ communication protocols, including contacting work team members digitally ○ information sensitivity and security, including sharing workplace information with colleagues ○ Occupational Health and Safety (OH&S)/Work Health and Safety(WH&S), including lifting, manual handling and basic risk identification • purpose, scope and boundaries of entry level work roles • responsibilities and duties of entry level work roles • key features of typical workplace hierarchies, communication and supervision • boundaries between personal and professional behaviour • general workplace attribute and behavioural expectations including: <ul style="list-style-type: none"> ○ punctuality ○ respectful interaction ○ recognising and accepting differences of thought and opinion with others ○ initiative ○ positive attitude ○ neat, clean and professional workplace attire ○ polite language



- workplace expectations of acceptable and unacceptable workplace behaviours.

Assessment Conditions

Skills in this unit must be demonstrated in a simulated environment reflecting the ECEC sector.

Learners must have access to suitable facilities, equipment and resources including:

- information resources related to the early childhood education and care sector and sub sectors
- the internet
- computer hardware and software

Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.

Unit code	VU23699
Unit title	Develop a career plan for the early childhood education and care sector
Application	<p>This unit describes the performance outcomes, skills and knowledge required to develop a career plan for the early childhood education and care sector.</p> <p>It requires the ability to review sector features, identify a career pathway, and draft, review and finalise a career plan.</p> <p>The unit applies to pre-entry level early childhood education and care learners to support further learning in the early childhood education and care sector. The unit applies to non-workplace settings.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	N/A
Competency Field	N/A
Unit Sector	N/A

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Review sector features	1.1	Identify sources of information about the early childhood education and care sector to support career plan development
		1.2	Source information on the size, scope, and trends of the sector over time to gain a picture of the industry
		1.3	Identify key stakeholders within the sector and their purpose and scope of responsibilities
2	Identify career pathway	2.1	Identify the types and purpose of occupations within the sector and their associated employing organisations to support career plan development
		2.2	Identify occupations that align with personal interests and aptitudes to determine potential career pathway
		2.3	Source and identify educational and training requirements associated with preferred occupations
		2.4	Source and identify skill and knowledge requirements of preferred occupation

		2.5	Identify personal strengths, weaknesses, and interests in relation to the preferred occupation
		2.6	Identify self-development needs to gain and maintain employment in relation to the preferred occupation
3	Draft, review and finalise career plan	3.1	Gather and organise information to support short-term and long-term work and education career pathway milestones
		3.2	Document a plan for entry into and progression through the career pathway, that includes ongoing education and work
		3.3	Seek feedback on career plan from people with sector knowledge and determine amendments for improvement
		3.4	Amend career plan according to improvements identified to create final version

Range of Conditions

N/A

Foundation Skills

Foundation skills describe the language, literacy, numeracy and employability skills that are essential to performance.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret basic sector and occupational information
Writing skills to:	<ul style="list-style-type: none"> organise information into basic text
Oral communication skills to:	<ul style="list-style-type: none"> use questioning and listening to obtain feedback
Numeracy skills to:	<ul style="list-style-type: none"> apply approximate time frames to career plan
Digital literacy skills to:	<ul style="list-style-type: none"> create and save electronic documents research information using the internet use software applications to organise and format information

Unit Mapping Information

New unit, no equivalent unit.

Assessment Requirements

Title	Assessment Requirements for VU23699 Develop a career plan for the early childhood education and care sector
Performance Evidence	There must be evidence the learner has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to identify an occupation of interest and develop a career plan to support a career pathway for employment. The career plan must be subject to a review process prior to finalisation.
Knowledge Evidence	<p>The learner must be able to demonstrate the essential knowledge required to effectively do the task outlined in the elements, performance criteria and foundation skills of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • industry terminology and its meaning for occupational roles and responsibilities within the early childhood education and care sector • common sources and types of sector information • purpose and scope of responsibility of key stakeholders and occupations within the sector • basic online research techniques • occupations that align to personal interests, aptitudes, skills and knowledge • requirements of sector occupations relating to: <ul style="list-style-type: none"> ○ education and training ○ skill and knowledge • typical components of a career plan • common presentation formats used to document a career plan
Assessment Conditions	<p>Skills in this unit must be demonstrated in a simulated environment reflecting the ECEC sector.</p> <p>Learners must have access to suitable facilities, equipment, and resources including:</p> <ul style="list-style-type: none"> • information resources on the early childhood education and care sector • relevant templates to document a career plan • the internet • computer hardware and software • person to review and provide feedback on career plan. <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

Unit code	VU23700
Unit title	Use digital devices for early childhood education and care workplace tasks
Application	<p>This unit describes the performance outcomes, skills and knowledge required to use digital technology devices for early childhood education and care workplace tasks.</p> <p>It requires the ability to prepare to use digital devices, use of digital devices and review of digital device usage.</p> <p>The unit applies to pre-entry level early childhood education and care learners to support further learning in the early childhood education and care sector. The unit applies to non-workplace settings.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	N/A
Competency Field	N/A
Unit Sector	N/A

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Prepare to use digital devices	1.1	Identify types of digital devices used in an in early childhood education and care (ECEC) workplace
		1.2	Review the purpose and applied use of different digital devices within an early childhood education and care workplace
		1.3	Identify basic conventions and practices applicable to digital device usage
2	Use digital devices in early childhood education and care setting	2.1	Source and identify procedures relevant to the use of digital devices in the early childhood education and care context
		2.2	Identify common operating commands used with different digital devices
		2.3	Operate digital devices using common operating functions for basic early childhood education and care workplace tasks
3	Review digital device usage	3.1	Reflect on the task requirement and the applied use of the digital device

		3.2	Review the effectiveness of the applied use of the digital device in achieving the task requirement outcome
		3.3	Identify areas for improvement in the applied use of the digital device to achieve optimum task outcome

Range of Conditions

N/A

Foundation Skills

Foundation skills describe the language, literacy, numeracy and employability skills that are essential to performance.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Planning and organising skills to:	<ul style="list-style-type: none"> sequence work task approach in a logical manner

Unit Mapping Information

New unit, no equivalent unit.

Assessment Requirements

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23700 Use digital devices for early childhood education and care workplace tasks</p> <p>There must be evidence the learner has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to use the appropriate digital device to complete three (3) different workplace tasks according to workplace procedures. In so doing the candidate must:</p> <ul style="list-style-type: none"> • use the main features and functions of the applied digital device • review digital usage to improve future digital application.
<p>Knowledge Evidence</p>	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements, performance criteria and foundation skills of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • simple digital technology terminology relevant to work tasks • types of digital devices used in the workplace, their purpose, and appropriate uses • types of inappropriate digital device usage in an early childhood education and care context including: <ul style="list-style-type: none"> ○ taking photographs or recordings of children ○ using own phone when working • types and features of routine workplace tasks that use digital devices, including: <ul style="list-style-type: none"> ○ recording of child entry and exit into and from the childcare facility ○ 'head counts' of children on premises for reconciliation ○ monitoring of routine tasks including meals, bottles, nappies ○ sending and responding email messages ○ documenting children's learning and engagement in the program • common digital device operating commands related to a range of routine workplace duties including: <ul style="list-style-type: none"> ○ writing and sending an email ○ creating and saving a document ○ opening an email attachment ○ creating an email attachment ○ toggling between screens • common digital device operating functions including: <ul style="list-style-type: none"> ○ charging ○ turning on ○ shutting down ○ resetting • simple techniques to compare and evaluate own work to a standard

	<ul style="list-style-type: none">• procedures for the use of digital devices in the ECEC sector• ethical and security practices applicable to workplace digital technology in the ECEC sector• basic conventions of online etiquette:<ul style="list-style-type: none">○ professional language○ correct grammar○ no word abbreviation
Assessment Conditions	<p>Skills in this unit must be demonstrated in a simulated environment reflecting the ECEC sector.</p> <p>Learners must have access to suitable facilities, equipment and resources including:</p> <ul style="list-style-type: none">• digital devices required for workplace tasks• scenarios, via written or digital devices (video or virtual reality)• relevant procedures related to digital device use• operational workplace software. <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

Unit code	VU23701
Unit title	Develop techniques that support children's learning and development through positive interactions
Application	<p>This unit describes the performance outcomes, skills and knowledge required to develop techniques that support children's learning and development through positive interactions.</p> <p>It requires the ability to develop and display effective communication techniques, model appropriate workplace boundaries, develop positive support techniques and contribute to a safe and supportive environment.</p> <p>The unit applies to pre-entry level early childhood education and care learners to support further learning in the early childhood education and care sector. The unit applies to non-workplace settings.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	N/A
Competency Field	N/A
Unit Sector	N/A

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Develop and display effective communication techniques	1.1	Use developmentally and age-appropriate language, calm tone of voice and clear word expression
		1.2	Use non-verbal cues, eye contact and facial expressions that are consistent with verbal messages and cultural diversity to communicate effectively
		1.3	Listen attentively to child's speech and observe non-verbal behaviour to interpret the child's message
		1.4	Model effective communication techniques to support children's language and social development
2	Model appropriate workplace boundaries	2.1	Refer to scope of job role and ensure workplace communications and self-disclosures are appropriate and relevant to the parameters of work context
		2.2	Determine appropriate personal space proximity with work tasks and functions and uphold boundaries respectfully with children

		2.3	Articulate and model appropriate behavioural and physical boundaries with children to reinforce learning of social behaviours
3	Develop positive support techniques	3.1	Use positive reinforcement to support and encourage learning of responsible and appropriate behaviour
		3.2	Use developmentally and age appropriate and clear non-verbal communication techniques to acknowledge and encourage responsible behaviour
		3.3	Use appropriate verbal and non-verbal behaviours consistently when interacting with children to build rapport and trust
4	Contribute to a safe and supportive environment	4.1	Use safe, supportive and equitable practices appropriate to the developmental stage and needs of the child
		4.2	Observe and report any signs of challenging behaviour that may impact child safety and the education and care setting
		4.3	Identify environmental factors that contribute to a safe and supportive childhood education and care setting

Range of Conditions

N/A

Foundation Skills

Foundation skills describe the language, literacy, numeracy and employability skills that are essential to performance.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret basic requirements of work role

Unit Mapping Information

New unit, no equivalent unit.

Assessment Requirements

Title	Assessment Requirements for VU23701 Develop techniques that support children’s learning and development through positive interactions
Performance Evidence	There must be evidence the learner has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to develop and use the required communication, positive support techniques and behavioural modelling that contributes to a safe and supportive environment for children’s learning and development on two (2) separate occasions.
Knowledge Evidence	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements, performance criteria and foundation skills of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • basic aspects of effective communication: <ul style="list-style-type: none"> ○ verbal ○ non-verbal ○ listening ○ age appropriateness • purpose and parameters for early childhood education and care workplace communication • basic stages and key features of early childhood development • purpose of physical space and personal boundaries in the workplace • risks and consequences associated with inappropriate self-disclosure and personal boundaries in the workplace • purpose of positive reinforcement for child behaviour • basic techniques to acknowledge responsible behaviour • features of safe, supportive and equitable practices when interacting with children • common techniques to build rapport and trust with children • common signs and types of challenging childhood behaviour • types of environmental factors that contribute to a safe and supportive early childhood education and care setting
Assessment Conditions	<p>Skills in this unit must be demonstrated in a simulated environment reflecting the ECEC sector.</p> <p>Learners must have access to suitable facilities, equipment and resources including:</p> <ul style="list-style-type: none"> • scenarios, via written, or digital technology (video or virtual reality) • children must be people who play the role of children and participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated ECEC environment

- work role requirements and expectations.

Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.

Unit code	VU23702		
Unit title	Develop techniques that support children's learning and development through play		
Application	<p>This unit describes the performance outcomes, skills and knowledge required to develop techniques that support children's learning and development through play-based experiences.</p> <p>It requires the ability to identify play-based experiences and the role of play in children's learning and development, support the creation of a stimulating play-based environment and contribute to positive play-based experiences to promote learning.</p> <p>The unit applies to pre-entry level early childhood education and care learners to support further learning in the early childhood education and care sector. The unit applies to non-workplace settings.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>		
Pre-requisite Unit(s)	VU23701 Develop techniques that support children's learning and development through positive interactions		
Competency Field	N/A		
Unit Sector	N/A		
Element	Performance Criteria		
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.		
1	Identify play-based experiences	1.1	Identify common types of play-based experiences used to support childrens' learning and development
		1.2	Identify features of play-based experiences that supports childrens' learning and development
		1.3	Categorise play-based experiences according to developmental appropriateness
2	Explore the role of play in childrens' learning and development	2.1	Identify the basic principles that underpin play-based learning theory that support childrens' learning and development
		2.2	Identify the benefits of play-based experiences for children's cognitive, social, language, physical and emotional development
		2.3	Identify approaches to support children's learning and development through play

3	Support the creation of a stimulating play-based environment	3.1	Review types of play-based experiences to ensure flexibility of choice is available to stimulate interest in learning opportunities
		3.2	Make developmentally and age-appropriate resources to use for play-based experiences that promote learning and development
		3.3	Support the set up of play-based resources and materials to enhance children's learning and development ensuring the play area is safe, inviting and allows for choice and challenge
4	Contribute to positive play-based experiences to promote learning	4.1	Display enthusiasm, respect and active listening to motivate children's learning through play
		4.2	Encourage children's learning by using curiosity, experimentation and persistence through play
		4.3	Identify and use approaches to support the development of co-operation between children in group play-based experiences
		4.4	Model and promote language development by using sustained conversation techniques

Range of Conditions

N/A

Foundation Skills

Foundation skills describe the language, literacy, numeracy and employability skills that are essential to performance.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret basic play-based research information
Numeracy skills to:	<ul style="list-style-type: none"> apply spatial awareness to childcare setting design and function
Problem-solving skills to:	<ul style="list-style-type: none"> mitigate safety risks in use of play resources and materials
Digital literacy skills to:	<ul style="list-style-type: none"> search the internet for play-based information

Unit Mapping Information

New unit, no equivalent unit.

Assessment Requirements

<p>Title</p>	<p>Assessment Requirements for VU23702 Develop techniques that support children's learning and development through play</p>
<p>Performance Evidence</p>	<p>There must be evidence the learner has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to develop and apply techniques on two (2) occasions that:</p> <ul style="list-style-type: none"> • establish and support a play based environment • use play based approaches that supports the benefits of play for childrens' development.
<p>Knowledge Evidence</p>	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements, performance criteria and foundation skills of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • the definition of play-based learning • stages of play related to early childhood development including play for babies, toddlers and kinder aged children • different types of engagement with children (for play) based on their stage of development: <ul style="list-style-type: none"> ○ songs and puppets to support language development ○ story reading for expression and questioning ○ sensory experiences for physical development, spatial awareness and language development • values of play • types and features of developmentally and age-appropriate play-based learning experiences in early childhood contexts <ul style="list-style-type: none"> ○ structured with guidelines or rules including: <ul style="list-style-type: none"> – games with others – digital games played alone ○ unstructured free play that is self-paced including: <ul style="list-style-type: none"> – imagination using dress ups, make believe, improvised use of resources – creativity using art and music • basic principles of play-based theories <ul style="list-style-type: none"> ○ children learn through active engagement ○ children are naturally curious ○ children learn by exploring • benefits of play for childhood learning and development <ul style="list-style-type: none"> ○ physical development ○ social and emotional development ○ cognitive development ○ language and literacy development

- simple approaches that support children’s learning and development through play
 - music and movement
 - sensory play
 - construction play
 - gross motor / physical play
 - imaginative play
 - creative arts
- types of techniques that support and extend play-based learning and development for children
 - talk about what they are doing
 - ask questions about their play
 - focus on the play activity process rather than the final product or answer
 - encourage curiosity
 - promote experimentation to gain understanding
 - encourage a willingness to keep trying to support resilience and build confidence
- key factors that determine selection of play-based experiences within a child care setting
- key factors that support safe and effective play-based experience room design and resourcing
- basic safety risks related to play area resources and materials
- simple approaches that support cooperation and patience between children in group play
- attributes of early learning educators that support effective play-based learning and development experiences
 - enthusiasm
 - passion and interest
 - professionalism
 - creativity
 - respect
 - organisation
 - active listening
 - situational awareness
 - energetic demeanor.

**Assessment
Conditions**

Skills in this unit must be demonstrated in a simulated environment reflecting the ECEC sector.

Learners must have access to suitable facilities, equipment and resources including:

- scenarios, via written or digital technology (video or virtual reality)
- children must be people who play the role of children and participate in role plays or simulated play-based activities, set up for the purpose of assessment, in a simulated ECEC environment
- work role requirements and expectations
- the internet
- computer hardware and software
- children's play resources, including (but not limited to)
 - children's books
 - art and craft materials
 - construction kits
 - musical instruments
 - music.

Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.