

CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE



This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

ENTRY REQUIREMENTS

This qualification is suitable for new entrants wanting to get started in child care as a trainee, or for others with pre-existing skills wishing to formalise their skills and knowledge.

Candidates considering this qualification include:

- Hands on experience within Childcare industry
- OR**
- with vocational experience but without formal supervision or qualification.

The learner will have the following existing skills and knowledge prior to entry into this Training Product:

- Reading and writing - able to read, comprehend and write a range of texts within a variety of contexts.
- Oral communication - able to use and respond to spoken language including some unfamiliar material within a variety of contexts.
- Numeracy and mathematics - able to recognise and use a variety of conventions and symbolism of formal mathematics.
- A level of English language both written and verbal to accurately collect and report information

Learners must be willing to complete an LLN screen on enrolment to verify existing skills and knowledge. Learners will be guided to support LLN requirements/improvements by the Target Training trainer.

Under the traineeship program students will need to meet the Selection Criteria requirements to be eligible to enter into this course. Evidence of the student meeting the Selection Criteria will be collected as part of the Enrolment process. This includes:

- 15 years or older
- An Australian Citizen, permanent resident, or humanitarian VISA holder
- Relevant prior training and/or employment
- Current employment relevant to this qualification. Note: A current Working with Children Check and Police Record check is required to gain employment in the childcare industry.

TARGET CLIENT GROUP

- Individuals wanting to meet industry training requirements
- School based students and/or new entrants to the workplace who wish to gain a qualification for the purpose of getting a job
- Existing workers who wish to have their current skills and knowledge recognised

OCCUPATIONAL NAMES/EMPLOYMENT OPPORTUNITIES/CAREER PATHWAY

At the completion of this qualification, individuals will be able to manage in a wide range of organisational and industry contexts. Some job titles may include:

- Home care worker
- Team Leader in Child Care
- Office worker Child Care
- Child Care site employee
- Other worker eg. Cook. in Child Care
- Administrator in Child Care

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SKILLS RECOGNITION

If you already have some training, work or life experience in the child care industry, you may be eligible to have your existing skills and knowledge recognised and apply for advanced standing for one or more units. Processes for recognition include:

- Credit transfer
- Mutual recognition
- Recognition by assessment

COURSE OUTCOMES

Gain the skills required to:

- Support the implementation of inclusive learning
- Provide experiences to support children's play and learning
- Apply knowledge of own role to complete activities efficiently to support team activities and tasks
- Develop strategies for improved cultural safety
- Read and interpret workplace related information
- Be proactive and creative in responding to workplace problems, changes and challenges
- Interpret the needs of clients and communicate with people who speak languages other than English
- Develop positive respectful relationships with children.
- Identify and respond to children and young people at risk
- Provide physical care for children
- Maintain food safety
- Provide emergency first aid in a child care setting

DELIVERY ARRANGEMENTS

The Certificate III program is typically delivered over a 12 - 18 month period using a blend of on and off the job approaches. We combine group learning sessions with self-directed reading, summative assessment projects and research activities and demonstration that combined we have allowed a minimum of 1150 hours for Certificate III level. The qualifications can be fast-tracked, depending on current competencies of learner as well as their available time in completing the requirements. For learners completing the qualification via group learning, we have set a minimum of 216 hours of face-to-face group training sessions for Certificate III level. In this way learners can learn from each other while being guided by the experienced facilitator.

DELIVERY METHODS

This qualification can be completed via any of these pathways as follows. We offer flexibility with this qualification.

RPL: If you have skills and experience to meet all the competencies of any unit/s, and can demonstrate/document that competency, then you may apply for RPL (recognise prior learning). Please contact our office for more details of this assessment-only process and an application form. Learners should allow 108 hours to complete the qualification in this format; however, this is assuming that they are able to provide sufficient and current evidence.

Group sessions: There may be a number of people in your organisation that can come together for a series of training sessions in your workplace, or an agreed alternate location. The amount of time face-to-face can be discussed and agreed to allow for the volume of learning and depending on the current competencies of the participants and viability of them coming together. This involves a combination of summative and formative assessments that include research, written tasks and demonstration activities.

Flexible: It may not be possible or preferential to co-ordinate face-to-face sessions so we can also assist you through the qualification via post, email and phone support. Learners should allow up to 1150 hours regardless.



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Blended Approach: You may prefer a combination of face-to-face sessions supported by email support and telephone conferencing. We can structure a program by incorporating all of these options.

ASSESSMENT METHODS

Demonstration/Practical Skills – A range of observation techniques have been included in the assessment tools to help identify the students' ability to demonstrate their competence against the performance criteria and assessment conditions. This gives the student the opportunity to demonstrate their skills applicable to their job role and workplace.

Written Questioning – The student will be asked to complete a series of written short answer questions based on their knowledge of the unit. Their assessor will ask them a series of verbal questions to confirm their written responses. This usually occurs during an on-site observation/demonstration, where students explain their knowledge based on workplace application.

Written Project – A written assessment tool is provided to the student to gather evidence using a range of methods, these could include research and evidence gathering before documenting the project. The project is normally scenario-based or specific to the learner's workplace. In some cases, the student is required to collect a portfolio of evidence to demonstrate their competency against the relevant units.

Observation and Third Party Reports – a Third Party Report is provided to a supervisor or employer to gather evidence of the students' competency on the job. This Report is then reviewed and signed off by the Assessor.

Case Studies – This method is used to provide the learner with the opportunity to apply their required knowledge within a given context, providing the student with a task whereby they can apply their skills to a real life example.

Portfolio of Evidence – The student is required to collect a Portfolio of Evidence to demonstrate their competency against the relevant units, these could include: copies of Position Description and Resume, Workplace documents, forms, reports, minutes and third party feedback from employers, clients and supervisors. This method is also used within the RPL Kit to recognise prior learning.

A language/literacy/numeracy test is carried out prior to commencement of your course to ensure that every student is capable of completing the course in which they have enrolled. The LLN test also helps us to identify those students who may need additional support during their learning journey.

COURSE FEES

\$1,000 (includes the cost of HLTAID004 Provide an emergency first aid response in an education and care setting). These fees are normally paid by the employer of the Childcare facility under a Traineeship Arrangement.

If the school based student is attending a State school, these fees are paid by the Department of Education, NSW.

RPL: There is an RPL fee of \$220 plus GST per unit.

Group sessions: Two hour training sessions are \$1200 plus GST for up to 20 people. The cost of the qualification is \$2500 per person.

Flexible Work Based: \$2500 inclusive of all learning materials, assessment tasks, communication with trainer/assessor and issuing of qualification upon successful completion.



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Administration Fee

A non-refundable Administration Fee of \$150 is to be paid with the deposit; this is included in the full deposit and is not additional to the payment plan below.

Payment Plan

A payment plan is offered for this course; please contact office for more info.

Additional Fees

Working with Children Check (free for students over 18 on professional placement)

Police Check Record (approx. \$65.00)

REFUND POLICY:

In the case of cancellations, Target Training will refund full amount paid if 14 days' notice [before work is due to commence] is provided, otherwise a cancellation fee of \$500.00 will apply.

MONEY BACK GUARANTEE:

Target Training offers a full money back guarantee on all services, if you are not fully satisfied.

COURSE FEES, PAYMENTS, REFUNDS AND CERTIFICATION:

This information is found in a separate document. Contact us for more details.

COURSE STRUCTURE

The learner will be required to complete **18 units comprising 15 core and 3 electives**. Of the elective units, up to 2 may be selected from any other qualification offered by Target Training. All electives chosen must contribute to a valid, industry-supported vocational outcome.

VOCATIONAL HOURS

Learners must complete a minimum of 120 vocational workplace hours in an approved childcare facility, in order to complete this qualification. These are **overall qualification requirements**, and also specifically link to the following units:

CHCECE003 Provide care for children – 120 hrs

CHCECE005 Provide care for babies and toddlers – 120 hrs

CHCECE007 Develop positive and respectful relationships – 120 hrs

If these units (above) are completed as an individual unit, 120 workplace hours are required.

CORE UNITS

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS003	Maintain work health and safety



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ELECTIVE UNITS

BSBINN301	Promote innovative team environment
BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBWOR301	Organise personal work priorities and development

Learning Outcomes:

Core Units:

CHCDIV002 Promote aboriginal and/or Torres Strait Islander cultural safety

1. Identify cultural safety issues in the workplace
2. Model cultural safety in the workplace
3. Develop strategies for improved cultural safety
4. Evaluate cultural safety strategies

CHCECE001 Develop cultural competence

1. Reflect on own cultural identity and biases
2. Identify and develop cultural competency
3. Research Aboriginal and/or Torres Strait Islander communities
4. Support individual cultural identities
5. Create environments to support children's cross-cultural understanding and relationships
6. Support the implementation of inclusive learning experiences
7. Support children in developing confidence and strength in personal and cultural identity

CHCECE002 Ensure the health and safety of children

1. Support each child's health needs
2. Provide opportunities to meet each child's need for sleep, rest and relaxation
3. Implement effective health and hygiene practices
4. Supervise children to ensure safety
5. Minimise risks
6. Contribute to the ongoing management of allergies
7. Contribute to the ongoing management of asthma

CHCECE003 Provide care for children

1. Provide physical care
2. Promote physical activity
3. Adapt facilities to ensure access and participation
4. Help children with change
5. Settle new arrivals

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CHCECE004 Promote and provide healthy food and drink

1. Promote healthy eating
2. Plan food and drinks that are nutritious and appropriate for each child
3. Maintain food safety while carrying out food-handling activities

CHCECE005 Provide care for babies and toddlers

1. Promote safe sleep
2. Provide positive nappy-changing and toileting experiences
3. Promote quality mealtime environments
4. Create a healthy and safe supporting environment
5. Develop relationships with babies and toddlers
6. Develop relationships with families

CHCECE007 Develop positive and respectful relationships with children

1. Communicate positively with children
2. Interact positively with children
3. Support and respect children
4. Maintain the dignity and rights of children

CHCECE009 Use an approved learning framework to guide practice

1. Identify learning frameworks
2. Apply the learning framework

CHCECE010 Support the holistic development of children in early childhood

1. Support physical development
2. Support social development
3. Support emotional development
4. Support cognitive development
5. Support communication development
6. Create an environment for holistic learning and development

CHCECE011 Provide experiences to support children's play and learning

1. Create an environment for play
2. Support children's play and learning
3. Facilitate children's play, learning and physical activity

CHCECE013 Use information about children to inform practice

1. Gather information about the child through observation Foster creativity through a human environment
2. Gather information about the child from secondary sources Provide experience
3. Record observations appropriately
4. Use observations and information collected to contribute to program planning



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CHCLEG001 Work legally and ethically

1. Identify and respond to legal requirements
2. Identify and meet ethical responsibilities
3. Contribute to workplace improvements

CHCPRT001 Identify and respond to children and young people at risk

1. Implement work practices which support the protection of children and young people
2. Report indications of possible risk of harm
3. Apply ethical and nurturing practices in work with children and young people

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

1. Respond to an emergency situation
2. Apply appropriate emergency first aid procedures
3. Communicate details of the incident
4. Evaluate the incident and own performance

HLTWHS001 Participate in work health and safety

1. Follow safe work practices
2. Implement safe work practices
3. Contribute to safe work practices in the workplace
4. Reflect on own safe work practices

BSBINN301 Promote innovation in a team environment

1. Create opportunities to maximise innovation within the team
2. Organise and agree effective ways of working
3. Support and guide colleagues
4. Reflect on how the team is working

BSBSUS401 Implement and monitor environmentally sustainable work practices

1. Investigate current practices in relation to resource usage
2. Set targets for improvement
3. Implement performance improvement strategies
4. Monitor performance

BSBWOR301 Organise personal work priorities and development

1. Organise and complete own work schedule
2. Monitor own work performance
3. Co-ordinate personal skill development and learning



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