

## CHC50113 DIPLOMA OF 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. They may have responsibility for supervision of volunteers or other staff.

### ENTRY REQUIREMENTS

Preferred pathways for candidates considering this qualification include:

- CHC30113 Certificate III in Early Childhood Education and Care
- OR**
- with vocational experience but without formal supervision or management qualification.

### 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:

- Child Care Site Manager
- Child Care Worker
- Office Manager Child Care
- Child Care Site Supervisor
- Team Leader in Child Care
- Administrator in Child Care

### SKILLS RECOGNITION

If you already have some training, work or life experience in management, team leader role or coordinator, 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:

Clearly communicate workplace information to others and communicate sensitively in a cross-cultural context

Interpret the needs of clients and communicate with people who speak languages other than English

Use business technology such as software programs for word processing, spreadsheets, presentation and scheduling

Communicate with colleagues and clients to handle verbal enquiries such as clarifying instructions and responding to information requests.

Apply knowledge of own role to complete activities efficiently to support team activities and tasks

Work with a team of diverse individuals and groups to provide office administration services

Write to audience needs

Take action to resolve concerns

Read and interpret workplace related information

Adapt to new emerging situations in the workplace

Be proactive and creative in responding to workplace problems, changes and challenges

Organise meeting schedules for clients and colleagues and negotiate alternative arrangements



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## DELIVERY ARRANGEMENTS

The Diploma program is typically delivered over a minimum 12 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 up to 1800 hours for total volume of learning at Diploma 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 recommend a minimum of 84 hours of face-to-face group training sessions for Diploma level (3hrs each unit). In this way learners can learn from each other while being guided by the experienced facilitator.

## PATHWAYS

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 1200 hours to complete the qualification in this format regardless; 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. We have a 28 session ideal structure for Diploma however the amount of time face-to-face can be discussed and agreed 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 1200 hours regardless.

### 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.

## COURSE STRUCTURE

The learner will be required to complete **28 units comprising 23 core and 5 electives**. Of the elective units, at least 2 must be selected from the elective list below and up to 3 can be selected from any other qualification offered by Target Training. All electives chosen must contribute to a valid, industry-supported vocational outcome.



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## 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
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for inclusion of all children
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE024	Design & implement the curriculum to foster children's learning & development
CHCECE025	Embed sustainable practices in service operations
CHCECE026	Work in partnership with families to provide appropriate education and care for children
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

## ELECTIVE UNITS

BSBINN502	Build and sustain an innovative work environment
BSBLED401	Develop teams and individuals
BSBMGT605	Provide leadership across the organisation
BSBSUS501	Develop workplace policy and procedures for sustainability
CHCMGT003	Lead the work team
CHCPRP003	Reflect on and improve own professional practice
CHCDIV001	Work with diverse people

## Learning Outcomes

### CORE UNITS

<b>CHCDIV002</b>	<b>Promote aboriginal and/or Torres Strait Islander cultural safety</b>
	<ol style="list-style-type: none"> <li>1. Identify cultural safety issues in the workplace</li> <li>2. Model cultural safety in the workplace</li> <li>3. Develop strategies for improved cultural safety</li> <li>4. Evaluate cultural safety strategies</li> </ol>

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**CHCECE001      Develop cultural competence**

1. Reflect on own cultural identity and bias
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

**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

**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



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**CHCECE016 Establish and maintain a safe and healthy environment for children**

1. Support each child's health needs
2. Provide for each child's comfort
3. Promote and implement effective hygiene practices
4. Take steps to control the spread of infectious diseases
5. Ensure adequate supervision of children
6. Take precaution to protect children from harm
7. Develop plans to effectively manage incidents and emergencies

**CHCECE017 Foster the holistic development and wellbeing of the child in early childhood**

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

**CHCECE018 Nurture creativity in children**

1. Foster creativity through the physical environment
2. Foster creativity through a human environment
3. Foster creativity through a learning framework
4. Provide experience
5. Evaluate experiences

**CHCECE019 Facilitate compliance in an education and care setting**

1. Interpret the National Quality Framework
2. Facilitate an organisation self- assessment
3. Facilitate the development of a quality improvement plan
4. Co-ordinate the service for a site visit

**CHCECE020 Establish and implement plans for developing co-operative behaviour**

1. Establish and apply limits and guidelines for behaviour
2. Identify and review behaviour as required
3. Develop a plan to guide a particular child's behaviour where required
4. Implement and monitor behaviour plan

**CHCECE021 Implement strategies for inclusion of all children**

1. Promote inclusion
2. Respect diversity
3. Identify children with barriers to learning
4. Develop a plan for support and inclusion
5. Implement strategies to meet the child's additional needs
6. Monitor and review strategies

**CHCECE022 Promote children’s agency**

1. Establish a learning environment that reflects children’s interests
2. Provide opportunities that stimulate learning and development
3. Design, implement and evaluate learning experiences for children
4. Support children to participate

**CHCECE023 Analyse information to inform learning**

1. Gather and document information about children
2. Monitor children’s learning and development
3. Use evidence to inform practice
4. Share information appropriately

**CHCECE024 Design and implement the curriculum to foster children’s learning and development**

1. Develop appropriate settings and environments
2. Design and implement curriculum in consultation with others
3. Design learning experiences to foster children’s learning and development
4. Implement learning experiences to foster children’s learning and development
5. Assess and evaluate planned and unplanned teaching and learning

**CHCECE025 Embed sustainable practices in service operations**

1. Develop a sustainability management plan
2. Support children to develop an understanding and respect for the natural environment
3. Support others in implementing sustainable practice
4. Embed sustainability into service policies and procedures

**CHCECE026 Work in partnership with families to provide appropriate education and care for children**

1. Provide families with opportunities to be involved in the service
2. Provide information to families about their child
3. Provide information to families about the service
4. Provide information about community services and resources

**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



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**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

**HLTWHS003 Maintain work health and safety**

1. Contribute to workplace procedures for identifying hazards/controlling risks
2. Implement policies and procedures into work team processes
3. Support consultation, cooperation and communication

**ELECTIVE UNITS**

**BSBINN502 Build and sustain an innovative work environment**

1. Lead innovation by example
2. Establish work practices that support innovation
3. Promote innovation
4. Create a physical environment which supports innovation
5. Provide learning opportunities

**BSBLED401 Develop teams and individuals**

1. Determine development needs
2. Develop individuals and teams
3. Monitor and evaluate workplace learning

**BSBMGT605 Provide Leadership across the organisation**

1. Communicate organisational mission and goals
2. Influence groups and individuals
3. Build and support teams
4. Demonstrate personal and professional competence

**CHCPRP003 Reflect on and improve own profession practice**

1. Reflect on own practice
2. Enhance own practice
3. Facilitate ongoing professional development

**BSBSUS501 Develop workplace policy and procedures for sustainability**

1. Develop workplace sustainability policy
2. Communicate workplace sustainability policy
3. Implement workplace sustainability policy
4. Review workplace sustainability policy implementation

**CHCDIV001 Work with diverse people**

1. Reflect on own perspectives
2. Appreciate diversity and inclusiveness, and their benefits
3. Communicate with people from diverse backgrounds and situations
4. Promote understanding across diverse groups

**CHCMGT003 Lead the work team**

1. Contribute to and promote effective work practices
2. Develop and implement staffing processes
3. Maintain professional approach to leading work team
4. Promote effective workplace relations
5. Evaluate plans
6. Review individual performance

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