

Summary of Proposed Changes

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Document Modification History

Version	Status	Release date	Summary of changes
1.0	Current	March 2026	Document published

1. Introduction

This summary of the proposed changes aims to inform stakeholders of the proposed changes under consideration, in preparation for the upcoming public consultation period for this project. It provides:

- an overview of the project’s scope, including the purpose of the affected qualification/s
- a summary of the proposed changes to the qualification/s and unit/s of competency
- consultation plan and next steps.

The aim is to ensure stakeholders have a clear understanding of the proposed revisions and how they can meaningfully contribute to shaping the future of these training products during consultation.

2. Project Overview

This project is part of HumanAbility’s suite of training product development initiatives aimed at ensuring qualifications, skill sets and units remain current, industry-relevant and responsive to emerging workforce needs.

Product development so far has been guided by sector stakeholders including employers, registered training organisations, employees, subject matter experts and Technical Committee members.

A consultation log will be maintained during public consultation and published to ensure transparency and traceability of stakeholder feedback and project responses.

Once feedback is considered and revisions incorporated, where compliant with the Training Package Organising Framework, the final drafts will be submitted for endorsement and, if approved, implemented and published on the National Training Register.

3. Project Scope

This project targets *CHC30125 Certificate III in Early Childhood Education and Care* and *CHC50125 Diploma of Early Childhood Education and Care* qualifications and CHC units as defined in the project plan and confirmed in the functional analysis phase. The early childhood qualifications align primarily with Purpose 1 in that the qualifications align to licensed positions in early childhood services and are highly regulated. However, they have a secondary alignment with Purpose 2 as they can also prepare students for potential career paths in related sectors, such as outside school hours care, education support and inclusion support roles.

Summary of Proposed Changes

1. Qualifications

CHC30125 Certificate III in Early Childhood Education and Care

It is proposed that the Certificate III qualification will change in terms of the number of core and elective units. Whilst the total number of units will remain the same (17), there will be one less core (14 instead of 15) and one additional elective (3 instead of 2).

CHC50125 Diploma of Early Childhood Education and Care

It is proposed that the Diploma qualification will change in terms of the number of core and elective units. Whilst the total number of units is currently the same (15), there will be one less core (11 instead of 12) and one additional elective (4 instead of 3). It is further anticipated; however, an additional 2 child safety and protection core units will be required to coincide with the Australian Centre for Child Protection (ACCP) mandated training. One additional Compliance-related unit is also likely to be required. Overall, including these three additional core units, this will result in a total of 14 core units and 4 electives: a total of 18 units.

2. Units of Competency

The table below outlines the key features of each proposed new unit of competency, which existing units have informed them and their equivalence to existing units.

Traditional units of competency templates are indicated in the first column by 'UoC'. New Application of Knowledge and Skills templates are indicated by 'ASK'.

The traditional templates include Application, Elements and Performance Criteria sections and are suited to process-driven tasks where the process is as important as the outcome. The ASK templates suit knowledge-based units or content where the outcome is more important than the process. As the Early Childhood sector uses standards as benchmarks and quality outcomes are not based on prescribed processes, the ASK templates seem to meet the sector's needs well; however, they will continue to be tested during public consultation.

Given all units are new, it is assumed there will be no equivalent units.

Proposed units of competency (UoC / ASK)	Existing informing units	Equivalence
<i>CHC3012X Certificate III in Early Childhood Education and Care</i>		
<p><i>CHCECEXXX Apply child development knowledge and approved learning frameworks (ASK)</i></p> <ul style="list-style-type: none"> • Core Certificate III unit • can be delivered either in the workplace or in simulation • designed to be delivered early in the qualification • focuses on: <ul style="list-style-type: none"> ○ understanding developmental and learning trajectories for children aged birth to 6 years and includes applying learning frameworks • stakeholders advised: child development knowledge and how it links to learning frameworks is foundational to professional practice and a clear missing piece in training 	<p><i>CHCECE034 Use an approved learning framework to guide practice</i></p> <p><i>CHCECE035 Support the holistic learning and development of children</i></p>	<p>Not equivalent</p>

<p>products and the sector, everything else is informed by this knowledge</p>		
<p><i>CHCECEXXX Support play based learning with intentionality (ASK)</i></p> <ul style="list-style-type: none"> • Core Certificate III unit • can be assessed in simulation or in the workplace • could suit being delivered early in the qualification giving a good grounding in the concepts of play based pedagogy <p>focuses on:</p> <ul style="list-style-type: none"> ○ planning play-based experiences, curriculum and resources to support children’s learning ○ scaffolding techniques to support development and learning outcomes ○ play pedagogy and practices that support child development ○ different types of play including construction, manipulative, sensory, physically active, symbolic, socio-dramatic, creative arts, music and literature ○ links to National Quality Standards and Early Years Learning Framework 	<p><i>CHCECE034 Use and approve learning framework to guide practice</i></p> <p><i>CHCECE035 Support the holistic learning and development of children</i></p> <p><i>CHCECE036 Provide experiences to support children’s play and learning</i></p> <p><i>CHCECE038 Observe children to inform practice</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Follow safety and hygiene protocols (ASK)</i></p> <ul style="list-style-type: none"> • Core Certificate III unit • can be delivered in the workplace or simulation • no specific sequence recommended • focuses on: <ul style="list-style-type: none"> ○ implementing safety and hygiene protocols in the workplace ○ integrating knowledge of policy, procedures, legislation and approved standards with the application of tasks that require specific pre-determined protocols to ensure safety and hygiene ○ stakeholder feedback: several protocols related to personal care tasks were not appropriate to be assessed in the workplace in all contexts 	<p><i>CHCECE031 Support children’s health, safety and wellbeing</i></p> <p><i>CHCECE032 Nurture babies and toddlers</i></p> <p><i>CHCECE041 Maintain a safe and healthy environment for children</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Work in early childhood (ASK)</i></p> <ul style="list-style-type: none"> • Core Certificate III unit 	<p><i>CHCECE056 Work effectively in children’s education and care</i></p>	<p>Not equivalent</p>



<ul style="list-style-type: none">• can be delivered in the workplace or in simulation• designed as an introductory unit to the sector• focuses on:<ul style="list-style-type: none">○ knowledge and skills required to work in early childhood including roles, responsibilities, rights, legal and ethical obligations, expectations, professional communication, teamwork, self-reflection, self-regulation and self-care• stakeholder feedback: these content areas featured strongly as missing or needing to be more explicit and/or integrated	<p><i>CHCECE055 Meet legal and ethical obligations in children's education and care</i> <i>CHCECE044 Facilitate compliance in a children's education and care service</i></p>	
<p><i>CHCECEXXX Engage with First Nations cultures and perspectives (ASK)</i></p> <ul style="list-style-type: none">• Core Certificate III unit• can be delivered in the workplace or in simulation• designed to introduce educators to First Nations cultures and differences and ideally should be delivered sooner than later in the qualification to promote First Nations awareness from the start• focuses on:<ul style="list-style-type: none">○ the skills and knowledge required to begin creating an intercultural space where Indigenous and non-Indigenous knowledge systems work side by side including foundational knowledge of First Nations histories, cultures, pedagogies, local kinship structures, child-rearing practices and perspectives• stakeholders informed us the existing unit <i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i> is not well received by First Nations peoples and a more inclusive and integrated approach is needed	<p><i>CHCECEXXX Integrate First Nations cultures and perspectives</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Enhance child safety and wellbeing and prevent abuse and neglect and CHCECEXXX Understand, identify and report child abuse and neglect</i></p> <ul style="list-style-type: none">• Core Certificate III units	<p>na</p>	<p>Not equivalent</p>



<ul style="list-style-type: none">currently under construction and will complement the mandated Australian Centre for Child Protection (ACCP) training		
<p><i>CHCECEXXX Facilitate inclusion for children with disability, developmental delay and autism (ASK)</i></p> <ul style="list-style-type: none">Core Certificate III unitcan be delivered in the workplace or simulationno specific sequence recommendedfocuses on:<ul style="list-style-type: none">supporting disability, developmental delays and autism in children to ensure inclusion, participation, developmentstakeholders reported educators often lack knowledge and skills to be inclusive practitioners and services need to provide additional inclusion supports	<p><i>CHCECE030 Support inclusion and diversity</i></p> <p><i>CHCECE050 Promote equity in access to the service</i></p> <p><i>CHCECE052 Plan service and supports for children and families</i></p> <p><i>CHCECE046 Implement strategies for the inclusion of all children</i></p>	Not equivalent
<p><i>CHCECEXXX Support the planning cycle (UoC)</i></p> <ul style="list-style-type: none">Core Certificate III unitneeds to be delivered in the workplacedesigned for delivery later in the qualification and after:<ul style="list-style-type: none"><i>CHCECEXXX Support play based learning with intentionality</i><i>CHCECEXXX Apply child development knowledge and approved learning frameworks</i>focuses on observing and analysing children's learning learning, supporting design, implementation and evaluation of programsstakeholders suggested learning should be holistic and reinforce the full cycle of planning implementation	<p><i>CHCECE034 Use and approve learning framework to guide practice</i></p> <p><i>CHCECE035 Support the holistic learning and development of children</i></p> <p><i>CHCECE036 Provide experiences to support children's play and learning</i></p> <p><i>CHCECE038 Observe children to inform practice</i></p>	Not equivalent
<p><i>CHCECEXXX Support children's health and wellbeing (UoC)</i></p> <ul style="list-style-type: none">Core Certificate III unitcan be delivered in the workplace or simulationno specific sequence recommendedfocuses on:<ul style="list-style-type: none">supporting and promoting children's health and wellbeing including physical activity, eating, active supervision, rest and relaxation	<p><i>CHCECE031 Support children's health, safety and wellbeing</i></p> <p><i>CHCECE032 Nurture babies and toddlers</i></p> <p><i>CHCECE035 Support the holistic learning and development of children</i></p> <p><i>CHCECE041 Maintain a safe and healthy environment for children</i></p>	Not equivalent

<ul style="list-style-type: none"> stakeholders suggested inclusion of active supervision and general aspects of children’s health, safety and wellbeing be situated separately from personal care routines (currently in the same unit) 	<p><i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i></p>	
<p><i>CHCECEXXX Build relationships with children, families and communities (UoC)</i></p> <ul style="list-style-type: none"> Core Certificate III unit designed to be delivered after: <ul style="list-style-type: none"> <i>CHCECEXXX Apply child development knowledge and approved learning frameworks</i> needs to be delivered in the workplace focuses on: <ul style="list-style-type: none"> establishing and sustaining warm, trusting and professional relationships with children, their families and communities and includes applying developmentally appropriate communication techniques and supportive interactions to facilitate child development and emerging autonomy stakeholders suggested this content is not explicit enough in training products 	<p><i>CHCECE030 Support inclusion and diversity</i> <i>CHCECE032 Nurture babies and toddlers</i> <i>CHCECE033 Develop positive and respectful relationships with children</i> <i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i> <i>CHCECE050 Work in partnership with children’s families</i> <i>CHCECE052 Plan service and supports for children and families</i> <i>CHCECE053 Respond to grievances and complaints about the service</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Support cultural diversity (UoC)</i></p> <ul style="list-style-type: none"> Core Certificate III unit needs to be assessed in the workplace no specific sequence recommended focuses on: <ul style="list-style-type: none"> recognising, supporting and integrating social and cultural differences in self and others including race, ethnicity, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation and socioeconomic background Stakeholders suggested greater understanding is needed around recognising and integrating cultural diversity. This has also been applied to the Core Diploma unit <i>CHCECEXXX Cultivate cultural diversity</i> 	<p><i>CHCECE030 Support inclusion and diversity</i> <i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i> <i>CHCECE046 Implement strategies for the inclusion of all children</i> <i>CHCECE051 Promote equity in access to the service</i> <i>CHCECE052 Plan service and supports for children and families</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Apply a trauma informed approach to behaviours that challenge (UoC)</i></p> <ul style="list-style-type: none"> Core Certificate III unit 	<p>na</p>	<p>Not equivalent</p>

<ul style="list-style-type: none"> • needs to be delivered in the workplace • designed to introduce educators to trauma informed practice and ideally could be delivered prior to <i>CHCECEXXX Build relationships with children, families and communities</i> • focuses on: <ul style="list-style-type: none"> ○ identifying, understanding and supporting children’s behaviours that challenge children, educators and the service; taking a trauma-informed approach • Stakeholders reported this content as essential to ensure educators can competently provide high quality education and care for all children. This has also been applied to the Core Diploma unit <i>CHCECEXXX Promote trauma-informed practice in early childhood</i> 		
<i>CHC50125 Diploma of Early Childhood Education and Care</i>		
<p><i>CHCECEXXX Integrate First Nations cultures and perspectives (ASK)</i></p> <ul style="list-style-type: none"> • Core Diploma unit • Ideally, delivered sooner than later in the qualification to encourage integration across units and into professional practice • can be delivered in the workplace or in simulation • focuses on: <ul style="list-style-type: none"> ○ developing and sustaining an intercultural space in early childhood education where Indigenous and non-Indigenous knowledge systems work side by side • extends on Certificate III Core unit <i>CHCECEXXX Engage with First Nations cultures and perspectives</i> 	<p><i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Design nature play experiences (ASK)</i></p> <ul style="list-style-type: none"> • Core Diploma unit • designed to be delivered before <i>CHCECEXXX Design, implement and evaluate curriculum</i> • can be assessed either in the workplace or in simulation • focusses on: <ul style="list-style-type: none"> ○ planning and pedagogical practices to support learning in natural sciences and nature including ecology 	<p><i>CHCECE043 Nurture creativity in children</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i> <i>CHCECE047 Analyse information to inform children’s learning</i> <i>CHCECE048 Plan and implement children’s education and care curriculum</i></p>	<p>Not equivalent</p>

<ul style="list-style-type: none"> stakeholders suggested educators understand all separate STEAM components and how they interact 	<p><i>CHCECE049 Embed environmental responsibility in service operations</i></p>	
<p><i>CHCECEXXX Design creative visual and performing arts experiences (ASK)</i></p> <ul style="list-style-type: none"> Core Diploma unit designed to be delivered before CHCECEXXX Design, implement and evaluate curriculum can be assessed either in the workplace or in simulation focuses on: <ul style="list-style-type: none"> range of elements and opportunities available across the creative arts including drawing, painting, sculpture and music Stakeholders suggested educators understand all separate STEAM components and how they interact holistically 	<p><i>CHCECE043 Nurture creativity in children</i> <i>CHCECE047 Analyse information to inform children’s learning</i> <i>CHCECE048 Plan and implement children’s education and care curriculum</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Design language and literature experiences (ASK)</i></p> <ul style="list-style-type: none"> Core Diploma unit designed to be delivered before CHCECEXXX Design, implement and evaluate curriculum can be assessed either in the workplace or in simulation focuses on: <ul style="list-style-type: none"> planning language and literature experiences and curriculum to support children’s development stakeholders suggested educators need to understand all separate STEAM components and how they interact 	<p><i>CHCECE043 Nurture creativity in children</i> <i>CHCECE047 Analyse information to inform children’s learning</i> <i>CHCECE048 Plan and implement children’s education and care curriculum</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Design STEM experiences (ASK)</i></p> <ul style="list-style-type: none"> Core Diploma unit can be assessed either in the workplace or in simulation designed to be delivered before CHCECEXXX Design, implement and evaluate curriculum focuses on: <ul style="list-style-type: none"> supporting children’s learning and development through science, technology, engineering and mathematical (STEM) 	<p><i>CHCECE043 Nurture creativity in children</i> <i>CHCECE047 Analyse information to inform children’s learning</i> <i>CHCECE048 Plan and implement children’s education and care curriculum</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i></p>	<p>Not equivalent</p>

<ul style="list-style-type: none"> stakeholders suggested educators understand all separate STEAM components and how they interact 		
<p><i>CHCECEXXX Lead teams of educators (ASK)</i></p> <ul style="list-style-type: none"> Core Diploma unit ideally, delivered later / after other units needs to be assessed in the workplace focuses on: <ul style="list-style-type: none"> leading small educational teams to work cohesively to support the education of children and engage in continuous improvement stakeholders suggested the inclusion of explicit leadership skills are needed 	<p><i>CHCECE044 Facilitate compliance in a children's education and care service</i> <i>CHCPRP003 Reflect on and improve own professional practice</i> <i>CHCECE053 Respond to grievances and complaints about the service</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Develop individual service-based learning plans (ASK)</i></p> <ul style="list-style-type: none"> Core Diploma unit can be delivered in the workplace or in simulation no specific sequence recommended focuses on: <ul style="list-style-type: none"> supporting inclusion through learning and the development of individual support plans in collaboration with families and health professionals 	<p><i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i> <i>CHCECE046 Implement strategies for the inclusion of all children</i> <i>CHCECE50 Work in partnership with children's families</i> <i>CHCECE051 Promote equity in access to the service</i> <i>CHCECE052 Plan service and supports for children and families</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Design, implement and evaluate curriculum (UoC)</i></p> <ul style="list-style-type: none"> Core Diploma unit needs to be assessed in the workplace designed to be delivered after the other Design units: <ul style="list-style-type: none"> CHCECEXXX Design STEM experiences CHCECEXXX Design language and literature experiences CHCECEXXX Design nature play experiences CHCECEXXX Design creative visual and performing arts experiences focuses on: 	<p><i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i></p>	<p>Not equivalent</p>

<ul style="list-style-type: none"> ○ gathering and analysing information from observations and other sources to design, implement and evaluate curriculum ● stakeholders suggested educators need to understand all separate curriculum components and how they interact 		
<p><i>CHCECEXXX Cultivate cultural diversity (UoC)</i></p> <ul style="list-style-type: none"> ● Core Diploma unit ● needs to be assessed in the workplace ● no specific sequence recommended ● focuses on: <ul style="list-style-type: none"> ○ developing, supporting and sustaining a culturally diverse early childhood context ● extends on: Certificate III Core unit <i>CHCECEXXX Support cultural diversity</i> 	<p><i>CHCECE030 Support inclusion and diversity</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Promote trauma-informed practice in early childhood</i></p> <ul style="list-style-type: none"> ● Core Diploma unit ● needs to be delivered in the workplace ● no specific sequence recommended ● focuses on: <ul style="list-style-type: none"> ○ evaluating, communicating and adopting an evidence-based trauma-informed practice framework and promoting respectful communications and behaviours between educators and children ● extends on: Certificate III Core unit <i>CHCECEXXX Apply a trauma informed approach to behaviours that challenge</i> 	<p><i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i> <i>CHCECE046 Implement strategies for the inclusion of all children</i> <i>CHCECE051 Promote equity in access to the service</i> <i>CHCECE052 Plan service and supports for children and families</i></p>	<p>Not equivalent</p>
<p>Elective units</p>		
<p><i>CHCECEXXX Support autistic children (ASK)</i></p> <ul style="list-style-type: none"> ● Elective unit ● can be delivered in the workplace or in simulation ● focuses on: <ul style="list-style-type: none"> ○ supporting the inclusion, participation, and development of autistic children ● new unit co-designed with TAFE SA Centre of Excellence ● some overlap with CHCECEXXX Facilitate inclusion for children with disability, developmental delay and autism 	<p>na</p>	<p>Not equivalent</p>

<p><i>CHCECEXXX Provide family day care administration (UoC)</i></p> <ul style="list-style-type: none"> • Elective unit • needs to be delivered in the workplace • focuses on complying with administrative tasks in family day care 	<p><i>CHCECE039 Comply with family day care administration requirements</i></p>	<p>Not equivalent</p>
<p><i>CHCECEXXX Provide in-home care (UoC)</i></p> <ul style="list-style-type: none"> • Elective unit • needs to be delivered in the workplace • focuses on: <ul style="list-style-type: none"> ○ planning, providing, and reviewing care arrangements with children and families including responding to unexpected situations in in-home care contexts 	<p><i>CHCECE039 Provide in-home care</i></p>	<p>Not equivalent</p>

3. Skill Sets

Due to the redevelopment of all units of competency in this qualification review, skill sets will be considered during and after the first round of public consultation.

4. Next Steps

Public Consultation is expected to take place from March – May 2026. A second round of consultation is also likely which would take place June – September 2026.

During the consultation period, the project team will facilitate multiple ways for stakeholders to engage and provide feedback, including:

- 15 face-to-face workshops, across all major capital cities and remote locations
- 8 virtual workshops
- Consultation survey enabling stakeholders to provide feedback via HumanAbility’s website
- Opportunity to provide written feedback via email direct to the project team.

We invite stakeholders including employers, service providers, unions, regulatory bodies, First Nations communities, training organisations, RTOs, students and communities, to engage in the format that best suits them.

Throughout the consultation, a consultation log of feedback will be maintained and made public, along with rationales for any decisions or revisions. After validation closes, the project team, with input from the Technical Committee, will review all feedback and update the drafts accordingly. Divergent views will be addressed, and if necessary, further consultation will occur. Final drafts will then be submitted to the Assurance Body and the Skills Ministers for consideration, endorsement, and implementation.