



Australian Government

Department of Education, Employment and Workplace Relations

SRCAQU012B Foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment

Release: 1

SRCAQU012B Foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment

Modification History

Not applicable.

Unit Descriptor

This unit had been developed for the Community Recreation Industry Training Package and covers the knowledge and skills to use activities, toys and games to foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element

Performance Criteria

1 Create opportunities for infants and toddlers to develop a wide range of

1.1 Provide opportunities for infants and toddlers to interact and play within the aquatic environment

1.2 Select and make available aquatic equipment and

- aquatic skills** toys which will develop a wide range of developmentally appropriate skills
- 1.3 Create appropriate opportunities to participant's **stage of development** and capabilities
 - 1.4 Identify **factors affecting the provision of an appropriate learning environment**
- 2 **Provide aquatic experiences for infants' and toddlers' motor development**
- 2.1 Provide aquatic experiences to foster **motor development**
 - 2.2 Select aquatic experiences which encourage infants and toddlers to practise both fine and gross motor skills
 - 2.3 Select aquatic experiences that are developmentally relevant
 - 2.4 Arrange **aquatic equipment and toys** to provide challenge, choice and encourage independence
- 3 **Provide aquatic experiences for infants' and toddlers' cognitive development**
- 3.1 Provide opportunities and resources which are varied and relevant to the infants' and toddlers' stage of **cognitive development**
 - 3.2 Provide challenges to the infants and toddlers to extend their thinking
 - 3.3 Provide opportunities to make limited choices and see/experience the consequences of choices
 - 3.4 Provide infants and toddlers with experiences to develop their attention span
 - 3.5 Introduce new ideas/activities that may build on existing knowledge, skills and interests
 - 3.6 Develop infants' and toddlers' abilities to observe what is happening around them by questioning and non-verbal communication
- 4 **Facilitate infants' and toddlers' personal development**
- 4.1 Identify infants' and toddlers' **temperament and personality characteristics**
 - 4.2 Instructor encourages caregivers to become actively involved in introducing new aquatic experiences to infants and toddlers
 - 4.3 Provide opportunities for infants and toddlers to

separate from caregivers

- 4.4 Give infants and toddlers positive guidance towards socially acceptable behaviour

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to evaluate whether conditions are suitable to commence the session develop an appropriate aquatic environment to foster motor, cognitive and personal development create aquatic experiences to foster motor, cognitive and personal development observe participants and recognise when and how intervention should take place to improve individual skill performance conduct activities and games to introduce water familiarisation, buoyancy and mobility skills modify instructional methods and activities on an individualised and/or group basis to improve skill performanc

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)
SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
This unit must be assessed in conjunction with the following unit(s)
Nil
For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
Nil

Required knowledge and skills

Required knowledge
Motor, cognitive and personal development of infants and toddlers and the implications for instructing and learning
Aquatic activities and games to facilitate motor, cognitive and personal development in infants and toddlers

Relevant equipment and safety requirements, including occupational health and safety and legislative requirements

Required skills

Skills used to instruct aquatic activities and games, eg, movement, voice, etc

Ability to provide explanations and demonstrations, ie, self, other participants as models, videos, etc

Monitoring/observation skills

Feedback and questioning skills

Ability to create a suitable aquatic environment to foster motor, cognitive and personal development

Activities and/or games are conducted in accordance with the accepted best practice principles of aquatic activities

Resource implications

Physical resources - assessment of this competency requires access to a real or simulated work environment appropriate documentation and resources normally used in the workplace a swimming pool and other equipment real infants and toddlers, ie, not the peers of the learner

rules, policies and regulations of relevant peak bodies and/or employer organisations

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure

consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace. This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

**KEY
COMPETENCIES**

| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| 2 | 2 | 2 | 2 | - | 2 | - |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas

of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Establish new approaches

Collecting, analysing and

organising information -

Communicating ideas and

information -

Planning and

organising activities -

Working with teams and others

-

Using mathematical ideas and

and

techniques

- Not applicable

Solving problems -

Using technology

- Not applicable

Please refer to the

Assessment Guidelines

for advice on how to

use the Key Competenci

es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Aquatic equipment and toys

the choice of toys is limited only by the instructor's imagination and safety and may include
flotation aids
balls
flotation mats
noodles, ie, water logs
hand puppets
buckets
toys for pouring or splashing water
toys that float or sink

Cognitive development

may include
skills associated with thinking and learning
attention to details
classification of information
memory
imagination and conceptual development
problem solving skills
language acquisition

Factors affecting the provision of an appropriate learning environment

water temperature
sun protection
wind
water quality
aesthetics

Motor development

may include
reflexive movements
disorganised and unstable movements
control of breathing, coughing and swallowing
organised and voluntary movement
coordinated movements with buoyancy, head and breath control

Stage of development

newborn: birth - 6 months
baby: 7 - 24 months

toddler: 25 - 42 months
pre-schooler: 43 - 60 months

Temperament and personality characteristics

three main temperament types include
the easy child
the slow to warm up child
the difficult child

Unit Sector(s)

Not applicable.