



**Australian Government**

# **CHCSAC002 Develop and implement play and leisure experiences in school age care**

**Release: 2**

## CHCSAC002 Develop and implement play and leisure experiences in school age care

### Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

### Application

This unit describes the skills and knowledge required to develop and implement play and leisure experiences for children participating in school age care.

This unit applies to educators working in school age care services.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

1. Identify play and leisure interests of children in school age care

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.1 Collect information about children in school age care through a variety of methods including asking the children

1.2 Observe and evaluate children's wellbeing, development and learning

## **ELEMENT**

*Elements define the essential outcomes.*

## **PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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|--|--|
| 1.3  | Use information collected to address the needs of children in school age care  |
| 1.4  | Identify and review a range of possible experiences and programs that are suitable to the school age care context            |
| 1.5  | Select activity or program based on children's expressed needs, organisation requirements and resource availability          |
| 1.6  | Ensure individual children's support and guidance needs are clarified by parents/carers, supervisor or other staff and child |
| 2. Prepare play and leisure experiences                |  |
| 2.1  | Plan experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met       |
| 2.2  | Determine operational arrangements for experiences and assess feasibility within budgets and timeframes                      |
| 2.3  | Develop flexible implementation plans to suit a variety of contexts and to respond to contingencies                          |
| 2.4  | Include evaluation strategies in the program plan  |
| 3. Implement school age care experience and/or program |  |
| 3.1  | Set up environments for leisure and play according to interests and needs of children  |
| 3.2  | Adapt activities and programs to changing needs of the group and dynamics as required  |
| 3.3  | Respond to and manage implementation problems promptly and where necessary seek support from the supervisor                  |
| 4. Evaluate activities and programs in school age care |  |
| 4.1  | Define criteria to judge effectiveness of activity/program in consultation with relevant stakeholders                        |
| 4.2  | Use appropriate evaluation strategies during and after activities/programs for revision and development of future programs   |
| 4.3  | Prepare feedback reports on activity/program outcomes  |

## **ELEMENT**

*Elements define the essential outcomes.*

## **PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

as required

## **Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>