



Australian Government

CHCSAC003 Work collaboratively and respectfully with children in school age care

Release: 2

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Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <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>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 engage and interact with children in school age care services.

This unit applies to educators working in school age education and 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

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

1. Communicate effectively with a range of children in the school age care context

1.1 Listen to children to gain an understanding of them as individuals in the environment

1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

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|---|---|
| 1.3 | Act upon information that the child provides about their needs |
| 1.4 | Use cross-cultural communication strategies to engage with children from diverse backgrounds |
| 1.5 | Use varied communication techniques to ensure the inclusion of all children |
| | |
| 2. Reflect an understanding of middle childhood | 2.1 Consider the interests and needs of the child in all actions and decisions |
| | 2.2 Evaluate issues in relation to child's abilities and culture and adjust approaches accordingly |
| | 2.3 Select activities and resources to promote access, equity, diversity and inclusion of all children in the service |
| | 2.4 Establish guidelines relevant to middle childhood when required |
| | |
| 3. Work within the framework of school age care | 3.1 Apply industry standards and best-practice approaches to working with children in school age care |
| | 3.2 Ensure duty of care is applied to all job functions |
| | 3.3 Follow organisational policies and procedures as required |
| | 3.4 Establish professional relationships and boundaries with children in care and their families |
| | 3.5 Identify and report children at-risk as required by policy |
| | 3.6 Apply ethical decision-making in the educator role |

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-bd22cc4fle53>