



Australian Government

**Assessment Requirements for CHCSAC006
Support children to participate in school
age care**

Release: 1

Assessment Requirements for CHCSAC006 Support children to participate in school age care

Modification History

Release 1. CHCSAC006 Support children to participate in school age care supersedes and is not equivalent to CHCSAC001 Support children to participate in school age care.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, document, implement and monitor support strategies to meet the needs of three different children in school age care on at least one occasion for each child
- perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work with school age children in a regulated children's education and care service.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- development factors relevant to the middle childhood age group
- different types of support needs in school-age care:
 - behavioural
 - cultural
 - developmental:
 - cognitive
 - communication
 - emotional
 - physical
 - social
 - homework assistance
 - sibling connection

- principles of inclusion and diversity and their application in the context of school age care
- ways to evaluate needs of children in middle childhood, who should be involved, and the factors that impact support needs
- communication techniques and their specific application to communication with children in middle childhood:
 - active listening
 - questioning
 - verbal
 - non-verbal
- the role and importance of collaboration in the planning and provision of support, and who should be involved:
 - children
 - families
 - colleagues
 - other educators
 - school staff
 - other professionals working with the child
- methods for evaluating the success of support strategies
- strengths-based approaches to support children's participation in school age care.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- performance evidence may be collected through authenticated third-party reports
- third-party evidence must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved educational professional.

Assessment must ensure access to:

- resources that support specific support strategies
- information technology for documentation
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - collaborative partnerships with families and community
 - educational program and practice
 - health and safety
 - partnerships with family
 - relationships with children
- educators for collaboration
- school age children in a regulated children's education and care service.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>