



Australian Government

**Assessment Requirements for CHCSAC008
Work collaboratively and respectfully with
school age children**

Release: 1

Assessment Requirements for CHCSAC008 Work collaboratively and respectfully with school age children

Modification History

Release 1. CHCSAC008 Work collaboratively and respectfully with school age children supersedes and is not equivalent to CHCSAC003 Work collaboratively and respectfully with children 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:

- communicate positively and respectfully during interactions with school age children on two occasions that collectively include:
 - individual interactions
 - group interactions
 - play experiences
 - physical care
 - a situation where child is reluctant to follow instructions
 - a situation of conflict between children
 - times of transition, at least one of the following:
 - from one activity to another
 - from one location to another.

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
- development factors relevant to communication with school age children of varying ages and abilities
- communication techniques and their specific application to communication with school age children of varying ages and abilities:
 - active listening
 - questioning
 - verbal
 - non verbal
- techniques to guide children's behaviour
- the factors that influence children's behaviour
- self regulation for children:

- techniques for encouraging self regulation
- recognising signs of dysregulation
- how to recognise situations where further support or intervention may be required
- parties who may be involved in identifying additional support needs of children:
 - children
 - families
 - colleagues
 - other educators
 - school staff
 - other professionals working with the child
- principles of inclusiveness, diversity, equity and access in children's education and care
- strengths-based approaches to support children's participation in school age education and care
- support strategies for ensuring participation of children
- service standards, policies and procedures for:
 - relationships with children
 - managing challenging behaviours.

Assessment Conditions

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

- interactions with children as specified in the Performance Evidence must be directly observed by the assessor on at least one occasion.
- remaining performance evidence may be collected through authenticated third-party reports.
- observation and 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:

- service standards, policies and procedures for:
 - relationships with children
 - managing challenging behaviours
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- 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-bd22cc4f1e53>