



**Australian Government**

# **CHCSAC010 Foster holistic learning, development and wellbeing for school age children**

**Release: 1**

# CHCSAC010 Foster holistic learning, development and wellbeing for school age children

## Modification History

Release 1. CHCSAC010 Foster holistic learning, development and wellbeing for school age children supersedes and is not equivalent to CHCSAC005 Foster the holistic development and wellbeing of the child in school age care.

## Application

This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of school age children. It includes the ability to use detailed knowledge of developmental theory and different developmental domains and how they link to support holistic development.

This unit applies to educators who work in regulated school age education and care services to both develop and implement curriculum in the context of an approved learning framework. They may at times work alone or without onsite supervision.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

School Age Education and Care

## Unit Sector

Children's Education and Care

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

### PERFORMANCE CRITERIA

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

1. Develop, maintain and share knowledge of childhood development for school age children.
  - 1.1. Identify and access credible sources of information and evidence about childhood development.
  - 1.2. Use critical thinking to interpret and compare information from different sources and perspectives.
  - 1.3. Assess the relevance of information in the context of own work and learning frameworks used.
  - 1.4. Identify and use opportunities to update and enhance own knowledge.
  - 1.5. Identify and use opportunities to share knowledge with colleagues and others involved in the care and education of children.
2. Foster development in all developmental domains.
  - 2.1. Investigate and act on ways to integrate evidence about childhood development into work practice.
  - 2.2. Identify suitable strategies to support development for specific domains.
  - 2.3. Plan, document and provide environments and curriculum with appropriate levels of challenge across developmental areas where children are encouraged to explore, experiment and take risks in their learning and leisure activities.
3. Foster holistic and collaborative practice.
  - 3.1. Observe and monitor children's skills and development in ways that reflect the interrelationships between different developmental domains.
  - 3.2. Develop and use tools and resources in ways that reflect the interrelated nature of development.
  - 3.3. Plan and provide play opportunities that allow children to experience agency through being active decision makers in the learning environment.
  - 3.4. Create opportunities that facilitate collaboration and diverse contributions to the learning community.
4. Evaluate work practice.
  - 4.1. Monitor children's development and critically reflect on own practice for continuous improvement.
  - 4.2. Identify and use opportunities to gather feedback from colleagues, families and children.
  - 4.3. Use and expand on children's ideas and skills to improve practice in the context of childhood development.
  - 4.4. Make evaluation a regular activity, and document outcomes according to service policies and procedures.
  - 4.5. Use evaluation outcomes to influence the design of future practice.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"><li>interpret unfamiliar and potentially complex information about childhood development.</li></ul>
Writing skills to:	<ul style="list-style-type: none"><li>record information according to service policies and procedures.</li></ul>
Oral communication skills to:	<ul style="list-style-type: none"><li>ask open and closed questions and actively listen to seek information and confirm understanding.</li></ul>
Problem-solving skills to:	<ul style="list-style-type: none"><li>identify deficiencies in information and address by ongoing searches.</li></ul>
Self-management skills to:	<ul style="list-style-type: none"><li>proactively seek opportunities to improve own work practice and conduct.</li></ul>
Technology skills to:	<ul style="list-style-type: none"><li>research information about childhood development using digital media.</li></ul>

## Unit Mapping Information

Release 1. CHCSAC010 Foster holistic learning, development and wellbeing for school age children supersedes and is not equivalent to CHCSAC005 Foster the holistic development and wellbeing of the child in school age care.

## Links

Companion Volume implementation guides are found in VETNet -

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