Australian Government

Department of Education, Employment and Workplace Relations

CHCOSHC403B Work effectively with children in outside school hours care

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCOSHC403B Work effectively with children in outside school hours care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to engage and interact with children in outside school hours care services

Application of the Unit

Application	This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate effectively with a diversity of children in the outside school hours care context	1.1 Listen to children to gain an understanding of them as individuals in the care environment 1.2 Use *communication strategies* that encourage relationship building and are age appropriate 1.3 Act upon *information that the child provides* about their needs in the care environment 1.4 Use cross cultural communication strategies to engage with children from diverse backgrounds 1.5 *Adjust communication to ensure the inclusion of children with additional needs*
2. Reflect an understanding of developmental stage of middle childhood	2.1 Consider the developmental stage of the child in all actions and decisions 2.2 Evaluate issues in relation to *child's development* and culture and adjust approaches accordingly 2.3 Select *activities* and resources to promote access, equity, diversity and inclusion of all children in the workplace 2.4 Establish guidelines relevant to development age of middle childhood

ELEMENT	PERFORMANCE CRITERIA
3. Work within the framework of outside school hours care	3.1 Apply *industry standards and best practice approaches* to working with children in outside school hours care
	3.2 Ensure duty of care is applied to all job functions
	3.2 Follow organisation policies and procedures as required
	3.3 Establish professional relationship and boundaries with children in care and their families
	3.4 Identify and report children at risk as required by policy
	3.5 Apply ethical decision-making in the carer role

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include knowledge of:

- Child focused practices in the care environment
- Development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in care
- Legislation and industry standards as they relate to own job role in outside school hours care
- Organisation policies, procedures and guidelines for program development, delivery and evaluation
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Principles of inclusiveness ,diversity, equity and access in the care environment
- Statutory obligations relating to children's health and safety
- Strengths-based approaches to support children's participation in outside school hours care
- Support strategies for ensuring participation of children in outside school hours care

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Apply engagement skills with children with diverse range of presenting issues and experiences
- Demonstrate interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Establish a professional relationship that promotes equity and safe practices
- Respect and value diversity
- Use engagement strategies for children to participate fully in out of school hours program

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include the ability to:

- Analyse information, data and relationships of children in care
- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support
- Reflect upon own practice
- Respond appropriately to behaviours of risk
- Seek feedback from supervisor about performance
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Appropriate communication techniques may include:

- Checking understanding through restating using own words, summarising or asking questions
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Focusing attention on the child speaking
- Ignoring distractions
- Listening with the senses
- Responding to questions
- Suspending own opinions and emotions
- Taking a position close to the child speaking

Information that the child provides may include about:

- Activities/programs
- Dislikes
- Emotions
- Family
- Holidays
- Needs
- Preferences
- Relationships
- School
- Self

Adjust communication to ensure the inclusion of children with additional needs may require the use of:

- Assistive technologies
- Interpreters professional or family or siblings
- Pictures and drawings

Child's development includes:

- Cognitive
- Emotional
- Language
- Physical
- Psychological
- Social

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RANGE STATEMENT

Activities may include:	• Cultural needs/activities • Developmental • Homework assistance • Life/social skills • Recreational
Industry standards and best practice approaches refer to:	• Any legislated standards and/or regulations of care in out of school hours programs • Standards set down by national and/or state/territory bodies responsible for ensuring the standards of care in out of school hours programs

Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council