



**Australian Government**

**SISCAQU027 Promote development of  
infants and toddlers in an aquatic  
environment**

**Release: 1**

# SISCAQU027 Promote development of infants and toddlers in an aquatic environment

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan and deliver lessons for infants and toddlers over six months of age using activities, games and toys to promote personal development and motor and cognitive skills.

This unit applies to swim teachers who teach in aquatic venues including those operated by commercial, not-for-profit, community and government organisations. Swim teachers work independently using discretion and judgement to manage session logistics and solve routine problems.

The skills in this unit must be applied in accordance with Commonwealth and State or 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

SISCAQU024 Teach water familiarisation, buoyancy and mobility skills

SISCAQU025 Teach water safety and survival skills

## Competency Field

Aquatics

## Unit Sector

Community Recreation

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

1. Plan activities.

### PERFORMANCE CRITERIA

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

1.1. Determine personal development, motor and cognitive skills to be targeted by lesson.

1.2. Identify participant profile including age, stage of

- development and other characteristics.
- 1.3. Select activities, equipment and techniques that target identified skills and that are suited to group profile.
  - 1.4. Document lesson plans that incorporate key activity information and role of parents or carers.
2. Prepare for activities and introduce the lesson.
    - 2.1. Check and prepare aquatic environment and equipment to meet lesson requirements.
    - 2.2. Assess characteristics and capabilities of children and parents or carers on arrival through observation and questioning, and adjust lesson plan.
    - 2.3. Explain activities to participants and confirm understanding using age-appropriate communication techniques.
    - 2.4. Inform parents or carers about safety rules, activities and their role and confirm understanding.
  3. Deliver the lesson.
    - 3.1. Facilitate experiences that encourage motor, cognitive and personal development.
    - 3.2. Arrange aquatic resources and equipment to provide challenge, choice and encourage independence.
    - 3.3. Provide opportunities to make limited choices and experience consequences of choices.
    - 3.4. Introduce new ideas and activities that build on existing knowledge, skills and interests.
    - 3.5. Advise parents or carers on aquatic activities, games and equipment that will promote child development.
    - 3.6. Observe individual children and their parent or carer, respond to capabilities and difficulties and modify their activities to suit needs and to ensure engagement.
  4. Evaluate the lesson.
    - 4.1. Seek children and parent or carer feedback and evaluate satisfaction with lesson and progression of children.
    - 4.2. Evaluate own performance and identify areas for improvement.
    - 4.3. Complete documentation for participant progress, lesson delivery and evaluation according to organisational recordkeeping procedures.

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

### SKILLS

### DESCRIPTION

- Writing skills to:
- produce lesson plans that use swimming terminology and abbreviations
  - use fundamental sentence structure to complete records that require factual and subjective information.
- Oral communication skills to:
- modify and use language according to participant age and stage of development.
- Numeracy skills to:
- monitor and adjust planned activity timings to meet requirements of lesson duration.
- Problem-solving skills to:
- critically evaluate successes and failures of lessons to initiate future improvements.

## Unit Mapping Information

Supersedes and is not equivalent to SISCAQU011 Promote development of infants and toddlers in an aquatic environment.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>