



**Australian Government**

# **CHCSAC001 Support children to participate in school age care**

**Release: 2**

# CHCSAC001 Support children to participate in school age care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | Added missing assessment conditions<br>Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> Equivalent outcome.                             |
| Release 1 | This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.<br>Significant changes to elements and performance criteria.<br>New evidence requirements for assessment, including volume and frequency requirements. |

## Application

This unit describes the skills and knowledge required to support and guide children's effective participation in school age care.

This unit applies to educators working in school age education and care services.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

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

1. Identify the support needs of children in school age care

1.1 Evaluate specific support needs of the child and match to any existing experiences in the program

1.2 Use appropriate communication techniques to engage children and to identify specific needs

**ELEMENT****PERFORMANCE CRITERIA**

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|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <p>1.3 Consult with supervisor or other staff about particular needs of children including cultural needs, abilities, and developmental and behavioural needs</p> <p>1.4 Clarify individual children's support and guidance needs with the child, family, supervisor and other staff prior to working with child</p> <p>1.5 Recognise and support sibling relationships where appropriate</p>                                                                                              |
| 2. Implement appropriate support and guidance strategies            | <p>2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs</p> <p>2.2 Follow appropriate procedures to minimise effects of aggressive or abusive behaviour in children</p> <p>2.3 Use age-appropriate approaches and communication to enable children to express their need for support in a range of ways</p> <p>2.4 Access support from supervisor as required to optimise the child's participation in school age care</p> |
| 3. Determine effectiveness of individual support provided           | <p>3.1 Design and implement appropriate processes for the evaluation and review of individual child support needs</p> <p>3.2 Ensure support provided reflects organisational procedures, industry standards and respect for the child as an individual</p> <p>3.3 Regularly consult with supervisor, other staff and family to review effectiveness of support provided in school age care</p>                                                                                             |
| 4. Monitor and adjust support strategies to include review outcomes | <p>4.1 Regularly review information and support provided to children to assess continuing relevance and effectiveness</p> <p>4.2 Attend meetings with other staff as appropriate to identify and evaluate school age care service</p> <p>4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in</p>                                                                                                                          |

**ELEMENT**

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**PERFORMANCE CRITERIA**

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

collaboration with supervisor, other staff and family

4.4 Make adjustments and implement alternative support strategies as a result of the review process

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCSAC001 Support children to participate in school age care

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## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and implemented at least three experiences focusing on different areas or opportunities for children, including:
  - using strategies to engage children to participate fully in out-of-school-hours program
  - identifying particular support needs of individuals and groups of children
  - reviewing individual child's needs and ensuring program reflects those needs
  - consulting with supervisor and family regarding effectiveness of support and development, and alternative support strategies
  - reviewing program to determine effectiveness and adjusting support strategies where required
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

## Knowledge Evidence

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 work role. These include knowledge of:

- how to access:
  - the National Quality Framework
  - the National Quality Standards
  - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- evaluative processes for school age care
- principles of inclusiveness
- safety and risk management strategies
- organisational standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- • National Quality Framework
- • the relevant approved learning framework under the National Quality Framework

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## Links

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