



Australian Government

CHCSAC001 Support children to participate in school age care

Release: 2

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Modification History

Release	Comments
Release 2	Added missing assessment conditions Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards 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. Significant changes to elements and performance criteria. 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**

Elements define the essential outcomes.

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

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

ELEMENT

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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>