



Australian Government

CHCSAC003 Work collaboratively and respectfully with children in school age care

Release: 2

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Modification History

Release	Comments
Release 2	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. 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 engage and interact with children in school age care services.

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. Communicate effectively with a range of children in the school age care context

1.1 Listen to children to gain an understanding of them as individuals in the environment

1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.3 Act upon information that the child provides about their needs

1.4 Use cross-cultural communication strategies to engage with children from diverse backgrounds

1.5 Use varied communication techniques to ensure the inclusion of all children

2. Reflect an understanding of middle childhood

2.1 Consider the interests and needs of the child in all actions and decisions

2.2 Evaluate issues in relation to child's abilities and culture and adjust approaches accordingly

2.3 Select activities and resources to promote access, equity, diversity and inclusion of all children in the service

2.4 Establish guidelines relevant to middle childhood when required

3. Work within the framework of school age care

3.1 Apply industry standards and best-practice approaches to working with children in school age care

3.2 Ensure duty of care is applied to all job functions

3.3 Follow organisational policies and procedures as required

3.4 Establish professional relationships and boundaries with children in care and their families

3.5 Identify and report children at-risk as required by policy

3.6 Apply ethical decision-making in the educator role

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 CHCSAC003 Work collaboratively and respectfully with children 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:

- communicated and interacted effectively with at least three groups of children of different ages in an out of school hours care setting, including:
 - communicating appropriately with children and showing active listening skills
 - using communication strategies to encourage children to participate in activities and build relationships
 - considering individual needs and interests of children and inclusion tactics when planning activities
 - utilising engagement strategies for encouraging children to participate fully in school age care
- consistently followed and applied industry standards, frameworks and organisational policies and procedures, including ethical practice
- 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
- development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in school age education and care
- principles of inclusiveness, diversity, equity and access in the school age education and care environment
- strengths-based approaches to support children's participation in the school age education and care
- support strategies for ensuring participation of children
- organisation 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.

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