



Australian Government

Assessment Requirements for CHCSAC004 Support the holistic development of 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. New unit developed to address child development requirements of educators working with school age children.

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:

- supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
 - interacting with children to holistically support development and learning appropriate to the individual child's abilities and ages
 - providing a variety of experiences and environments to support the different areas of children's development (physical, creative, social, emotional, language and cognitive)
- 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:

- code of ethics
- United Nations Convention on the Rights of the Child
- 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
- introductory level child development for children, including:
 - early brain development
 - importance of the early years for subsequent educational success
 - foundational knowledge of developmental theory
- aspects of poor early childhood development, such as:
 - poor diet
 - lack of play
 - limited stimulation of brain development
 - lack of materials and resources
 - inconsistent or non-existent emotional support or comfort
 - trauma
 - other life experiences, which interrupt appropriate childhood activities, and their potential long-term harmful impacts
- biological and environmental influences on development
- symbol systems including letters, numbers, time, money and musical notation.

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 for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

Links

Companion Volume implementation guides are found in VETNet -

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