



Australian Government

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.

Application

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from 5 to 12 years of age.

This unit applies to educators working in a range of 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. Support physical development

1.1 Use daily routines as opportunities to support children to acquire and practise skills

1.2 Assist in selecting and arranging equipment that will

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develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play

1.3 Support creation of opportunities to build the emerging physical skills of individual children

1.4 Assist children to take increasing responsibility for their own health and wellbeing

2. Support social development

2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding

2.2 Create opportunities for one-on-one interactions

2.3 Model care, empathy and respect for children, educators and families

2.4 Join in play and social experiences with other children

2.5 Assist and support children when they are having difficulty understanding or communicating with each other

2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals

2.7 Assist children to develop trusting relationships with educators and other adults

2.8 Encourage children to respect and regard each other's individual differences

2.9 Offer children play choices and respect children's choice to watch and observe

3. Support emotional development

3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding

3.2 Ensure children experience pride and confidence in their achievements

3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn

3.4 Encourage children to express and manage feelings appropriately

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3.5 Support children's efforts, assisting and encouraging as appropriate

3.6 Motivate and encourage children to persevere with challenges

3.7 Share children's successes with families

4. Support cognitive development

4.1 Intentionally scaffold children's learning

4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development

4.3 Provide experiences that allow children to explore a range of concepts

5. Support communication development

5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages

5.2 Select, read and tell developmentally appropriate stories

5.3 Use puppets and other props to stimulate children's enjoyment of language and literature

5.4 Model and encourage two-way communication by asking questions and listening carefully

5.5 Encourage children to explore symbols, patterns and their relationships to each other

5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds

5.7 Create opportunities for group discussions and exchange of views between children

5.8 Ask and answer questions during the reading and discussion of books or other texts

5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes

6. Create an environment for holistic learning and

6.1 Support and initiate inquiry processes, try new ideas

ELEMENT

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development

PERFORMANCE CRITERIA

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

and take on challenges

6.2 Provide resources and materials that offer challenge, intrigue and surprise

6.3 Help to promote children's sense of belonging and connectedness

6.4 Engage children in sustained shared conversations to extend their thinking

6.5 Provide the opportunity for scaffolding learning and development

6.6 Assist children to see their mistakes as opportunities to learn and grow

6.7 Facilitate families' diverse contributions to the learning community

6.8 Share information with colleagues about child development and wellbeing

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 CHCSAC004 Support the holistic development of 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:

- 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

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