



Australian Government

CHCSAC006 Support children to participate in school age care

Release: 1

CHCSAC006 Support children to participate in school age care

Modification History

Release 1. CHCSAC006 Support children to participate in school age care supersedes and is not equivalent to CHCSAC001 Support children to participate in school age care.

Application

This unit describes the performance outcomes, skills and knowledge required to identify, implement and monitor support strategies to guide children's effective participation within the framework of school age care.

This unit applies to educators who work in regulated school age education and care services according to established policies and procedures. They may at times work alone without onsite supervision.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

School Age Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1. Identify the support needs of children in school age care. | 1.1. Establish professional and ethical relationships and boundaries with children and their families according to service policies and procedures.
1.2. Encourage children to express their needs using appropriate communication.
1.3. Consult with family or other staff about individual children's needs.
1.4. Communicate in ways that show respect for inclusion and diversity.
1.5. Confirm individual needs with the child, their family and other relevant staff prior to working with child.
1.6. Document the child's individual support needs and associated strategies according to service policies and procedures. |
| 2. Implement support strategies. | 2.1. Implement strategies that are based on individual child's needs.
2.2. Provide support that reflects service procedures, duty of care requirements and industry standards.
2.3. Use age-appropriate approaches and communication to enable children to express their need for support.
2.4. Access support when required to optimise the child's participation in school age care. |
| 3. Monitor effectiveness of individual support provided. | 3.1. Implement processes for the evaluation and review of individual child support needs.
3.2. Use observation and reflection to evaluate the strategies implemented to support the child's participation in school age care.
3.3. Regularly consult with colleagues and the child's family to review effectiveness of support provided in school age care.
3.4. Identify and discuss challenges experienced in providing support to children and develop alternative strategies in collaboration with colleagues and the child's family.
3.5. Make adjustments and implement alternative support strategies as a result of the review process. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
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|--------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none">• interpret service policies and procedures. |
| Writing skills to: | <ul style="list-style-type: none">• record information according to service policies and procedures. |
| Oral communication skills to: | <ul style="list-style-type: none">• ask open and closed questions and actively listen to seek information and confirm understanding• interact and engage with children, families and colleagues to build rapport. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none">• determine appropriate strategies to support children's individual needs• determine and use appropriate template for reporting, according to service policies and procedures. |

Unit Mapping Information

Release 1. CHCSAC006 Support children to participate in school age care supersedes and is not equivalent to CHCSAC001 Support children to participate in school age care.

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 CHCSAC006 Support children to participate in school age care

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, document, implement and monitor support strategies to meet the needs of three different children in school age care on at least one occasion for each child
- perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work with school age children in a regulated children's education and care service.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- development factors relevant to the middle childhood age group
- different types of support needs in school-age care:
 - behavioural
 - cultural
 - developmental:
 - cognitive
 - communication
 - emotional
 - physical
 - social
 - homework assistance
 - sibling connection
- principles of inclusion and diversity and their application in the context of school age care

- ways to evaluate needs of children in middle childhood, who should be involved, and the factors that impact support needs
- communication techniques and their specific application to communication with children in middle childhood:
 - active listening
 - questioning
 - verbal
 - non-verbal
- the role and importance of collaboration in the planning and provision of support, and who should be involved:
 - children
 - families
 - colleagues
 - other educators
 - school staff
 - other professionals working with the child
- methods for evaluating the success of support strategies
- strengths-based approaches to support children's participation in school age care.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- performance evidence may be collected through authenticated third-party reports
- third-party evidence must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved educational professional.

Assessment must ensure access to:

- resources that support specific support strategies
- information technology for documentation
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - collaborative partnerships with families and community
 - educational program and practice
 - health and safety
 - partnerships with family
 - relationships with children
- educators for collaboration
- school age children in a regulated children's education and care service.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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