



Australian Government

Assessment Requirements for CHCSAC009

Support the holistic development of children in school age care

Release: 1

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Modification History

Release 1. CHCSAC009 Support the holistic development of children in school age care supersedes and is not equivalent to CHCSAC004 Support the holistic development of children in school age care.

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:

- support the holistic development of children in the following age groups:
 - 5 – 7 years
 - 8 – 12 years
- support the holistic development of children in each of the above age groups during two different experiences for each age group that collectively provide opportunities for development in the following areas:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- 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
 - educational program and practice
 - physical environment
 - relationships with children
- introductory-level child development:
 - early brain development and importance for future educational success
 - major developmental milestones from 5 -12 years:
 - cognitive

- communication
- emotional
- physical
- social
- influences on development
- variations in development
- development in the context of inclusive practice
- indicators of:
 - risk
 - atypical development
 - behaviour changes in the child
- foundational knowledge of developmental theory
- aspects of poor early childhood development:
 - 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
- the educational program planning cycle and process and how it is based on child development
- symbol systems including letters, numbers, time, money and musical notation
- service standards, policies and procedures for:
 - educational program and practice
 - health and safety
 - physical environment
 - relationships with children.

Assessment Conditions

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

- the following aspects of performance evidence must be directly observed by the assessor:
 - support of two experiences
- remaining performance evidence may be collected through authenticated third-party reports
- observation and 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:

- educational program documentation
- resources that support the specific play and learning experiences covering all developmental domains
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service policies and procedures for:
 - educational program and practice
 - health and safety
 - physical environment
 - relationships with children
- school age children as specified in the Performance Evidence between 5 and 12 years of age in a regulated children's education and care service.

Assessors must satisfy the Standards for Registered Training Organisations' 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>