



Australian Government

CHCSAC009 Support the holistic development of children in school age care

Release: 1

CHCSAC009 Support the holistic development of children in school age care

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.

Application

This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of school age children.

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. Support physical development.
 - 1.1. Use daily routines as opportunities to support children to acquire and practise skills.
 - 1.2. Select and arrange equipment that will develop fine and gross motor skills, and challenge and encourage choice and spontaneity in physically active play according to service policies and procedures.
 - 1.3. Identify and use opportunities to support emerging physical skills of individual children.
 - 1.4. Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing.
2. Support social development.
 - 2.1. Provide guidance and information that helps children 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 children.
 - 2.5. Provide guidance that helps 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. Support children to develop trusting relationships with others, including children, adults and educators.
 - 2.8. Use communication and modelling that encourages children to respect each other's individual differences.
 - 2.9. Offer children play choices and respect children's choice regarding participation.
3. Support emotional development.
 - 3.1. Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.
 - 3.2. Support children's efforts through assistance and encouragement, and communicate in ways that allow them to 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. Help children to express and manage feelings appropriately through modelling and encouragement.
 - 3.5. Motivate and encourage children to persevere with challenges through use of positive communication.
 - 3.6. Share children's successes with families in informal and formal ways.

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| 4. Support cognitive development. | 4.1. Intentionally scaffold children's learning according to experience guidelines and with appropriate guidance.
4.2. Select materials, resources, technologies and experiences that support exploration and problem-solving and provide appropriate challenge.
4.3. Select experiences that allow children to explore different and varied concepts.
4.4. Engage children in sustained shared conversations to extend their thinking. |
| 5. Support communication development. | 5.1. Value the child's linguistic heritage and encourage use and acquisition of home languages.
5.2. Select, read and tell developmentally appropriate stories.
5.3. Use props to stimulate children's enjoyment of language and literature.
5.4. Model and encourage two-way communication through questions and careful listening.
5.5. Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds.
5.6. Create opportunities for group discussions and the exchange of views between children.
5.7. Ask and answer questions during reading and discussion of books or other texts.
5.8. Model appropriate language and encourage children to express themselves through language in different contexts and for different purposes. |
| 6. Support holistic learning and development. | 6.1. Recognise and promote opportunities for development in multiple areas.
6.2. Select and use resources and materials that offer integrated opportunities for challenge, intrigue and curiosity.
6.3. Support collaboration with colleagues through sharing and seeking of information. |

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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| Oral communication | <ul style="list-style-type: none"> • interact and engage with children to build rapport. |
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skills to:

- Problem-solving skills to:
 - provide support to children and determine methods to appropriately scaffold their learning, according to their individual ability.
- Initiative and enterprise skills to:
 - use appropriate support strategies when opportunities arise.
- Teamwork skills to:
 - share information to support holistic development.

Unit Mapping Information

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.

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 CHCSAC009 Support the holistic development of children 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:

- 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.

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