



Australian Government

CHCSAC010 Foster holistic learning, development and wellbeing for school age children

Release: 1

CHCSAC010 Foster holistic learning, development and wellbeing for school age children

Modification History

Release 1. CHCSAC010 Foster holistic learning, development and wellbeing for school age children supersedes and is not equivalent to CHCSAC005 Foster the holistic development and wellbeing of the child in school age care.

Application

This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of school age children. It includes the ability to use detailed knowledge of developmental theory and different developmental domains and how they link to support holistic development.

This unit applies to educators who work in regulated school age education and care services to both develop and implement curriculum in the context of an approved learning framework. They may at times work alone or 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. Develop, maintain and share knowledge of childhood development for school age children.
 - 1.1. Identify and access credible sources of information and evidence about childhood development.
 - 1.2. Use critical thinking to interpret and compare information from different sources and perspectives.
 - 1.3. Assess the relevance of information in the context of own work and learning frameworks used.
 - 1.4. Identify and use opportunities to update and enhance own knowledge.
 - 1.5. Identify and use opportunities to share knowledge with colleagues and others involved in the care and education of children.
2. Foster development in all developmental domains.
 - 2.1. Investigate and act on ways to integrate evidence about childhood development into work practice.
 - 2.2. Identify suitable strategies to support development for specific domains.
 - 2.3. Plan, document and provide environments and curriculum with appropriate levels of challenge across developmental areas where children are encouraged to explore, experiment and take risks in their learning and leisure activities.
3. Foster holistic and collaborative practice.
 - 3.1. Observe and monitor children's skills and development in ways that reflect the interrelationships between different developmental domains.
 - 3.2. Develop and use tools and resources in ways that reflect the interrelated nature of development.
 - 3.3. Plan and provide play opportunities that allow children to experience agency through being active decision makers in the learning environment.
 - 3.4. Create opportunities that facilitate collaboration and diverse contributions to the learning community.
4. Evaluate work practice.
 - 4.1. Monitor children's development and critically reflect on own practice for continuous improvement.
 - 4.2. Identify and use opportunities to gather feedback from colleagues, families and children.
 - 4.3. Use and expand on children's ideas and skills to improve practice in the context of childhood development.
 - 4.4. Make evaluation a regular activity, and document outcomes according to service policies and procedures.
 - 4.5. Use evaluation outcomes to influence the design of future practice.

Foundation Skills

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

SKILLS	DESCRIPTION
Reading skills to:	interpret unfamiliar and potentially complex information about childhood development.
Writing skills to:	record information according to service policies and procedures.
Oral communication skills to:	ask open and closed questions and actively listen to seek information and confirm understanding.
Problem-solving skills to:	identify deficiencies in information and address by ongoing searches.
Self-management skills to:	proactively seek opportunities to improve own work practice and conduct.
Technology skills to:	research information about childhood development using digital media.

Unit Mapping Information

Release 1. CHCSAC010 Foster holistic learning, development and wellbeing for school age children supersedes and is not equivalent to CHCSAC005 Foster the holistic development and wellbeing of the child 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 CHCSAC010 Foster holistic learning, development and wellbeing for school age children

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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:

- research and analyse information from three different sources about the following domains of childhood development for school age children, and their interrelationships:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- plan, document and provide four experiences that individually or collectively incorporate:
 - daily activities
 - play
 - transitions
 - individual activities
 - group activities
- in each of the above four experiences, integrate opportunities for development across two or more of the following areas:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- from the above four experiences:
 - provide an experience on two different occasions for individual children
 - provide an experience on two different occasions for groups of three or more children
- use critical reflection to evaluate the experiences provided
- perform the activities outlined in the performance criteria of this unit during a period of at least 280 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
- core principles of child development and associated developmental tasks
- child development theory for children between 5 and 12 years of age and how each of the following impacts the educator role:
 - historical perspectives at an overview level
 - current and emerging theories influencing practice in Australia and how these are applied in day-to-day activities
 - theories of children's emotional and psychological development
 - key features of the work of three theorists relevant to the work context
 - key aspects of current brain development research
- contextual factors which influence the children's development
- strategies and activities that support development in the following areas through play, daily routines and transitions:
 - cognitive, including opportunities for:
 - integration of science, mathematics and technology
 - experiencing consequences of choices, actions and ideas
 - challenge
 - exploration and experimentation
 - safe risk taking
 - investigation of ideas with thinking, reasoning and hypothesising
 - exploration of concept development
 - constructing and taking apart
 - use of everyday materials for creation of patterns, sorting, categorisation and comparing
 - communication, including opportunities for:
 - language and literacy development
 - valuing of linguistic heritage
 - engagement with familiar and unfamiliar culturally constructed text
 - use of home languages and Standard Australian English.
 - experimentation with images and print
 - emotional, including opportunities for:
 - experiencing strength and success

- challenging of children's emerging skills and capabilities.
- independent engagement with tasks
- exploration of self-image and identity
- development of self-esteem and self-identity
- release of feelings and expression of emotions
- physical, including opportunities for development of:
 - fine motor skills
 - gross motor skills
 - fundamental movement skills
- social, including opportunities for:
 - different forms of social interaction
 - privacy, solitude or quiet
 - group discussions and shared decision-making
 - promotion of cooperation and conflict resolution
 - promotion of a sense of community
 - investigation of ethical issues
- links between cognitive, communication, emotional, physical and social development and how these come together in holistic practice
- critical reflection:
 - what is critical reflection
 - why and how educators use critical reflection
 - what makes for meaningful critical reflection
- methods of obtaining feedback, evaluating and documenting work practice and using results of evaluation to adjust future practice.

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:
 - provision of two experiences
- remaining performance evidence may be collected through authenticated third-party evidence
- observation and third-party reports must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved educational professional.

Skills related to research, planning and evaluation may be demonstrated outside of the service, but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- resources that support the specific play and learning experiences covering all developmental domains
- information technology for research and documentation
- National Quality Framework:

- National Quality Standard
- the relevant approved learning framework
- service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - relationships with children
- 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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