



Australian Government

Department of Education, Employment and Workplace Relations

CHCOSH401A Support children to participate in outside school hours care

Release: 1

CHCOSH401A Support children to participate in outside school hours care

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to support and guide children's effective participation in outside school hours care

Application of the Unit

Application

This unit applies to the work undertaken in outside school hours care with children aged 5-12 years

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify the support needs of children in outside school hours care | 1.1 Assess specific <i>support needs</i> of the child and match to any existing experiences in the program
1.2 Use <i>appropriate communication techniques</i> to engage children and to identify specific needs
1.3 Consult with supervisor about particular needs of children including cultural, abilities and <i>developmental</i> and behavioural needs
1.4 Ensure knowledge of individual children's support and guidance needs is clarified with parents/carers, supervisor and child prior to working with child
1.5 Recognise and support sibling relationships where appropriate in the care environment |
| 2. Implement appropriate support and guidance strategies in care environment | 2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs
2.2 Define and implement appropriate procedures to <i>minimise effects of aggressive or abusive behaviour</i> of children
2.3 Use age appropriate approaches and communication to enable children to express their need for support in a range of ways |

ELEMENT**PERFORMANCE CRITERIA****3. Determine effectiveness of individual support provided**

3.1 Design and *implement appropriate processes for the review of individual child support needs*

3.2 Access support from supervisor as required to optimise the child's participation in outside school hours care

3.3 Ensure support provided reflects *organisation procedures, industry standards* and respect for the child as an individual

3.4 Regularly consult with supervisor and family to review effectiveness of support provided in outside school hours care

4. Monitor and adjust support strategies to include review outcomes

4.1 Regularly review information and support provided to children to assess continuing relevance and effectiveness

4.2 Attend meetings with other staff as appropriate to identify and evaluate outside school hours care service

4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in collaboration with supervisor and/or family

4.4 Make adjustments and implement alternative support strategies as a result of the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified work role

These include knowledge of:

- Legislation and industry standards for outside school hours care
- Principles of inclusiveness and diversity in the care environment
- Support strategies for ensuring participation of children in outside school hours care
- Organisation policies, procedures and guidelines
- Child and family specific consultation and engagement principles for seeking feedback on service provision
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
 - excursions and travel situations
 - outdoor and indoor play areas
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - allergies and related medications
 - basic home fire safety
 - child protection issues
 - safety of staff
- Evaluative processes for outside school hours care
- Strengths-based approaches to support children's participation in outside school hours care
- Human rights declarations and conventions on the rights of the child

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement procedures relating to services offered by outside school hours care including, experiences, programs, inclusive practices, behaviour support

REQUIRED SKILLS AND KNOWLEDGE

- Maintain safety of children in all outside school hours care contexts

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Interpersonal communication with children (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- Planning with a team within the outside school hours care environment
- Engagement strategies for children to participate fully in out of school hours program
- Seek feedback from Supervisor about performance
- Identify particular support needs of individual and groups of children
- Respond appropriately to behaviours of risk

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Support need may include:

- Communication
- Physical aids/equipment
- Encouragement
- Transport
- Cultural needs/activities
- Life/social skills
- Homework assistance
- Provision of information
- Hygiene issues
- Provision of food and drink
- Linking with siblings and/or peers
- To have needs heard

Appropriate communication techniques may include:

- Focusing attention on the child speaking
- Taking a position close to the child speaking
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

Developmental may refer to:

- Cognitive, social, psychological, physical and emotional needs

Minimise effects of aggressive or abusive behaviour may include:

- At risk behaviours
- A range of alternative strategies
- Quick response actions
- Behaviour support plans
- Protocols of behaviour

RANGE STATEMENT

Implement appropriate processes for the review of individual child support needs may include:

- Feedback interviews with parents
- Consultation with supervisor
- Observations of children's participation
- Review of child's records of attendance and participation

Organisation procedures, industry standards may include:

- Ethical behaviour and codes of conduct
- Privacy and confidentiality
- Access and Equity
- Program planning
- Excursions and outings
- Inclusion
- Notifications processes
- Behaviour support
- Accreditation standards

Health and safety issues may include:

- Gates on stairs
- Covers on electrical sockets
- Removal/locking away of dangerous substances.
- Close supervision of any children in kitchens
- Fences and gates, locking mechanisms
- Out of bounds areas
- Vacuuming/sweeping floors to remove small or dangerous objects
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Children being seated and supervised at meal and snack times
- Sun safe practices

RANGE STATEMENT

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

Unit Sector(s)

Not Applicable