



Australian Government

SISCAQU011 Promote development of infants and toddlers in an aquatic environment

Release: 1

SISCAQU011 Promote development of infants and toddlers in an aquatic environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select an appropriate progression of activities to promote the development of infants and toddlers over 6 months of age in an aquatic environment.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles of aquatic activities.

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

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop activity plans.

PERFORMANCE CRITERIA

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

- 1.1 Consider participant group characteristics and identify motor, cognitive and personal development skills to be developed.
- 1.2 Determine appropriate water-based activities that promote required skills.
- 1.3 Plan and structure activities for developmental progression with equipment and resources appropriate to

- age and stage of development.
- 1.4 Develop and document activity plans that incorporate key information.
2. Conduct activities.
- 2.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
- 2.2 Provide clear information to participants and confirm understanding using age-appropriate communication techniques.
- 2.3 Facilitate experiences that encourage motor, cognitive and personal development.
- 2.4 Arrange aquatic resources and equipment to provide challenge, choice and encourage independence.
- 2.5 Provide opportunities to make limited choices and experience consequences of choices.
- 2.6 Introduce new ideas or activities that build on existing knowledge, skills and interests.
- 2.7 Encourage caregivers to become actively involved in introducing new aquatic experiences to participants.
- 2.8 Monitor time and complete activities within allocated time.
- 2.9 Complete activity documentation and progress notes.
3. Review and adapt instruction.
- 3.1 Provide clear information to caregivers.
- 3.2 Seek and respond constructively to feedback and questions.
- 3.3 Review own performance and identify areas needing improvement.
- 3.4 Implement modifications to future session in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU311A Foster the development of infants and toddlers in an aquatic environment

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISCAQU011 Promote development of infants and toddlers in an aquatic environment

Modification History

Not applicable.

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:

- promote the development of infants and toddlers according to legal, ethical and organisational requirements
- develop and implement at least three activity plans with infants, toddlers and caregivers in aquatic activities using games and activities that promote the following motor, cognitive development and personal development skills:
 - motor development:
 - fine and gross motor skills
 - reflexive movements
 - disorganised and unstable movements
 - control of breathing, coughing and swallowing
 - organised and voluntary movement
 - coordinated movements with buoyancy, head and breath control
 - cognitive development:
 - attention to details/attention span
 - classification of information
 - memory
 - imagination and conceptual development
 - problem-solving skills
 - language acquisition
 - choice and consequences
 - independence
 - environmental awareness
 - personal development:
 - opportunities to separate from caregivers
 - encouragement of caregivers to introduce new experiences
- select and use communication techniques suited to infants and toddlers
- reflect on the following key aspects of instruction
 - the lesson
 - teaching methods used
 - risk management

- potential ways to enhance learning opportunities.

Knowledge Evidence

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

- legal, ethical and organisational requirements and responsibilities for instruction:
 - work health and safety/occupational health and safety
 - working with children
 - duty of care/safe conduct of activities
 - best practice principles of aquatic activities
 - mandatory reporting
 - implications of negligence
 - waivers and exclusion clauses
 - insurance
 - anti-discrimination and equal opportunity
 - privacy and confidentiality
 - communication protocols
 - a recognised swimming teachers code of conduct
 - swimwear and personal protective equipment
- principles of session planning to develop activity-specific plans:
 - expectations and aspirations of parents or caregivers
 - numbers of clients
 - client background, experience and developmental stage
 - staff and financial resources
 - cultural and political influences
 - involvement and interest of parents or caregivers
 - length and number of sessions
 - equipment, materials and provisions
 - precautions and other health and safety information
- instructional methods and principles:
 - whole skill strategies
 - progressive part strategies
 - demonstration strategies
 - command and response strategies
 - experiential or problem-solving strategies
 - techniques to encourage the reluctant participant
- conditions, factors and external influences that effect participant uptake of skill:
 - physical, intellectual and emotional characteristics
 - environmental conditions

- other facility users
- spectators
- parents
- other instructors
- background noise and distractions
- class size
- water depth
- available water space
- temperament and personality characteristics of infants and toddlers:
 - easy child
 - slow to warm up child
 - difficult child
- development stages of infants and toddlers:
 - motor
 - cognitive
 - personal development
- aquatic activities and games to facilitate motor, cognitive and personal development in infants and toddlers
- appropriate use, care and ongoing maintenance of industry relevant equipment and resources.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated warm water pool.

Assessment must ensure use of:

- infant and toddler participants with differing needs and expectations
- organisational policies and procedures
- aquatic equipment and toys.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- conduct activities within industry required timeframes
- respond to problems that typically arises when working with infants and toddlers in an aquatic environment.

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

Links

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