



Australian Government

SISCAQU027 Promote development of infants and toddlers in an aquatic environment

Release: 1

SISCAQU027 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 plan and deliver lessons for infants and toddlers over six months of age using activities, games and toys to promote personal development and motor and cognitive skills.

This unit applies to swim teachers who teach in aquatic venues including those operated by commercial, not-for-profit, community and government organisations. Swim teachers work independently using discretion and judgement to manage session logistics and solve routine problems.

The skills in this unit must be applied in accordance with Commonwealth and State or 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

SISCAQU024 Teach water familiarisation, buoyancy and mobility skills

SISCAQU025 Teach water safety and survival skills

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan activities.

PERFORMANCE CRITERIA

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

1.1. Determine personal development, motor and cognitive skills to be targeted by lesson.

1.2. Identify participant profile including age, stage of

- development and other characteristics.
- 1.3. Select activities, equipment and techniques that target identified skills and that are suited to group profile.
 - 1.4. Document lesson plans that incorporate key activity information and role of parents or carers.
2. Prepare for activities and introduce the lesson.
 - 2.1. Check and prepare aquatic environment and equipment to meet lesson requirements.
 - 2.2. Assess characteristics and capabilities of children and parents or carers on arrival through observation and questioning, and adjust lesson plan.
 - 2.3. Explain activities to participants and confirm understanding using age-appropriate communication techniques.
 - 2.4. Inform parents or carers about safety rules, activities and their role and confirm understanding.
 3. Deliver the lesson.
 - 3.1. Facilitate experiences that encourage motor, cognitive and personal development.
 - 3.2. Arrange aquatic resources and equipment to provide challenge, choice and encourage independence.
 - 3.3. Provide opportunities to make limited choices and experience consequences of choices.
 - 3.4. Introduce new ideas and activities that build on existing knowledge, skills and interests.
 - 3.5. Advise parents or carers on aquatic activities, games and equipment that will promote child development.
 - 3.6. Observe individual children and their parent or carer, respond to capabilities and difficulties and modify their activities to suit needs and to ensure engagement.
 4. Evaluate the lesson.
 - 4.1. Seek children and parent or carer feedback and evaluate satisfaction with lesson and progression of children.
 - 4.2. Evaluate own performance and identify areas for improvement.
 - 4.3. Complete documentation for participant progress, lesson delivery and evaluation according to organisational recordkeeping procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

- Writing skills to:
- produce lesson plans that use swimming terminology and abbreviations
 - use fundamental sentence structure to complete records that require factual and subjective information.
- Oral communication skills to:
- modify and use language according to participant age and stage of development.
- Numeracy skills to:
- monitor and adjust planned activity timings to meet requirements of lesson duration.
- Problem-solving skills to:
- critically evaluate successes and failures of lessons to initiate future improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISCAQU011 Promote 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 SISCAQU027 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:

- develop and document plans for three infant and toddler water-based developmental lessons, each with a minimum duration of 30 minutes
- across the above three lessons collectively, include activities for:
 - developing fine and gross motor skills:
 - working with reflexive movements
 - organising voluntary movements
 - promoting organised and stable movements
 - controlling breathing, coughing and swallowing
 - coordinating movements with buoyancy, head and breath control
 - developing cognition:
 - attention to detail and attention span
 - classification of information
 - memory
 - imagination and conceptual development
 - problem-solving
 - language acquisition
 - choice and consequences
 - environmental awareness
 - personal development:
 - independence, separating from parents or carers
 - encouraging parents or carers to introduce new experiences
- deliver three lessons according to lesson plans:
 - each with a minimum duration of 30 minutes
 - each with at least four participants
- for each of the above three lessons:
 - use communication techniques suited to participant age and stage of development
 - cater to the individual needs of one child by modifying activities to suit
 - complete accurate lesson records which include participant progress notes, parent or carer feedback, and evaluation of the session.

Knowledge Evidence

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

- legal and organisational requirements for:
 - working with children checks
 - obtaining informed consent from parents or carers of children
 - maintaining records for participant progress, session delivery and evaluation
- format and inclusions of documented plans for infant and toddler developmental lessons
- environmental and other factors that may impact lesson planning and delivery and how to respond:
 - water temperature, depth and gradient, and available water space
 - noise and distractions from multiple activities and family spectators
 - class size and teacher to learner ratios
- overview of the key stages of development and milestones for female and male infants and toddlers, and implications for lesson planning and delivery:
 - physical
 - social
 - emotional
 - cognitive
 - language
- types of aquatic activities, games, toys and equipment suitable for infant and toddler developmental lessons, including those for:
 - developing fine and gross motor skills:
 - working with reflexive movements
 - organising voluntary movements
 - promoting organised and stable movements
 - controlling breathing, coughing and swallowing
 - coordinating movements with buoyancy, head and breath control
 - developing cognition:
 - attention to detail and attention span
 - classification of information
 - memory
 - imagination and conceptual development
 - problem-solving
 - language acquisition
 - choice and consequences
 - environmental awareness
 - personal development:
 - independence, separating from parents or carers
 - encouraging parents or carers to introduce new experiences

- causes of anxiety and fear for infants, toddlers and their parents or carers in an aquatic environment and teaching and communication techniques to avoid this
- age appropriate communication techniques for providing instructions, corrections and positive reinforcement to infants and toddlers:
 - verbal
 - visual
 - tactile
 - kinaesthetic
- ways of varying communication and modifying activities to cater for differences in developmental stages and abilities within a group
- communication techniques for dealing with reluctant or fearful parents and carers
- factors to consider in lesson evaluation:
 - suitability of aquatic environment and availability of suitable equipment
 - structure and timing
 - suitability of activities, games and equipment for lesson objectives
 - participant progression, and feedback from children and parents or carers
 - teacher communication and instruction.

Assessment Conditions

Skills can be demonstrated in:

- a built aquatic facility with an operating warm water pool used by members of the public. Facilities can include those operated by commercial, not-for-profit, community and government organisations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and swim teachers based on current industry guidelines for safe pool operations.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communications equipment for emergency response
- rescue equipment.

Assessment must ensure use of:

- interaction with infant and toddler participants and their parents or carers
- aquatic equipment and toys
- template:
 - plans for infant and toddler developmental lessons
 - documents for participant progress, lesson delivery and evaluation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- have workplace experience where they have applied the skills and knowledge covered in this unit of competency over a period of two years working in industry.

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