



Australian Government

Department of Education, Employment and Workplace Relations

SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

Release: 1

SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge to interact with infants, toddlers and their carers in a recreation environment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Promote infant's and toddler's social development through	1.1 Encourage infants and toddlers to initiate and develop contact with others
	1.2 Structure experiences and recreation equipment

- | | |
|---|---|
| recreation activities | and toys in a way which promotes cooperation |
| | 1.3 Plan opportunities for social interaction between infants and toddlers with respect to their needs, interests and stage of development |
| | 1.4 Acknowledge and encourage appropriate and effective communication between infants and toddlers |
| | 1.5 Maintain a clean and hygienic environment according to regulations and organisation policy and procedures and resources |
| 2 Create a positive relationship between infants and toddlers and their parents | 2.1 Support infant's and toddler's attachment to their parents |
| | 2.2 Assist parents to make constructive separations from their infants or toddlers |
| | 2.3 Support parents in understanding the importance of infant's and toddler's feelings of trust, autonomy and initiative |
| | 2.4 Instructor to respond to different parenting styles when fostering positive relationships between infants and toddlers and their parents |
| 3 Provide guidance to parents participating in recreation programs with infants and toddlers | 3.1 Encourage parents to initiate and develop contact with others |
| | 3.2 Explain safety and hygiene requirements to parents |
| | 3.3 Interactions with infants and toddlers establish meaningful routines and create a stable environment |
| | 3.4 Respond promptly to infant's and toddler's signals of distress and encourage parents to do the same |
| | 3.5 Show expressions of affection to both parents and infants and toddlers |
| | 3.6 Assist parents to deal with infant's and toddler's fearful behaviour |
| | 3.7 Praise infant's and toddler's attempts to perform recreation skills |
| | 3.8 Encourage parents to set and reinforce safe and |

realistic limits for infants and toddlers

3.9 Stress to parents the emphasis on the importance of constant supervision of infants and toddlers in and around a recreation **environment**

3.1 Allow infants and toddlers to learn recreation skills
0 in an **environment** that is free of shame, intimidation and force

3.1 Assist parents to deal with infant's and toddler's
1 egocentric behaviour and their frustration and anger

4 **Form a positive relationship with infants and toddlers**

4.1 Developmentally appropriate communication initiated with the infants and toddlers and relevant to the infants and toddlers

4.2 Use key words and cues of meaning to infants and toddlers

4.3 Use language at the infant's or toddler's level

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to evaluate whether conditions are suitable to commence the session communicate effectively with infants, toddlers and parents observe participants and recognise when and how intervention should take place to improve relationships select toys and equipment appropriate to foster social interaction between infants, toddlers and parents in the recreation environment conduct activities and games to develop relationships ensure adherence to safety and hygiene policies and procedures conduct activities and/or games in accordance with the accepted best practice principles of recreation activities

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)
SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
This unit must be assessed in conjunction with the following unit(s)
Nil
For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
SRCAQU013B Collect and analyse information on the philosophy and structure of the Australian aquatic industry

Required knowledge and skills

Required knowledge
Infant's and toddler's stages of development
Temperament and personality characteristics

Parenting styles
Toys, activities and games to encourage interaction
Relevant equipment and safety requirements, including occupational health and safety and legislative requirements
Hazards to infants and toddlers in a recreation environment
Required skills
Skills used to conduct developmentally appropriate activities and games, eg, movement, voice, etc
Ability to provide explanations and instructions
Communication skills to exchange information with infants, toddlers and parents in the recreation environment
Risk minimisation skills to maintain a safe and hygienic environment

Resource implications

Physical resources - assessment of this competency requires access to a real or simulated work environment appropriate documentation and resources normally used in the workplace
a recreation environment
other equipment
suitable participants
rules, policies and regulations of relevant peak bodies and/or employer organizations
Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit
be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace. This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

These levels do not relate to the Australian Qualifications Framework. They

relate to the
seven areas
of generic
competency
that
underpin
effective
workplace
practices.

The three
levels of
performanc
e (1, 2 and
3) denote
the level of
competency
required to
perform the
task:

Use routine
approaches

Select from
routine

approaches

Establish

new

approaches

Collecting,

analysing

and

organising

informatio

n -

Communic

ating ideas

and

informatio

n -

Planning

and

organising

activities -

Working

with teams

and others

-

Using

mathemati

**cal ideas
and
techniques**

-

**Solving
problems -
Using
technology**

-

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Environment

organisational health and safety requirements; safe and appropriate dress; and equipment
appropriate clothing and personal equipment
personal hygiene requirements
safety equipment appropriate to the environment
other recommended safety guidelines are instructional aids should be inspected before use
sun safety guidelines should be followed
hydration guidelines should be followed
designated recreation area should be inspected before use
access to first aid facilities/equipment
conditions and external influences include environmental/weather conditions
other facility users
spectators
parents
other instructors/staff

Expressions of affection

[all categories]
smiling
eye contact
voice tone

Parenting styles

[all categories]
permissive
authoritarian
authoritative

Recreation equipment and toys

the choice of toys is dependent on the environment and limited only by the instructor's imagination and safety and may include
sporting equipment

educational toys
flotation aids
toys that replicate sport and recreation
equipment

Resources

[all categories]
human resources - a ratio of instructors to
participants that allows for maximum
participation in a safe environment
equipment - a ratio of equipment to
participants that allows for maximum
participation in a safe environment
access to first aid facilities/equipment
appropriate facilities to conduct instruction
in a safe environmen

Stage of development

[all categories]
newborn: birth to 6 months
baby: 7 - 24 months
toddler: 25 - 42 months
pre-schooler: 43 - 60 months

Unit Sector(s)

Not applicable.