

UNIT CODE	CHCSAC008
UNIT TITLE	Work collaboratively and respectfully with school age children
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to engage and interact with school age children and guide their behaviour in positive ways.</p> <p>This unit applies to educators who work in school age education and care services according to established policies and procedures. They may work alone or without onsite supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	School Age Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interact positively with school age children.	<p>1.1 Actively listen to children to gain an understanding of them as individuals in the environment.</p> <p>1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual.</p> <p>1.3 Use appropriate approaches and communication to enable children to express their needs in a range of ways.</p> <p>1.4 Use information that the child provides about their needs to inform all actions and decisions.</p> <p>1.5 Use cross-cultural communication strategies to engage respectfully with children from diverse backgrounds.</p> <p>1.6 Use communication techniques that support the inclusion of all children.</p>

2. Support and respect children.	<p>2.1 Organise spaces, resources and routines within scope of own responsibility that reduce the potential for stress or frustration in children.</p> <p>2.2 Support practices and routines that honour children, their family and the community context.</p> <p>2.3 Show genuine interest in, understanding of, and respect for all children.</p> <p>2.4 Comfort children who cry or show signs of distress.</p> <p>2.5 Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements.</p> <p>2.6 Model gentle and calm behaviour and provide reassurance even when children strongly express distress, frustration or anger.</p> <p>2.7 Support children to make choices and experience natural consequences while monitoring risk of physical or emotional harm to the child or another being.</p>
3. Guide children's behaviour.	<p>3.1 Establish expectations and communicate these in ways that children will understand.</p> <p>3.2 Involve children in identifying positive behaviours and developing limits and consequences for inappropriate behaviours.</p> <p>3.3 Provide guidance in a positive and supportive manner.</p> <p>3.4 Use positive reinforcement and clear verbal and non-verbal responses when children make positive choices.</p> <p>3.5 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.</p> <p>3.6 Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress.</p> <p>3.7 Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem.</p> <p>3.8 Identify situations where children may need additional support and seek guidance from the relevant party.</p>
4. Reflect on relationships with children	<p>4.1 Review own skills in developing relationships through reflection and observation of others in the workplace.</p> <p>4.2 Identify areas for enhancing own skills and seek support and guidance as required.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none"> ■ interact and engage with children to build rapport.

Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ determine methods of relaying information in a culturally appropriate manner. ■ use appropriate support strategies when opportunities arise.
Self-management skills to:	<ul style="list-style-type: none"> ■ proactively seek opportunities to improve own work practice and conduct.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCSAC008 Work collaboratively and respectfully with school age children.
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ communicate positively and respectfully during interactions with school age children on two occasions that individually or cumulatively include: <ul style="list-style-type: none"> ○ individual interactions ○ group interactions ○ play experiences ○ physical care ○ situation where child is reluctant to follow instructions ○ a situation of conflict between children ○ times of transition, at least one of the following: <ul style="list-style-type: none"> ● from one activity to another ● from one location to another.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ the regulatory framework that applies to the context of work, and its key requirements for relationships with children ■ development factors relevant to communication with school age children of varying ages and abilities ■ communication techniques and their specific application to communication with school age children of varying ages and abilities: <ul style="list-style-type: none"> ○ active listening ○ questioning ○ verbal ○ non verbal ■ techniques to guide children's behaviour ■ the factors that influence children's behaviour ■ self regulation for children <ul style="list-style-type: none"> ○ techniques for encouraging self regulation ○ recognising signs of dysregulation ■ how to recognise situations where further support or intervention may be required ■ parties who may be involved in identifying additional support needs of children: <ul style="list-style-type: none"> ○ children ○ families ○ colleagues <ul style="list-style-type: none"> ● other educators ● school staff ● other professionals working with the child ■ principles of inclusiveness, diversity, equity and access in children's education and care ■ strengths based approaches to support children's participation in school age education and care ■ support strategies for ensuring participation of children ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ relationships with children.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated children's service in Australia:</p> <ul style="list-style-type: none"> ■ at least five different types of interactions with children as specified in the Performance Evidence must be directly observed by the assessor on at least one occasion. ■ remaining Performance Evidence may be collected through authenticated third-party reports. ■ observation and third-party evidence must be supplemented by other forms of evidence. ■ interactions with children must be supervised by an appropriate educational professional. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ relationships and interactions with children ○ managing challenging behaviours ■ National Quality Framework: <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved learning framework ■ school age children in a regulated children's service. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide