

<b>UNIT CODE</b>	<b>CHCSAC007</b>
<b>UNIT TITLE</b>	<b>Develop and implement play and leisure experiences in school age care</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify, plan, implement and evaluate play and leisure experiences for children participating in school age care.</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 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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	School Age Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify play and leisure interests of children in school age care.	1.1 Identify children's interests, ideas, knowledge, strengths, culture, abilities and skills based on observation and interactions with children. 1.2 Read children's records and identify information that is relevant to planning experiences. 1.3 Identify and review suitable experiences relevant to children's interests. 1.4 Confirm individual children's support and guidance needs with families, colleagues and child.

2. Plan experiences.	<p>2.1 Plan experiences based on information gathered in consultation with children, families and other stakeholders.</p> <p>2.2 Select activities and resources that promote access, equity, diversity and inclusion of all children in the service.</p> <p>2.3 Determine operational arrangements for experiences and assess feasibility within budgets and timeframes.</p> <p>2.4 Develop flexible implementation plans that suit a variety of contexts and respond to contingencies.</p> <p>2.5 Identify and include evaluation strategies in the planning process.</p> <p>2.6 Document experience plans according to service policy and procedures and relevant legislative requirements.</p>
3. Implement school age care experiences.	<p>3.1 Set up environments for leisure and play according to the experience plan and adapt where necessary to reflect changing interests and needs of children.</p> <p>3.2 Follow service safety policies and procedures in implementing experiences.</p> <p>3.3 Select experience based on children's expressed interests, service requirements and resource availability.</p> <p>3.4 Identify changing needs and adapt experiences accordingly.</p> <p>3.5 Respond to and manage implementation difficulties promptly seeking support where necessary.</p>
4. Evaluate experiences.	<p>4.1 Use reflection and evaluation strategies during and after experiences and use outcomes for future plan development.</p> <p>4.2 Prepare evaluations on experiences using critical reflection according to service policies and procedures.</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
Reading skills to:	<ul style="list-style-type: none"> <li>comprehend content of organisational policies and procedures relating to work health and safety.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record information according to organisational policies and procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>interact with and engage with children to build rapport.</li> <li>ask open and closed questions and actively listen to seek information and confirm understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical information in relation to budgets and timeframes.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>select appropriate responses to implementation issues.</li> </ul>

Technology skills to:	<ul style="list-style-type: none"> <li>■ document experience plans using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for CHCSAC007 Develop and implement play and leisure experiences in school age care</b>
<b>PERFORMANCE EVIDENCE</b>	<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"> <li>■ plan, implement and evaluate play and leisure experiences for children between the ages of 5 to 12 years that individually or cumulatively include:             <ul style="list-style-type: none"> <li>○ two indoor experiences</li> <li>○ two outdoor experiences</li> <li>○ one experience for an individual child</li> <li>○ one experience for a group of children</li> <li>○ one experience that supports development of a fundamental movement skill.</li> </ul> </li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>○ collaborative partnerships with families and community</li> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</li> </ul> </li> <li>■ principles of good practice and industry standards for working with children in outside of school hours care</li> <li>■ budgetary and timeframe requirements for developing and implementing activities/programs in school age care</li> <li>■ development factors relevant to the age group and appropriateness of the activity/program</li> <li>■ play: <ul style="list-style-type: none"> <li>○ the nature of play</li> <li>○ its importance for children</li> <li>○ features and role of a play-based pedagogy and why it is important</li> <li>○ what represents a quality play experience</li> <li>○ differences between planned play experiences and spontaneous play opportunities</li> </ul> </li> <li>■ theories of play and their application to middle childhood (minimum two theories)</li> <li>■ environments, resources and materials that suit different types of play: <ul style="list-style-type: none"> <li>○ individual</li> <li>○ group</li> <li>○ indoor</li> <li>○ outdoor</li> <li>○ play supporting fundamental movement skills</li> </ul> </li> <li>■ how to set up play areas that are: <ul style="list-style-type: none"> <li>○ safe</li> <li>○ non-threatening</li> <li>○ stimulating</li> <li>○ challenging</li> <li>○ child initiated and led</li> <li>○ promote a sense of belonging and agency</li> </ul> </li> <li>■ how to adapt play for differing interests, knowledge, strengths, cultures and abilities</li> <li>■ ways to encourage and engage children in play activities</li> <li>■ how to use a structured process of observation and reflection to improve children's play experiences</li> <li>■ the interrelationship between play and safety, and measures to minimise risks for children and others</li> <li>■ evaluation processes for school age care programs</li> <li>■ legislation and industry standards as they relate to activities delivered in the school age care context</li> <li>■ recommendations in <i>Australia's Physical Activity and Sedentary Behaviour Guidelines for Children (5-12 years)</i> or its successors.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> <li>■ the following aspects of the Performance Evidence must be directly observed by the assessor: <ul style="list-style-type: none"> <li>○ implementation of one indoor experience</li> <li>○ implementation of one outdoor experience</li> </ul> </li> <li>■ remaining Performance Evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party evidence must be supplemented by other forms of evidence</li> <li>■ interactions with children must be supervised by an approved early childhood educator.</li> </ul> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ an indoor environment</li> <li>■ an outdoor environment</li> <li>■ educational program documentation</li> <li>■ resources that support the specific play and leisure experiences</li> <li>■ National Quality Framework: <ul style="list-style-type: none"> <li>○ National Quality Standard</li> <li>○ the relevant approved learning framework</li> </ul> </li> <li>■ service standards, policies and procedures related to: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ relationships with children</li> </ul> </li> <li>■ school age children in a regulated children's service.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide