

<b>UNIT CODE</b>	<b>CHCSAC010</b>
<b>UNIT TITLE</b>	<b>Foster holistic childhood learning, development and wellbeing for school age children</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of school age children. It includes the ability to use detailed knowledge of developmental theory and different developmental domains and how they link to support holistic development.</p> <p>This unit applies to educators who work in school age education and care services to both develop and implement curriculum in the context of an approved learning framework. 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>
<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. Develop, maintain and share knowledge of childhood development for school age children.	1.1 Identify and access credible sources of information and evidence about childhood development. 1.2 Interpret and compare information from different sources and perspectives using critical thinking skills. 1.3 Assess the relevance of information in the context of own work and learning frameworks used. 1.4 Identify and use opportunities to update and enhance own knowledge. 1.5 Identify and use opportunities to share knowledge with colleagues and others involved in the care and education of children.

2. Foster development in all developmental domains.	<p>2.1 Investigate and act on ways to integrate evidence about childhood development into work practice.</p> <p>2.2 Identify suitable strategies to support development for specific domains.</p> <p>2.3 Plan and provide environments and curriculum with appropriate levels of challenge across developmental areas where children are encouraged to explore, experiment and take risks in their learning and leisure activities.</p>
3. Foster holistic and collaborative practice.	<p>3.1 Observe and monitor children's skills and development in ways that reflect the interrelationships between different developmental domains.</p> <p>3.2 Develop and use tools and resources in ways that reflect the interrelated nature of development.</p> <p>3.3 Plan and provide play opportunities that allow children to experience agency through being active decision makers in the learning environment.</p> <p>3.4 Create opportunities that facilitate collaboration and diverse contributions to the learning community.</p>
4. Evaluate work practice.	<p>4.1 Monitor children's development and critically reflect on own practice for continuous improvement.</p> <p>4.2 Identify and use opportunities to gather feedback from colleagues, families and children.</p> <p>4.3 Use and expand on children's ideas and skills to improve practice in the context of childhood development</p> <p>4.4 Make evaluation a regular collaborative activity, and document outcomes according to service guidelines.</p> <p>4.5 Use evaluation outcomes to influence the design of future practice.</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 documents relating to childhood development.</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>ask open and closed questions and actively listen to seek information and confirm understanding.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify deficiencies in information and address by ongoing searches.</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>Proactively seek opportunities to improve own work practice and conduct.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>research information about childhood development 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 CHCSAC010 Foster holistic childhood learning, development and wellbeing for school age children</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>■ research and analyse information from three different sources about the following domains of childhood development for school age children, and their interrelationships: <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ communication</li> <li>○ emotional</li> <li>○ physical</li> <li>○ social</li> </ul> </li> <li>■ plan and document four experiences that individually or cumulatively incorporate: <ul style="list-style-type: none"> <li>○ daily activities</li> <li>○ play</li> <li>○ transitions</li> </ul> </li> <li>■ each of the above four experiences must integrate opportunities for development across two or more of the following areas: <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ communication</li> <li>○ emotional</li> <li>○ physical</li> <li>○ social</li> </ul> </li> <li>■ from the above four experiences: <ul style="list-style-type: none"> <li>○ provide an experience on two different occasions for individual children</li> <li>○ provide an experience on two different occasions for groups of children</li> </ul> </li> <li>■ use collaboration and critical reflection to evaluate the four experiences provided</li> <li>■ perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children's service.</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>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</li> </ul> </li> <li>■ core principles of child development and associated developmental tasks</li> <li>■ child development theory for children between 5 and 12 years of age and how each of the following impacts the educator role: <ul style="list-style-type: none"> <li>○ historical perspectives at an overview level</li> <li>○ current and emerging theories influencing practice in Australia and how these are applied in day-to-day activities</li> <li>○ theories of children's emotional and psychological development</li> <li>○ key features of the work of three theorists relevant to the work context</li> <li>○ key aspects of current brain development research</li> </ul> </li> <li>■ contextual factors which influence the children's development</li> <li>■ strategies and activities that support development in the following areas through play, daily routines and transitions: <ul style="list-style-type: none"> <li>○ cognitive – opportunities for: <ul style="list-style-type: none"> <li>● integration of science, mathematics and technology</li> <li>● experiencing consequences of choices, actions and ideas.</li> <li>● challenge</li> <li>● exploration and experimentation</li> <li>● safe risk taking</li> <li>● investigation of ideas with thinking, reasoning and hypothesising.</li> <li>● exploration of concept development</li> <li>● constructing and taking apart</li> <li>● use of everyday materials for creation of patterns, sorting, categorisation and comparing</li> </ul> </li> <li>○ communication – opportunities for: <ul style="list-style-type: none"> <li>● language and literacy development</li> <li>● valuing of linguistic heritage</li> <li>● engagement with familiar and unfamiliar culturally constructed text</li> <li>● use of home languages and Standard Australian English.</li> <li>● experimentation with images and print</li> </ul> </li> <li>○ emotional – opportunities for: <ul style="list-style-type: none"> <li>● experiencing strength and success</li> <li>● challenging of children's emerging skills and capabilities.</li> <li>● independent engagement with tasks</li> <li>● exploration of self-image and identity</li> <li>● development of self-esteem and self-identity</li> <li>● release of feelings and expression of emotions</li> </ul> </li> <li>○ physical – opportunities for development of: <ul style="list-style-type: none"> <li>● fine motor skills</li> <li>● gross motor skills</li> <li>● fundamental movement skills</li> </ul> </li> <li>○ social – opportunities for: <ul style="list-style-type: none"> <li>● different forms of social interaction balanced with need for privacy, solitude or quiet</li> <li>● group discussions and shared decision-making</li> <li>● promotion of cooperation and conflict resolution</li> <li>● promotion of a sense of community</li> <li>● investigation of ethical issues</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ links between cognitive, communication, emotional, physical and social development and how these come together in holistic practice.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated children's 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>○ provision of two experiences</li> </ul> </li> <li>■ remaining Performance Evidence may be collected through authenticated third-party evidence</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence</li> <li>■ interactions with children must be supervised by an appropriate educational professional.</li> </ul> <p>Skills related to research, planning and evaluation may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ resources that support the specific play and learning experiences covering all developmental domains</li> <li>■ information technology</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 for: <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>○ 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