

UNIT CODE	CHCSAC009
UNIT TITLE	Support the holistic development of children in school age care
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of school age children.</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>
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. Support physical development.	<p>1.1 Use daily routines as opportunities to support children to acquire and practice skills.</p> <p>1.2 Select and arrange equipment that will develop fine and gross motor skills, challenge and encourage choice and spontaneity in physically active play according to service policies and procedures.</p> <p>1.3 Identify and use opportunities to support the emerging physical skills of individual children.</p> <p>1.4 Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing.</p>

2. Support social development.	<p>2.1 Provide guidance and information that helps children understand and accept responsibility for their own actions appropriate to their level of understanding.</p> <p>2.2 Create opportunities for one-on-one interactions.</p> <p>2.3 Model care, empathy and respect for children, educators and families.</p> <p>2.4 Join in play and social experiences with children.</p> <p>2.5 Provide guidance that helps children when they are having difficulty understanding or communicating with each other.</p> <p>2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.</p> <p>2.7 Support children to develop trusting relationships with others, including children, adults and educators.</p> <p>2.8 Use communication and modelling that encourages children to respect and regard each other's individual differences.</p> <p>2.9 Offer children play choices and respect children's choice regarding participation.</p>
3. Support emotional development.	<p>3.1 Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.</p> <p>3.2 Support children's efforts through assistance and encouragement and communicate in ways that allow them to experience pride and confidence in their achievements.</p> <p>3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn.</p> <p>3.4 Help children to express and manage feelings appropriately through modelling and encouragement.</p> <p>3.5 Support children's efforts through assistance and encouragement and communicate in ways that allow them to experience pride and confidence in their achievements.</p> <p>3.6 Motivate and encourage children to persevere with challenges through use of positive communication.</p> <p>3.7 Share children's successes with families in informal and formal ways.</p>
4. Support cognitive development.	<p>4.1 Intentionally scaffold children's learning according to experience guidelines and with appropriate guidance.</p> <p>4.2 Select materials, resources, technologies and experiences that support exploration and problem-solving and provide appropriate challenge.</p> <p>4.3 Select experiences that allow children to explore different and varied concepts.</p> <p>4.4 Engage children in sustained shared conversations to extend their thinking.</p>

5. Support communication development.	<p>5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages.</p> <p>5.2 Select, read and tell developmentally appropriate stories.</p> <p>5.3 Use props to stimulate children's enjoyment of language and literature.</p> <p>5.4 Model and encourage two-way communication through questions and careful listening.</p> <p>5.5 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds.</p> <p>5.6 Create opportunities for group discussions and the exchange of views between children.</p> <p>5.7 Ask and answer questions during the reading and discussion of books or other text.</p> <p>5.8 Model appropriate language and encourage children to express themselves through language in different contexts and for different purposes.</p>
6. Support holistic learning and development.	<p>6.1 Recognise and promote opportunities for development in multiple areas.</p> <p>6.2 Select and use resources and materials that offer integrated opportunities for challenge, intrigue and curiosity.</p> <p>6.3 Support collaboration with colleagues through sharing and seeking of information.</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 with and engage children to build rapport.
Problem-solving skills to:	<ul style="list-style-type: none"> provide support to children and determine methods to appropriately scaffold their learning, according to their individual ability.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> use appropriate support strategies when opportunities arise.
Teamwork skills to:	<ul style="list-style-type: none"> share information to provide support in line with organisational policies and procedures.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCSAC009 Support the holistic development of children in school age care.
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">■ support the holistic development of children in the following age groups:<ul style="list-style-type: none">○ 5 – 7 years○ 8 – 12 years■ support the holistic development of children in each of the above age groups during two different experiences for each age group that individually or cumulatively provide opportunities for development in the following areas:<ul style="list-style-type: none">○ cognitive○ communication○ emotional○ physical○ social■ perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's service.

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"> ■ requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ educational program and practice ○ health and safety ○ physical environment ○ relationships with children ■ introductory-level child development: <ul style="list-style-type: none"> ○ early brain development and importance for future educational success ○ major developmental milestones from 5 -12 years: <ul style="list-style-type: none"> ● cognitive ● communication ● emotional ● physical ● social ○ influences on development ○ variations in development ○ development in the context of inclusive practice ○ indicators of <ul style="list-style-type: none"> ● risk ● atypical development ● behaviour changes in the child ○ foundational knowledge of developmental theory ■ aspects of poor early childhood development: <ul style="list-style-type: none"> ○ poor diet ○ lack of play ○ limited stimulation of brain development ○ lack of materials and resources ○ inconsistent or non-existent emotional support or comfort ○ trauma ○ other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts ■ the educational program planning cycle and process and how it is based on child development ■ symbol systems including letters, numbers, time, money and musical notation ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice ○ health and safety ○ physical environment ○ 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"> ■ the following aspects of the Performance Evidence must be directly observed by the assessor: <ul style="list-style-type: none"> ○ support of two experiences ■ 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"> ■ educational program documentation ■ resources that support the specific play and learning experiences covering all developmental domains ■ National Quality Framework: <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved learning framework ■ organisational policies and procedures related to: <ul style="list-style-type: none"> ○ educational program and practice ○ health and safety ○ the physical environment ○ relationships and interactions with children ○ managing challenging behaviours ■ educators for collaboration and guidance ■ school age children as specified in the Performance Evidence 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