UNIT CODE	**CHCSAC006**
UNIT TITLE	**Support children to participate in school age care**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to identify, implement and monitor support strategies to guide children's effective participation within the framework of school age care.
	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.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	School Age Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the support needs of children in school age care.	1.1 Establish professional and ethical relationships and boundaries with children and their families according to service policies and procedures. 1.2 Encourage children to express their needs using appropriate communication. 1.3 Consult with family or other staff about individual children's needs. 1.4 Communicate in ways that show respect for inclusion and diversity. 1.5 Confirm individual needs with the child, their family and other staff prior to working with child. 1.6 Document the child's individual support needs and associated strategies according to service policies and procedures.
2. Implement support strategies.	2.1 Implement strategies that are based on individual child's needs. 2.2 Provide support that reflects service procedures, duty of care requirements and industry standards. 2.3 Use age-appropriate approaches and communication to enable children to express their need for support. 2.4 Access support when required to optimise the child's participation in school age care.

3. Monitor effectiveness of individual support provided.	3.1 Implement processes for the evaluation and review of individual child support needs. 3.2 Use observation and reflection to evaluate the strategies implemented to support the child's participation in the program. 3.3 Identify and report children at-risk according to service policies and procedures and relevant child protection legislation. 3.4 Regularly consult with colleagues and the child's family to review effectiveness of support provided in school age care. 3.5 Identify and discuss challenges experienced in providing support to children and develop alternative strategies in collaboration with colleagues and the child's family. 3.6 Make adjustments and implement alternative support strategies as a result of the review process.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	■ comprehend content of organisational policies and procedures.
Writing skills to:	■ record information according to organisational policies and procedures.
Oral communication skills to:	■ ask open and closed questions and actively listen to seek information and confirm understanding. ■ interact with and engage positively with children, families and colleagues to build rapport.
Initiative and enterprise skills to:	■ determine appropriate strategies to support children's individual needs. ■ determine and use appropriate template for reporting, according to organisational policies and procedures.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	**Assessment Requirements for CHCSAC006 Support children to participate in school age care**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: ■ plan, implement and monitor support strategies to meet the needs of three different children in school age care ■ perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work with school age children in a regulated children's service.

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	
	■ requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:
	  ○ collaborative partnerships with families and community
	  ○ educational program and practice
	  ○ health and safety
	  ○ physical environment
	  ○ relationships with children
	
	■ development factors relevant to the middle childhood age group
	■ different types of support needs in school-age care:
	  ○ behavioural
	  ○ cultural
	  ○ developmental:
	    ● cognitive
	    ● communication
	    ● emotional
	    ● physical
	    ● social
	
	  ○ homework assistance
	  ○ sibling connection
	
	■ principles of inclusion and diversity and their application in the context of school age care
	■ ways to evaluate needs of children in middle childhood, who should be involved, and the factors that impact support needs
	■ communication techniques and their specific application to communication with children in middle childhood:
	  ○ active listening
	  ○ questioning
	  ○ verbal
	  ○ non-verbal
	
	■ the role and importance of collaboration in the planning and provision of support, and who should be involved:
	  ○ children
	  ○ families
	  ○ colleagues
	    ● other educators
	    ● school staff
	    ● other professionals working with the child
	
	■ methods for evaluating the success of support strategies
	■ strengths-based approaches to support children's participation in school age education and care.

ASSESSMENT CONDITIONS	Skills must be demonstrated in a regulated children's service in Australia:
	▪ interactions with children must be supervised by an appropriate educational professional.
	Assessment must ensure access to:
	▪ resources that support specific support strategies ▪ National Quality Framework: 　○ National Quality Standard 　○ the relevant approved learning framework
	▪ organisational policies and procedures related to: 　○ collaborative partnerships with families and community 　○ educational program and practice 　○ health and safety 　○ partnerships with family 　○ relationships with children
	▪ educators for collaboration ▪ school age children in a regulated children's service.
	Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide