



# CATAPULT

## CHCSAC008

Work collaboratively and respectfully with school age children

### Unit/Assessment Mapping (Extract)

**NOTE:** This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCSAC008.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCSAC008/>

**KQ: Knowledge questions**

**P: Project**

**PA: Practical assessment**

**KQ**

**P**

**PA**

## Elements and performance criteria

### 1 Interact positively with school age children

1.1	Actively listen to children to gain an understanding of them as individuals in the environment	Q 1.1.a, Q 1.1.b, Q 1.1.c	P	YES
1.2	Use communication strategies that encourage relationship-building and are appropriate to the individual	Q 1.2.a, Q 1.2.b	P	YES
1.3	Use appropriate approaches and communication to enable children to express their needs in a range of ways	Q 1.3	P	YES
1.4	Use information that the child provides about their needs to inform all actions and decisions	Q 1.4.a, Q 1.4.b	P	YES
1.5	Use cross-cultural communication strategies to engage respectfully with children from diverse backgrounds	Q 1.5.a, Q 1.5.b, Q 1.5.c, Q 1.5.d	P	YES
1.6	Use communication techniques that support the inclusion of all children	Q 1.6.a, Q 1.6.b	P	YES

### 2 Support and respect children

2.1	Organise spaces, resources and routines within scope of own responsibility that reduce potential for stress or frustration in children	Q 2.1	P	YES
2.2	Support practices and routines that honour children, their families and the community context	Q 2.2.a, Q 2.2.b, Q 2.2.c	P	YES
2.3	Show genuine interest in, understanding of, and respect for, all children	Q 2.3.a, Q 2.3.b, Q 2.3.c	P	YES
2.4	Comfort children who cry or show signs of distress	Q 2.4	P	YES
2.5	Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements	Q 2.5	P	YES
2.6	Model gentle and calm behaviour and provide reassurance even when children strongly express distress, frustration or anger	Q 2.6.a, Q 2.6.b	P	YES
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	Q 2.7.a, Q 2.7.b, Q 2.7.c	P	YES

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### 3 Guide children's behaviour

3.1	Establish expectations and communicate these in ways that children will understand	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.1.d	P	YES
3.2	Involve children in identifying positive behaviours and developing limits and consequences for inappropriate behaviours	Q 3.2.a, Q 3.2.b, Q 3.2.c, Q 3.2.d	P	YES
3.3	Provide guidance in a positive and supportive manner	Q 3.3.a, Q 3.3.b	P	YES
3.4	Use positive reinforcement and clear verbal and non-verbal responses when children make positive choices	Q 3.4	P	YES
3.5	Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them	Q 3.5	P	YES
3.6	Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress	Q 3.6.a, Q 3.6.b, Q 3.6.c	P	YES
3.7	Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem	Q 3.7.a, Q 3.7.b, Q 3.7.c, Q 3.7.d	P	YES
3.8	Identify situations where children may need additional support and seek guidance from the relevant party	Q 3.8.a, Q 3.8.b, Q 3.8.c	P	YES

### 4 Reflect on relationships with children

4.1	Review own skills in developing relationships through reflection and observation of others in the workplace	Q 4.1.a, Q 4.1.b, Q 4.1.c	P	YES
4.2	Identify areas for enhancing own skills and seek support and guidance as required	Q 4.2	P	YES

**KQ: Knowledge questions****P: Project****PA: Practical assessment****KQ****P****PA****Knowledge evidence**

Requirements of the National Quality Standard and related regulations and laws applicable to this unit

Q 1.1.a,  
Q 1.1.b,  
Q 1.1.c

Development factors relevant to communication with school age children of varying ages and abilities

Q 1.2.a,  
Q 1.2.b

Communication techniques and their specific application to communication with school age children of varying ages and abilities:

- active listening
- questioning
- verbal
- non verbal

Q 1.1.a,  
Q 1.1.b,  
Q 1.1.c,  
Q 1.2.a,  
Q 1.2.b,  
Q 1.3,  
Q 1.5.a,  
Q 1.5.b,  
Q 1.5.c,  
Q 1.5.d,  
Q 3.5

KQ: Knowledge questions				
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		Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.3.a, Q 2.3.b, Q 2.3.c, Q 2.4, Q 2.5, Q 2.6.a, Q 2.6.b, Q 2.7.a, Q 2.7.b, Q 2.7.c, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.1.d, Q 3.2.a, Q 3.2.b, Q 3.2.c, Q 3.2.d, Q 3.3.a, Q 3.3.b, Q 3.4, Q 3.5, Q 3.6.a, Q 3.6.b, Q 3.6.c, Q 3.7.a, Q 3.7.b, Q 3.7.c, Q 3.7.d		
Techniques to guide children's behaviour				
		Q 3.3.a, Q 3.3.b		
Self regulation for children:		Q 2.4, Q 3.7.a, Q 3.7.b, Q 3.7.c, Q 3.7.d		
▪ techniques for encouraging self regulation				
▪ recognising signs of dysregulation				

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How to recognise situations where further support or intervention may be required	Q 2.4, Q 2.6.a, Q 2.6.b, Q 3.5, Q 3.6.a, Q 3.6.b, Q 3.6.c, Q 3.7.a, Q 3.7.b, Q 3.7.c, Q 3.7.d, Q 3.8.a, Q 3.8.b, Q 3.8.c		
Parties who may be involved in identifying additional support needs of children:			
<ul style="list-style-type: none"> <li>▪ children</li> <li>▪ families</li> <li>▪ colleagues: <ul style="list-style-type: none"> <li>– other educators</li> <li>– school staff</li> <li>– other professionals working with the child</li> </ul> </li> </ul>	Q 3.8.a, Q 3.8.b, Q 3.8.c		
Principles of inclusiveness, diversity, equity and access in children's education and care	Q 1.3, Q 1.5.a, Q 1.5.b, Q 1.5.c, Q 1.5.d, Q 1.6.a, Q 1.6.b, Q 2.2.a, Q 2.2.b, Q 2.2.c		
Strengths-based approaches to support children's participation in school age education and care	Q 2.5		
Support strategies for ensuring participation of children	Q 2.1, Q 2.5		
Service standards, policies and procedures for:	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.1.d		
<ul style="list-style-type: none"> <li>▪ relationships with children</li> <li>▪ managing challenging behaviours</li> </ul>			

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### Performance evidence

Communicate positively and respectfully during interactions with school age children on two occasions that collectively include:

- individual interactions
- group interactions
- play experiences
- physical care
- a situation where child is reluctant to follow instructions
- a situation of conflict between children
- times of transition, at least one of the following:
  - from one activity to another
  - from one location to another.

YES

## Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

### Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, [training.gov.au](http://training.gov.au) (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

### Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).



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## Learning resource

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The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

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## Assessment workbook

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The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
  - project
  - practical assessment
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## Assessment agreement

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The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

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## Foundation skills checklist

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The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigating the world of work
  - interacting with others
  - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

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## Skills recognition

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The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

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## Knowledge questions

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The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge. Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

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## Project

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Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

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## Practical assessment

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Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

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## Completion record

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The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.

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