



# CATAPULT

## CHCSAC010

Foster holistic middle childhood learning, development and wellbeing

### 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 CHCSAC010.

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/CHCSAC010/>

## Unit mapping

**KQ: Knowledge questions**

**P: Project**

**LB: Log book**

**KQ**

**P**

**LB**

### Elements and performance criteria

#### **E 1 Develop, maintain and share knowledge of childhood development for school age children**

PC 1.1	Identify and access credible sources of information and evidence about childhood development	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5 Q 1.6	P 1	LB
PC 1.2	Use critical thinking to interpret and compare information from different sources and perspectives	Q 1.7	P 1	LB
PC 1.3	Assess the relevance of information in the context of own work and learning frameworks used	Q 1.8 Q 1.9 Q 1.10	P 1	LB
PC 1.4	Identify and use opportunities to update and enhance own knowledge	Q 1.11	P 1	LB
PC 1.5	Identify and use opportunities to share knowledge with colleagues and others involved in the care and education of children	Q 1.12	P 1	LB

#### **E 2 Foster development in all developmental domains**

PC 2.1	Investigate and act on ways to integrate evidence about childhood development into work practice	Q 2.1	P 1	LB
PC 2.2	Identify suitable strategies to support development for specific domains	Q 2.2 Q 2.3 Q 2.4 Q 2.5 Q 2.6 Q 2.7 Q 2.8 Q 2.9 Q 2.10 Q 2.11 Q 2.12 Q 2.13	P 1	LB
PC 2.3	Plan, document 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	Q 2.14 Q 2.15 Q 2.16	P 1	LB

**KQ: Knowledge questions****P: Project****LB: Log book****KQ****P****LB****Elements and performance criteria****E 3 Foster holistic and collaborative practice**

PC 3.1	Observe and monitor children's skills and development in ways that reflect the interrelationships between different developmental domains	Q 3.1	P 1	LB
PC 3.2	Develop and use tools and resources in ways that reflect the interrelated nature of development	Q 3.2 Q 3.3	P 1	LB
PC 3.3	Plan and provide play opportunities that allow children to experience agency through being active decision makers in the learning environment	Q 3.4	P 1	LB
PC 3.4	Create opportunities that facilitate collaboration and diverse contributions to the learning community	Q 3.5	P 1	LB

**E 4 Evaluate work practice**

PC 4.1	Monitor children's development and critically reflect on own practice for continuous improvement	Q 4.1 Q 4.2	P 1	LB
PC 4.2	Identify and use opportunities to gather feedback from colleagues, families and children	Q 4.3 Q 4.4	P 1	LB
PC 4.3	Use and expand on children's ideas and skills to improve practice in the context of childhood development	Q 4.5	P 1	LB
PC 4.4	Make evaluation a regular activity, and document outcomes according to service policies and procedures	Q 4.6	P 1	LB
PC 4.5	Use evaluation outcomes to influence the design of future practice	Q 4.7	P 1	LB

## KQ: Knowledge questions

P: Project

KQ

P

LB

LB: Log book

## Knowledge evidence

KE 1	Requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"><li>children's health and safety</li><li>educational program and practice</li><li>physical environment</li><li>relationships with children</li></ul>	Q 1.8 Q 1.9 Q 1.10	P 1
KE 2	Core principles of child development and associated developmental tasks	Q 3.1	P 1
KE 3	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>	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5 Q 1.6 Q 2.1	P 1
KE 4	Contextual factors which influence the children's development	Q 3.1	
KE 5	Strategies and activities that support development in the following areas through play, daily routines and transitions: <ul style="list-style-type: none"><li>cognitive, including 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, including 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, including 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></ul>	Q 2.2 Q 2.3 Q 2.4 Q 2.5 Q 2.6 Q 2.7 Q 2.8 Q 2.9 Q 2.10 Q 2.11 Q 2.12 Q 2.13 Q 2.14 Q 2.15 Q 2.16	P 1

- physical, including opportunities for development of:
  - fine motor skills
  - gross motor skills
  - fundamental movement skills
- social, including opportunities for:
  - different forms of social interaction
  - privacy, solitude or quiet
  - group discussions and shared decision-making
  - promotion of cooperation and conflict resolution
  - promotion of a sense of community

investigation of ethical issues

KE 6	Links between cognitive, communication, emotional, physical and social development and how these come together in holistic practice	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5 Q 1.6	P 1
KE 7	Critical reflection: <ul style="list-style-type: none"> <li>▪ what is critical reflection</li> <li>▪ why and how educators use critical reflection</li> <li>▪ what makes for meaningful critical reflection</li> </ul>	Q 4.6 Q 4.7	P 1
KE 8	Methods of obtaining feedback, evaluating and documenting work practice and using results of evaluation to adjust future practice	Q 4.6 Q 4.7	

**KQ: Knowledge questions****P: Project****KQ****P****LB****LB: Log book****Performance evidence**

PE 1	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>	LB
PE 2	Plan, document and provide four experiences that individually or collectively incorporate: <ul style="list-style-type: none"><li>▪ daily activities</li><li>▪ play</li><li>▪ transitions</li><li>▪ individual activities</li><li>▪ group activities</li></ul>	LB
PE 3	In each of the above four experiences, 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>	LB
PE 4	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 three or more children</li></ul>	LB
PE 5	Use critical reflection to evaluate the experiences provided	LB
PE 6	Perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work with school age children in a regulated children's education and care service	LB

## 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 (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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