



CATAPULT

CHCSAC008

Work collaboratively and respectfully with school age children

Table of Contents (Extract)

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

This Table of Contents 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/>

Trainer/assessor guide

CHCSAC008

Work collaboratively and respectfully with school age children

Welcome to this unit of study

This unit describes the performance outcomes, skills and knowledge required to engage and interact with school age children and guide their behaviour in positive ways.

This unit applies to educators who work in regulated school age education and care services according to established policies and procedures. They may work alone or without onsite supervision.

It may be undertaken as:

- » part of a formal qualification nationally recognised through the Australian Qualifications Framework (AQF)
- » a stand alone unit
- » part of a formal skill set

About this trainer/assessor guide	4
Learning resource.....	5
Topic 1: Interact positively with school age children	5
Actively listen to children	5
Use communication strategies that encourage relationship-building.....	8
Encourage and support children to express their needs	12
Use information provided by children to inform actions and decisions	14
Engage respectfully with children from diverse backgrounds.....	15
Use communication techniques that support the inclusion of all children	17
Check your understanding	21
Topic 2: Support and respect children.....	23
Organise spaces, resources and routines to reduce children's stress and frustration	23
Honour children, their family and the community.....	26
Show interest in, understanding of, and respect for children	27
Comfort children who cry or show signs of distress	29
Respond positively and acknowledge children's efforts and achievements	31
Model calm behaviour and provide reassurance	33
Support children to make choices and experience natural consequences	35
Check your understanding	37
Topic 3: Guide children's behaviour.....	39
Establish and communicate behaviour expectations to children	39
Collaborate with children to identify positive behaviours and develop consequences	42
Guide children in a positive and supportive manner	45
Respond clearly and use positive reinforcement when children make positive choices	47
Use positive language when discussing and redirecting children's behaviour	48
Redirect behaviour and defuse conflict or stress	50
Promote self-regulation and preserve children's self-esteem	53
Identify and seek guidance when children need additional support	55
Check your understanding	57
Topic 4: Reflect on relationships with children.....	59
Review personal relationship-development skills	59
Identify how to enhance skills and seek guidance	61
Check your understanding	63
References.....	65
Assessment workbook.....	67
Unit information	69
What is competency-based assessment?.....	70
How will my competency be assessed?.....	71
Assessment agreement	72
Foundation skills checklist.....	73

Skills recognition.....	74
Topic 1: Interact positively with school age children	75
Topic 2: Support and respect children.....	76
Topic 3: Guide children's behaviour	77
Topic 4: Reflect on relationships with children.....	78
Knowledge questions	79
Topic 1: Interact positively with school age children	80
Topic 2: Support and respect children.....	92
Topic 3: Guide children's behaviour	105
Topic 4: Reflect on relationships with children.....	120
Projects	123
Practical assessment	127
Overview	127
Instructions for the learner.....	129
Learner agreement	130
Instructions for trainer/assessor or third party	131
Third party evidence collection agreement	132
Practical demonstration	133
Completion record	157
Unit mapping.....	158
Trainer/assessor instructions and requirements.....	164

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- » Interact positively with school age children
- » Support and respect children
- » Guide children's behaviour
- » Reflect on relationships with children

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

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

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- » information on competency-based assessment
- » instructions on how you will be assessed
- » assessment tools to assess your competence
- » instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.
