



**CATAPULT**

# CHCSAC009

Support the holistic development of children in school age care

## 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 CHCSAC009.**

**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/CHCSAC009/>**

# Trainer/assessor guide

## CHCSAC009

# Support the holistic development of children in school age care

### Welcome to this unit of study

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.

This unit applies to educators who work in regulated school age education and care services according to established policies and procedures. They may at times work alone 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

# Contents

About this trainer/assessor guide .....	4
Learning resource.....	5
Topic 1: Support physical development .....	5
Use daily routines to support children's skills acquisition .....	5
Select and arrange equipment to develop children's motor skills and provide them with challenges and choices .....	9
Support emerging physical skills in individual children .....	12
Support children to take increasing responsibility for their own health and wellbeing .....	14
Check your understanding .....	17
Topic 2: Support social development .....	19
Help children understand and accept responsibility for their actions.....	19
Create opportunities for one-on-one interactions with and between children.....	22
Model care, empathy and respect for others .....	24
Join in play and social experiences with children .....	26
Help children communicate effectively with each other .....	28
Model language that children can use to express ideas, negotiate and collaborate.....	30
Support children to develop trusting relationships with others.....	32
Encourage children to respect individual differences.....	33
Offer children play choices and respect their choice regarding participation .....	35
Check your understanding .....	37
Topic 3: Support emotional development.....	39
Support children to make informed choices about their behaviours .....	39
Assist and encourage children and support them to experience pride and confidence in their achievements .....	42
Support children when they are frustrated and encourage them to see mistakes as an opportunity to learn .....	44
Help children to express and manage their feelings .....	46
Motivate and encourage children to persevere with challenges .....	48
Share children's successes with families .....	50
Check your understanding .....	51
Topic 4: Support cognitive development.....	53
Intentionally scaffold children's learning .....	53
Select resources and experiences that are challenging and which support exploration and problem-solving .....	56
Select experiences that allow children to explore different and varied concepts.....	60
Engage children in sustained conversations .....	63
Check your understanding .....	65
Topic 5: Support communication development.....	67
Value children's linguistic heritage .....	67
Select, read and tell developmentally appropriate stories.....	69
Use props to stimulate children's enjoyment of language and literature .....	71

Encourage two-way communication through modelling, questioning and listening.....	73
Draw children’s attention to and discuss symbols and patterns in their environment .....	75
Create opportunities for group discussions .....	78
Ask and answer questions when reading and discussing texts .....	80
Model appropriate language and encourage children to express themselves .....	82
Check your understanding .....	85
<b>Topic 6: Support holistic learning and development .....</b>	<b>87</b>
Recognise and promote opportunities for holistic development .....	87
Select and use resources that challenge and intrigue children .....	89
Collaborate with colleagues by sharing and seeking information .....	91
Check your understanding .....	93
<b>Topic 7: Additional learning .....</b>	<b>95</b>
Introductory overview of child development.....	95
The educational program planning cycle and process .....	103
References.....	105
<b>Assessment workbook .....</b>	<b>107</b>
Unit information .....	109
What is competency-based assessment?.....	110
How will my competency be assessed? .....	111
Assessment agreement .....	112
Foundation skills checklist.....	113
<b>Skills recognition.....</b>	<b>114</b>
Topic 1: Support physical development .....	115
Topic 2: Support social development .....	116
Topic 3: Support emotional development.....	117
Topic 4: Support cognitive development.....	118
Topic 5: Support communication development .....	119
Topic 6: Support holistic learning and development .....	120
<b>Knowledge questions .....</b>	<b>121</b>
Topic 1: Support physical development .....	123
Topic 2: Support social development .....	132
Topic 3: Support emotional development.....	148
Topic 4: Support cognitive development.....	157
Topic 5: Support communication development .....	164
Topic 6: Support holistic learning and development .....	179
Topic 7: Specific knowledge evidence .....	183
<b>Projects .....</b>	<b>189</b>
<b>Completion record.....</b>	<b>193</b>
<b>Unit mapping.....</b>	<b>194</b>
<b>Trainer/ assessor user instructions .....</b>	<b>199</b>
<b>Practical assessment</b>	
Log book .....	Separate document

# About this trainer/assessor guide

---

## Learning resource

---

The learning resource is divided into the following topics:

- » Support physical development
- » Support social development
- » Support emotional development
- » Support cognitive development
- » Support communication development
- » Support holistic learning and development
- » Additional learning

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.

---