

TASC advice *Humanities and Social Sciences* [as of 13 May 2020]

Working with Children Level 2 (BHC215116)

TASC, with a focus on honouring the nature and intention of the Humanities and Social Sciences Learning Area, also recognises the extraordinary circumstances facing learners and teachers in 2020. Due to these extraordinary circumstances TASC has made the following necessary considerations for 2020 [only].

Recognising that practical work is fundamental if students are to demonstrate their learning in *Working with Children*, the course content remains even though students may not be able to provide evidence of their learning in the traditional means of face-to-face engagement with children in the community. These considerations are intended to give teachers maximum flexibility to help students provide evidence of their learning.

After consultation with the community of teachers of *Working with Children* Level 2 (BHC215116), the following course content considerations have been made for 2020 [only]:

<p><i>Working with Children</i> Level 2 (BHC215116)</p>	
<p>Unit 1 – Practical Component (15-20 Hours)</p>	<p style="text-align: center;">Scenario A - Medium term Return to <i>school environment</i> mid/end of July</p> <p><i>Specific 2020 considerations have been applied to this course for 2020 [only].</i></p> <p>Content details Unit 1 Practical Component (15-20 Hours)</p> <p>Learners will observe children in the child care environment for 15-20 hours in total. A minimum five (5) hours will be undertaken while physically present in the child care environment. The remaining time may be through virtual or online means. Learners will communicate their observations to illustrate their understanding in multimodal responses and participate in classroom discussions regarding observations. Observations may relate to the team environment, activities, aspects of safety, recognition of developmental stages, nutrition and health, etc...</p> <p>TASC notations:</p> <p>Adjustments to scope and sequences may be required. Delivering theoretical components and undertaking planning of practical components are feasible. Practical components may be undertaken upon return to the school environment.</p> <p>Some of the practical observation and responses to observation may be possible through the use of online or recorded child care scenarios.</p>