

<b>UNIT CODE</b>	<b>CHCEDS035</b>
<b>UNIT TITLE</b>	<b>Contribute to student education in all developmental domains</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support the physical, social, emotional, cognitive and language development of students with a focus on the inclusion of all students.</p> <p>This unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional, to support student education according to established curriculum. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Support physical development of students.	1.1 Identify the stages of physical development required for each phase of development in the current curriculum. 1.2 Use strategies, materials and resources that support physical development according to the school policy and procedures. 1.3 Identify and report concerns about a student's physical development to the teacher according to the school policy and procedures.
2. Support the social and emotional development of students.	2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum. 2.2 Use strategies, materials and resources that support social and emotional development according to the school policy and procedures. 2.3 Identify and report concerns about a student's social and/or emotional development to the teacher according to the school policy and procedures.

3. Support the cognitive and language development of students.	<p>3.1 Identify the stages of cognitive and language development required for each phase of development in the current curriculum.</p> <p>3.2 Use strategies, materials and resources that support cognitive and language development according to the school policy and procedures.</p> <p>3.3 Identify and report concerns about a child's cognitive and/or language development to the teacher according to school procedures.</p>
4. Contribute to the inclusion of all students.	<p>4.1 Use positive communication that encourages students to recognise and affirm differences in personal learning styles and abilities.</p> <p>4.2 Identify special requirements based on work with individual students and collaborate with others to facilitate access.</p> <p>4.3 Support students from culturally or linguistically diverse backgrounds with orientation and learning using appropriate communication.</p> <p>4.4 Recognise and respond to diverse approaches to study and learning with appropriate choice of support strategies.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> <li>Comprehend the content of curriculum documents.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>Produce reports according to organisational procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>Interact with and engage students to build rapport.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	CHCEDS003 Contribute to student education in all developmental domains
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS035 Contribute to student education in all developmental domains.</b>
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<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ implement strategies to support two students with different developmental support needs</li> <li>■ assist students in activities that individually or cumulatively support in the following areas: <ul style="list-style-type: none"> <li>○ physical</li> <li>○ cognitive and language</li> <li>○ social and emotional domains</li> </ul> </li> <li>■ perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours in classroom environment catering to children between the ages of five and 18 years, within at least one educational organisation in Australia.</li> </ul>
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<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ role and responsibilities of an education support worker and specific understanding of own work role and responsibilities</li> <li>■ organisational policies and procedures as they apply to the work role</li> <li>■ broad developmental stages of children/young people in the following domains and how they interrelate: <ul style="list-style-type: none"> <li>○ physical</li> <li>○ cognitive and language</li> <li>○ social and emotional domains</li> </ul> </li> <li>■ curriculum planning cycle and process and how it is based on child development</li> <li>■ curriculum and curriculum framework as it relates to all developmental areas</li> <li>■ strategies, materials and resources that support the stages of development in each domain</li> <li>■ cultural, linguistic and ability background of students and families</li> <li>■ strategies and communication that support inclusion</li> <li>■ importance of confidentiality as it relates to information about children.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ implementation of support strategies must be directly observed by the assessor on at least one occasion</li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence.</li> </ul> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ student information to inform planning</li> <li>■ curriculum information</li> <li>■ teaching and learning resources</li> <li>■ organisational policies and procedures</li> <li>■ students in an educational organisation</li> <li>■ colleagues for guidance and collaboration</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	