

UNIT CODE	CHCEDS061
UNIT TITLE	Support responsible student behaviour
APPLICATION	<p>This unit describes the skills and knowledge required by an education support worker to support and guide responsible and positive behaviour of students.</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.</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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to a safe and supportive environment.	1.1 Use positive and respectful communication styles with students in all situations. 1.2 Recognise any additional needs of students' that may have impacts on behaviour. 1.3 Identify contributing environmental factors that may influence student behaviour.

2. Use positive behaviour support techniques.	<p>2.1 Establish expectations for behaviour in consultation with teacher.</p> <p>2.2 Communicate expectations and instructions to students in a manner appropriate their needs and context of the activity.</p> <p>2.3 Use appropriate positive reinforcement and clear verbal and non-verbal communication strategies to acknowledge responsible behaviour.</p> <p>2.4 Identify behaviours requiring support and follow organisational policies and procedures to minimise effects on others.</p> <p>2.5 Employ appropriate strategies to redirect behaviour and defuse situations of conflict or stress.</p> <p>2.6 Observe the frequency, intensity and duration of behaviours requiring support and report to teacher.</p> <p>2.7 Take appropriate steps to maintain personal safety of self and others.</p>
3. Implement and monitor strategies to support student behaviour.	<p>3.1 Implement strategies to support student behaviour as directed by teacher.</p> <p>3.2 Identify areas of concern and discuss with teacher.</p> <p>3.3 Monitor outcomes of strategies and record responses of students in accordance with organisational policy and procedures.</p> <p>3.4 Provide feedback on outcomes to teacher to modify future behaviour 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"> Interpret organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> Record information and observations according to organisational procedures.
Oral communication skills to:	<ul style="list-style-type: none"> Interact with and engage students and teachers to build rapport Provide accurate detail of observations to colleagues and supervisors.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> Anticipate the need for assistance or intervention in order to support positive student behaviour.
UNIT MAPPING INFORMATION	Pending
LINKS	

TITLE	Assessment Requirements for CHCEDS061 Support responsible student behaviour.
PERFORMANCE EVIDENCE	<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"> ■ implement behaviour support strategies for two individual students, including: <ul style="list-style-type: none"> ◦ establishing expectations for behaviour and communicating effectively to students ◦ guiding behaviour using positive support techniques ◦ identifying any behaviours in need of support ◦ observing and reporting to teacher on outcomes of support strategies used.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ role and responsibilities of and education support worker and own job role ■ legislation, its purpose and key requirements relating to: <ul style="list-style-type: none"> ◦ anti-discrimination ◦ child protection ◦ confidentiality and privacy ◦ duty of care ■ organisation policies and procedures relating to supporting behaviour of students ■ factors that may affect behaviour of students: <ul style="list-style-type: none"> ◦ cultural considerations ◦ environment ◦ family circumstances ◦ language or communication difficulties ◦ learning difficulties ◦ health issues <ul style="list-style-type: none"> ● physical ● mental ◦ mood and personality ◦ social issues ■ principles of trauma-informed practice ■ communication techniques that support positive behaviour: <ul style="list-style-type: none"> ◦ verbal ◦ non-verbal ◦ active listening ◦ questioning ◦ appropriate use of volume and tone ■ positive support strategies to redirect behaviour and defuse situations ■ negotiation and conflict resolution techniques ■ how to recognise situations where further support or intervention may be required.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none">■ support activities with students must be directly observed by the assessor on at least one occasion■ remaining performance evidence may be collected through authenticated third-party reports■ observation and third-party reports must be supplemented by other forms of evidence. <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">■ organisational policies and procedures■ students in a school■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	