

<b>UNIT CODE</b>	<b>CHCEDS057</b>
<b>UNIT TITLE</b>	<b>Support students with additional needs in the classroom</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge required by an education support worker to support students with recognised additional needs in classrooms where there are students with a mix of abilities and needs.</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>
<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. Work with others to support students with additional needs.	1.1 Identify own roles and responsibilities and those of others involved in supporting students with additional needs. 1.2 Cooperate with others to provide support to students. 1.3 Share information with others to facilitate student support in accordance with organisational policies and procedures.

2. Support individual students with additional needs.	<p>2.1 Reflect on own personal values and attitudes regarding additional needs when working with students.</p> <p>2.2 Show respect, empathy and acceptance for individual differences when interacting with students.</p> <p>2.3 Acknowledge and accommodate individual student needs in teaching and learning.</p> <p>2.4 Provide students with encouragement in order to promote their positive self-concept and self-esteem.</p> <p>2.5 Identify the role, purposes and content of individual education programs to address additional needs.</p> <p>2.6 Use language, equipment, materials and strategies suited to individual student needs.</p> <p>2.7 Follow individual education programs planned by teachers for individual students, and recommend amendments as appropriate.</p>
3. Support the rights, interests and needs of students with disabilities as part of the education team.	<p>3.1 Recognise the key issues facing students with disabilities and their carers.</p> <p>3.2 Adhere to policy, regulatory and legal requirements to working with students with disabilities.</p> <p>3.3 Demonstrate a commitment to access and equity principles in all work.</p> <p>3.4 Apply understanding of the effects that specific disabilities may have on student learning.</p> <p>3.5 Investigate and use strategies that assist students with disabilities to exercise their rights and independence.</p>
4. Assist with classroom programs to support students with additional needs.	<p>4.1 Identify and follow classroom strategies and programs used to support individual students.</p> <p>4.2 Assist with the modification of general activities to meet individual student needs where necessary.</p> <p>4.3 Assist with whole class activities as directed by teacher.</p> <p>4.4 Use positive guidance strategies and techniques appropriate to student and as directed by teacher.</p> <p>4.5 Take appropriate steps to maintain personal safety of self and others.</p>
5. Contribute to learning opportunities.	<p>5.1 Identify and use strategies developed by teachers to encourage problem-solving by students.</p> <p>5.2 Identify and use strategies developed by teachers to assist development of independence and social skills in students.</p> <p>5.3 Observe and take opportunities to encourage and support incidental learning by students.</p> <p>5.4 Provide feedback to teachers to improve learning opportunities of students based on observations.</p> <p>5.5 Gather and record data as directed by the teacher.</p> <p>5.6 Provide constructive advice and feedback to students.</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 content of teacher planning documents.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ Record information and observations 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> <li>■ Provide accurate detail of observations to colleagues and supervisors.</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>■ Interpret information from written and/or verbal directions and action appropriately.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>■ Use computers and digital media to record, monitor and report on student progress according to organisational procedures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS057 Support students with additional needs in the classroom.</b>
<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 support strategies planned by the teacher for two individual students with additional needs, including: <ul style="list-style-type: none"> <li>○ demonstrating inclusive practices and a collaborative approach to providing support</li> <li>○ using appropriate language, materials and equipment</li> <li>○ modifying or adapting activities to suit individual student needs</li> <li>○ providing advice and feedback to students</li> </ul> </li> <li>■ assist with whole class activities on two occasions.</li> </ul>

<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>■ legal and ethical requirements for working with students with additional needs and how they impact individual work practice:</li> <li>■ access and equity</li> <li>■ anti-discrimination</li> <li>■ consent, in terms of an awareness and understanding of its meaning and strategies used to determine ability to consent</li> <li>■ confidentiality and privacy</li> <li>■ child protection</li> <li>■ duty of care</li> <li>■ safety and risk</li>   <li>■ role and responsibilities of an education support worker and specific understanding of own work role and responsibilities</li> <li>■ organisational policies and procedures for working with students with additional needs</li> <li>■ potential impacts of own values, attitudes and experiences on perspectives about students with additional needs</li> <li>■ features of an inclusive approach</li> <li>■ communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs</li> <li>■ reasons that some students may require additional support: <ul style="list-style-type: none"> <li>■ cognitive ability</li> <li>■ physical capacity</li> <li>■ emotional issues</li> <li>■ medical conditions</li> <li>■ psychological conditions</li> <li>■ social issues</li> <li>■ trauma</li> <li>■ giftedness</li> </ul> </li>   <li>■ support strategies for different types of additional needs</li> <li>■ adjustments to program or activities</li> <li>■ adaptations to resources</li> <li>■ use of assistive technologies</li> <li>■ behavioural support techniques</li> <li>■ individual or peer support</li> <li>■ structuring of tasks</li> <li>■ arrangement of learning space</li>   <li>■ individual learning plans: <ul style="list-style-type: none"> <li>■ what they are</li> <li>■ how they are developed</li> <li>■ how they are implemented and monitored</li> </ul> </li>   <li>■ classroom safety considerations and how to respond within the scope of the education support role.</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>■ support activities with students 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 on which support is based</li> <li>■ curriculum information</li> <li>■ teaching and learning resources</li> <li>■ documentation templates for student reporting</li> <li>■ organisational policies and procedures</li> <li>■ students in a school</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>	