| UNIT CODE | **CHCEDS048** |
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| UNIT TITLE | **Work with students in need of additional learning support** |
| APPLICATION | This unit describes the performance outcomes, skills and knowledge required to contribute to the planning and implementation of strategies to support students who have challenges that may limit their access to, participation in or outcomes from the curriculum.<br><br>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.<br><br>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. |
| PREREQUISITE UNIT | Nil |
| COMPETENCY FIELD | Education Support |
| UNIT SECTOR | Children's Education and Care |


| ELEMENTS | PERFORMANCE CRITERIA |
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| *Elements describe the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Contribute to team planning for students in need of additional support. | 1.1 Identify, in collaboration with the teacher, the specific learning needs of individual students.<br>1.2 Identify existing or potential barriers to learning.<br>1.3 Provide observations to the education team to inform planning for students requiring additional learning support.<br>1.4 Develop expectations for students using a collaborative approach under the guidance of the teacher.<br>1.5 Contribute to strategies with the education team to improve student's access to learning.<br>1.6 Identify and assemble required resources, modifying or adapting activities based on student's needs with guidance from teacher. |

| 2. Provide support to students in need of additional support. | 2.1 Implement planned strategies to meet the needs of individual students.<br>2.2 Use inclusive approaches and encourage students in ways which promote their positive self-concept and self-esteem.<br>2.3 Use language, equipment, materials and strategies suited to individual student's needs.<br>2.4 Provide students with regular opportunities for practising new skills.<br>2.5 Monitor student's progress and inform teachers on a regular basis.<br>2.6 Provide suggestions to teachers to improve learning opportunities for students. |
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| 3. Respond to situations of risk or potential risk. | 3.1 Report behaviours which may pose a health or safety issue to students or staff, according to organisational procedures.<br>3.2 Respond to behaviours of immediate risk using predetermined strategies where available and report to appropriate personnel.<br>3.3 Identify and report uncharacteristic behaviour to teachers or other team members according to organisational procedure.<br>3.4 Take appropriate steps to maintain personal safety of self and others.<br>3.5 Evaluate actions taken in response to incidents of risk. |

| **FOUNDATION SKILLS** |  |
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| ***Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.*** |  |
| **SKILLS** | **DESCRIPTION** |
| Writing skills to: | ■ Record information and observations according to organisational policies and procedures. |
| Oral communication skills to: | ■ Use listening and questioning skills to seek information and confirm understanding. |
| Technology skills to: | ■ Facilitate the use of assistive technologies according to student needs. |
| **UNIT MAPPING INFORMATION** | Pending |
| **LINKS** |  |

| **TITLE** | **Assessment Requirements for CHCEDS048 Work with students in need of additional learning support.** |
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| PERFORMANCE EVIDENCE | Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:<br><br>■ contribute to, and implement, support strategies for two students in need of additional support<br>■ provide support to students with two different learning challenges<br>■ respond appropriately to two different situations where there is a risk to the health and safety of the student or others. |
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| KNOWLEDGE EVIDENCE | Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:<br><br>■ role and responsibilities of an education support worker and specific understanding of own work role and responsibilities<br>■ education system and school's policies and procedures<br>■ communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs<br>■ language, literacy and numeracy support techniques appropriate to the phase of learning<br>■ reasons that some students may require additional support:<br>  ○ cognitive ability<br>  ○ physical capacity<br>  ○ emotional issues<br>  ○ medical conditions<br>  ○ psychological conditions<br>  ○ social issues<br>  ○ trauma<br>  ○ giftedness<br><br>■ support strategies for different types of needs:<br>  ○ adjustments to program or activities<br>  ○ adaptations to resources<br>  ○ use of assistive technologies<br>  ○ behavioural support techniques<br>  ○ individual or peer support<br>  ○ structuring of tasks<br>  ○ arrangement of learning space<br><br>■ features of an inclusive approach<br>■ individual learning plans:<br>  ○ what they are<br>  ○ how they are developed<br>  ○ how they are implemented and monitored<br><br>■ classroom safety considerations and how to respond within the scope of the education support role. |
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| ASSESSMENT CONDITIONS | Skills must be demonstrated in the workplace:<br><br>■ implementation of support strategies must be directly observed by the assessor on at least one occasion<br><br>■ remaining performance evidence may be collected through authenticated third-party reports<br>■ observation and third-party reports must be supplemented by other forms of evidence.<br><br>Skills related to responding to risk may be demonstrated through simulation.<br><br>Interactions with students must be supervised by a teacher or other educational professional.<br><br>Assessment must ensure access to:<br><br>■ individual student information to inform planning<br>■ individual learning plans<br>■ teaching and learning resources<br>■ organisational policies and procedures<br>■ students in a school<br>■ colleagues for guidance and collaboration.<br><br>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors. |
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| LINKS | |

ASSESSMENT CONDITIONS