

<b>UNIT CODE</b>	<b>CHCEDS058</b>
<b>UNIT TITLE</b>	<b>Support the implementation of behaviour plans</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge required by an education support worker to support the implementation of behaviour plans within a school. It includes developing an understanding of relevant legislation and organisational policies and procedures.</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. Research and document legislative and organisation policy requirements.	1.1 Access legislation and organisational policies that impact on behaviour support and planning. 1.2 Identify and confirm essential requirements of relevant legislation and organisational policies. 1.3 Review work practices in accordance with requirements of legislation and organisational policies.
2. Create safe learning environments to socially support student learning.	2.1 Establish constructive relationships with students based on mutual trust and respect. 2.2 Ensure communication with students is inclusive and in the best interests of the student at all times. 2.3 Establish strategies for promoting collaborative relationships between students.

3. Support implementation of behaviour plans.	<p>3.1 Work in consultation with the teacher to identify behaviour management strategies which support students to take responsibility for their own behaviour.</p> <p>3.2 Maintain learning environments that assist students to work collaboratively.</p> <p>3.3 Implement strategies for assisting students to monitor and review their own behaviour.</p> <p>3.4 Create learning experiences for students to develop effective communication skills and appropriate social and learning behaviours.</p> <p>3.5 Follow support processes for individual students requiring specific skills in developing and maintaining behaviours.</p> <p>3.6 Take appropriate steps, if required, to maintain personal safety of self and others.</p>
4. Review and Evaluate.	<p>4.1 Implement strategies for providing regular feedback and reinforcement to students.</p> <p>4.2 Monitor classroom behaviour plan outcomes for effectiveness.</p> <p>4.3 Evaluate and implement strategies for improving professional practice in consultation with the supervising teacher.</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>Interpret legislation and organisational policies and procedures.</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> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>Anticipate the need for assistance or intervention in order to support positive student behaviour.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS058 Support the implementation of behaviour plans.</b>
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<p><b>PERFORMANCE EVIDENCE</b></p>	<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>■ identify and document aspects of behaviour plans that provide appropriate support for students in one primary and one secondary class, including: <ul style="list-style-type: none"> <li>◦ using a range of appropriate behaviour support strategies</li> <li>◦ using student self-management strategies</li> <li>◦ using group and individual behaviour support strategies</li> </ul> </li> <li>■ implement one behaviour plan for either of the above classes, including: <ul style="list-style-type: none"> <li>◦ supporting student behaviour</li> <li>◦ collecting feedback on plan outcomes</li> <li>◦ evaluating effectiveness of behaviour plan and making recommendations for improvements</li> </ul> </li> <li>■ reflect on own skills in behaviour support and identify opportunities for improvement in discussion with teacher or supervisor.</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 and education support worker and own job role</li> <li>■ requirements of relevant legislation and organisational policies and procedures in relation to behaviour support</li> <li>■ typical (and atypical) behaviours encountered in the school environment</li> <li>■ at least three key theories of child and adolescent development at an overview level</li> <li>■ differing philosophical approaches to behaviour support</li> <li>■ strategies for supporting student behaviour:             <ul style="list-style-type: none"> <li>○ individual students</li> <li>○ groups of students</li> <li>○ student self-management</li> </ul> </li> <li>■ factors that may affect behaviour of students and their impact on student learning:             <ul style="list-style-type: none"> <li>○ cultural considerations</li> <li>○ environment</li> <li>○ family circumstances</li> <li>○ language or communication difficulties</li> <li>○ learning difficulties</li> <li>○ health issues                 <ul style="list-style-type: none"> <li>● physical</li> <li>● mental</li> </ul> </li> <li>○ mood and personality</li> <li>○ social issues</li> </ul> </li> <li>■ importance of the student's self-esteem in the learning process</li> <li>■ factors to promote or diminish the student's intrinsic motivation</li> <li>■ communication techniques that support positive behaviour:             <ul style="list-style-type: none"> <li>○ verbal</li> <li>○ non-verbal</li> <li>○ active listening</li> <li>○ questioning</li> <li>○ appropriate use of volume and tone</li> </ul> </li> <li>■ positive support strategies to redirect behaviour and defuse situations</li> <li>■ available professional support services and resources</li> <li>■ negotiation and conflict resolution techniques</li> <li>■ how to recognise situations where further support or intervention may be required</li> <li>■ practices and strategies for non-violent crisis prevention and intervention</li> <li>■ when and how to implement consequences for inappropriate behaviour</li> <li>■ organisational policies and procedures for risk management.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions:</p> <ul style="list-style-type: none"> <li>■ provision of support to 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>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p> <p>Skills related to documentation and evaluation may be demonstrated outside of the workplace.</p> <p>Skills related to reflection may be demonstrated outside of the workplace.</p> <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>■ 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>	