UNIT CODE	**CHCEDS051**
UNIT TITLE	**Facilitate learning for students with disabilities**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to work inclusively, and contribute to the planning and implementation of learning support strategies for students with disabilities. This includes ensuring that students' health and safety is maintained at all times.
	The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. 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.
	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	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish the context for working with students with disabilities.	1.1 Identify and access organisational policies and procedures and regulatory requirements for working with students with a disability. 1.2 Recognise and reflect on how personal values and attitudes towards disability may impact working with students. 1.3 Use reflection to inform own ways of working and improvements in practice.
2. Use inclusive practices.	2.1 Use accurate and non-discriminatory language. 2.2 Include all students in group activities. 2.3 Interact with all students in ways that show respect for individual rights opinions and student confidentiality. 2.4 Identify and take steps that support a safe learning environment for all students 2.5 Identify and use opportunities to raise awareness of barriers for students with disabilities.

3. Provide support to teachers.	3.1 Use knowledge of students to provide input on goals and support strategies for the student. 3.2 Gather and accurately record data as directed by the teacher. 3.3 Identify, prepare and maintain resources that support the learning of students with disabilities.
4. Contribute to education adjustment profiles.	4.1 Provide observations from knowledge of student to inform education adjustment profile. 4.2 Contribute to profile meetings using a collaborative and constructive approach. 4.3 Implement agreed support strategies with teacher guidance.
5. Respond to situations of risk or potential risk.	5.1 Report situations which may pose a health or safety issue to students or staff, according to organisational policies and procedures. 5.2 Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel. 5.3 Identify and report uncharacteristic or inappropriate behaviour to teachers or other team members according to organisational policies and procedures. 5.4 Take appropriate steps to maintain personal safety of self and others.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	▪ Interpret organisational strategies, policies and procedures and regulatory requirements.
Writing skills to:	▪ Record information and observations according to established procedures.
Oral communication skills to:	▪ Use listening and questioning to seek information and confirm understanding.
Initiative and enterprise skills to:	▪ Proactively seek opportunities to improve own work practice.
Teamwork skills to:	▪ Share information to provide support in line with organisational policies and procedures.
UNIT MAPPING INFORMATION	CHCEDS025 Facilitate learning for students with disabilities
LINKS	

TITLE	**Assessment Requirements for CHCEDS051 Facilitate learning for students with disabilities.**
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: ■ undertake a process of reflection on working with students with disabilities and discuss that reflection on one occasion with an educational professional ■ demonstrate inclusive practices in three different student interactions ■ contribute to, and implement, support strategies for one student with a disability using collaborative approaches at each stage of the process ■ respond appropriately to two different situations where there is a risk to the health and safety of the student or others.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	- legal and ethical requirements for working with students with disabilities and how they impact individual work practice: - access and equity - anti-discrimination - consent, in terms of an awareness and understanding of its meaning and strategies used to determine ability to consent - confidentiality and privacy - child protection - duty of care - safety and risk - organisational policies and procedures for working with students with a disability - potential impacts of own values, attitudes and experiences on perspectives about disability - barriers and challenges for students with a disability - inclusive practice: - what it is and what it is not - how to develop and consistently use it - types of disability, the language used to describe them and their potential impacts on learning: - acquired brain injury - autism spectrum disorder - cognitive disability - developmental delay - intellectual disability - neurological impairment - physical disability - sensory disability - speech/language disability - principles of holistic and individual-centred care - support strategies for different types of disability - education adjustment profiles: - what they are - how they are developed - how they are implemented and monitored - ways to discuss the implications of an identified disability.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace:
	- student interactions and support activities 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. Skills related to reflection and risk may be demonstrated outside of the workplace. Interactions with students must be supervised by a teacher or other educational professional. Assessment must ensure access to: - student information to inform planning - curriculum information - teaching and learning resources - education adjustment profiles - organisational policies and procedures for students with disabilities - students with disabilities in an educational organisation - colleagues for guidance and collaboration. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	