CHCEDS032 Support learning and implementation of responsible behaviour

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to assist the individual and education organisation to implement responsible behaviour plans.

The unit develops an understanding of relevant legislation and organisation policies.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Research and document legislative and organisation	1.1 Access legislation and organisation policies in relation to behaviour support concerns

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policy requirements	1.2 Identify and confirm essential requirements of relevant legislation and organisation policies
	1.3 Conduct and review work practices in accordance with requirements of legislation and organisation policies
	1.4 Identify organisation requirements for student and learning environment behaviour strategies and plans
2. Create safe learning environments to socially support student learning	2.1 Plan and implement learning experiences in consultation with the teacher
	2.2 Establish constructive relationships with students based on mutual trust and respect
	2.3 Engage in inclusive communication with students
	2.4 Establish strategies for promoting collaborative relationships between students
3. Support implementation of strategies for student responsibility in behaviour management	3.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour
	3.2 Establish learning environments that assist students to work collaboratively
	3.3 Implement strategies for assisting students to monitor and review their own behaviour
	3.4 Create learning experiences for students to develop effective communication skills and appropriate social and learning behaviours
	3.5 Implement strategies for providing regular feedback and reinforcement to students
	3.6 Examine classroom behaviour management practices for effectiveness
	3.7 Follow support processes for students requiring specific skills in developing and maintaining behaviours
	3.8 Evaluate and implement strategies for improving professional practice
	3.9 Use collaborative problem-solving skills when

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	working with colleagues and students
	3.10 Take appropriate steps, if required, to maintain personal safety of self and others

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

SkillsIQ