



**Australian Government**

# **CHCEDS003 Contribute to student education in all developmental domains**

**Release: 2**

## CHCEDS003 Contribute to student education in all developmental domains

### Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

### Application

This unit describes the knowledge and skills required to support students with different developmental issues to participate in classroom and other school activities.

This unit applies to education support work in a variety of contexts and the 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. Support the physical development of students

1.1 Identify the stages of physical development required for each phase of the current curriculum framework

**ELEMENT****PERFORMANCE CRITERIA**

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|---|--|
| 1.2   | Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedures   |
| 1.3   | Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedures   |
| 2. Support the social and emotional development of students                   | <p>2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum</p> <p>2.2 Use appropriate strategies, materials and resources to support social and emotional development</p> <p>2.3 Report concerns about a child's social and/or emotional development to the teacher in accordance to the school/centre policy and procedures</p>  |
| 3. Support the cognitive and language development of students                 | <p>3.1 Identify the stages of cognitive and language development required for each phase of development in the current curriculum</p> <p>3.2 Use appropriate strategies, materials and resources to support cognitive and language development</p> <p>3.3 Report concerns about a child's cognitive and/or language development to the teacher according to school/centre procedures</p>   |
| 4. Contribute to the inclusion of all students in the classroom and community | <p>4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines</p> <p>4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student</p> <p>4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures</p> <p>4.4 Implement language programs for students from</p> |

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linguistically diverse backgrounds

4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities

**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.

**Range of Conditions**

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

Education environments may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special educational centre
- Community educational centre
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## 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>