Australian Government

CHCEDS018 Support students with additional needs in the classroom environment

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Correction to numbering in Element 3. 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, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by an education support worker to support students with additional needs in classrooms where there are students with a mix of abilities and needs.

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. Work with others to support students with additional needs	1.1 Identify own roles and responsibilities and those of others involved
	1.2 Cooperate with others in support of students
	1.3 Share information with others to facilitate student support in accordance with relevant procedures, guidelines and protocols
2. Support individual students with additional needs	2.1 Show respect, empathy and acceptance for individual differences in dealings with students
	2.2 Encourage students in ways which promote their positive self-concept and self-esteem
	2.3 Use language, equipment, materials and strategies suited to the student
	2.4 Apply simple task analysis as necessary to assist students with additional needs
	2.5 Identify the role, purposes and content of individual education programs to address additional needs
	2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate
3. Assist with classroom programs to support students with additional needs	3.1 Identify and follow classroom strategies and programs used to support particular students
	3.2 Assist with the modification of general activities to meet particular needs where necessary
	3.3 Help with whole class activities as directed by teacher
	3.4 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others
	3.5 Take appropriate steps to maintain personal safety of self and others
4. Contribute to learning opportunities	4.1 Identify strategies used by teachers to encourage problem-solving by students and support strategies appropriately, as required of teacher aide

SkillsIQ

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately, as required of teacher aide
	4.3 Notice and take opportunities to encourage and support incidental learning by students
	4.4 Provide constructive advice and feedback to students
	4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) 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