



Australian Government

CHCEDS025 Facilitate learning for students with disabilities

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities.

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.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Comply with policies, procedures and legislation that addresses work with students with disabilities

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Identify legislative requirements
- 1.2 Use work practices that meet requirements of policies, procedures and legislation related to working with students with disabilities
- 1.3 Review conduct in compliance with requirements

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Demonstrate inclusive practices

- 2.1 Use accurate and non-discriminatory language
- 2.2 Include all students in group activities
- 2.3 Display respectful interactions with all students, including maintaining confidentiality
- 2.4 Ensure all students have access to a safe learning environment
- 2.5 Demonstrate value for the rights and opinions of all students

3. Provide support to the teacher of students with disabilities

- 3.1 Use knowledge of students to assist teacher to set goals for the student
- 3.2 Gather and record data as directed by the teacher
- 3.3 Develop support strategies for individuals to enable the achievement of learning goals
- 3.4 Identify, prepare and maintain resources to support the delivery of education programs

4. Contribute to an education adjustment profile for students with disabilities

- 4.1 Raise awareness of social and academic barriers for students with disabilities
- 4.2 Provide observations to inform an education adjustment profile
- 4.3 Contribute to profile meetings
- 4.4 Implement the education program

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 volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>