



**Australian Government**

# **Assessment Requirements for CHCEDS035**

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

**Release: 1**

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## **Modification History**

Release 1. CHCEDS035 Contribute to student education in all developmental domains supersedes and is not equivalent to CHCEDS003 Contribute to student education in all developmental domains.

## **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:

- implement strategies to support at least two students with different developmental support needs
- assist above students on at least one occasion for each student in activities that collectively support learning in the following domains:
  - physical
  - social and emotional
  - cognitive
  - language
- perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours in a classroom environment catering to students between the ages of five and 18 years, within at least one school in Australia.

## **Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and responsibilities of an education support worker and specific understanding of own work role and responsibilities
- organisational policies and procedures as they apply to the work role
- broad developmental stages of students between the age of five and 18 years in the following domains and how they interrelate:
  - physical
  - cognitive
  - language
  - social and emotional
- curriculum planning cycle and process and how it is based on child development
- curriculum and curriculum framework as it relates to all developmental areas
- strategies, materials and resources that support the stages of development in each domain

- cultural, linguistic and ability background of students and families and its impact on student development
- strategies and communication that support inclusion of students
- importance of confidentiality as it relates to information about children.

## Assessment Conditions

Skills must be demonstrated in the workplace:

- implementation of support strategies 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.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information used to inform planning
- curriculum information
- teaching and learning resources
- organisational policies and procedures
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>