



Australian Government

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.

Application

This unit describes the performance outcomes, skills and knowledge required to support the physical, social, emotional, cognitive and language development of students with a focus on the inclusion of all students.

This unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional to support student education according to established curriculum. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

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

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

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Contribute to the inclusion of all students.
 - 1.1. Use positive communication that encourages students to recognise and affirm differences in personal learning styles and abilities.
 - 1.2. Identify special requirements based on work with individual students and collaborate with others to facilitate access.
 - 1.3. Support students from culturally or linguistically diverse backgrounds with orientation and learning using appropriate communication.
 - 1.4. Recognise and respond to diverse approaches to study and learning with appropriate choice of support strategies.
2. Support physical development of students.
 - 2.1. Identify the stages of physical development in relation to each phase of development in the current curriculum.
 - 2.2. Use strategies, materials and resources that support physical development according to organisational policies and procedures.
 - 2.3. Identify and report concerns about a student's physical development to the teacher according to organisational policies and procedures.
3. Support the social and emotional development of students.
 - 3.1. Identify the stages of social and emotional development in relation to each phase of development in the current curriculum.
 - 3.2. Use strategies, materials and resources that support social and emotional development according to organisational policies and procedures.
 - 3.3. Identify and report concerns about a student's social or emotional development to the teacher according to organisational policies and procedures.
4. Support the cognitive development of students.
 - 4.1. Identify the stages of cognitive development in relation to each phase of development in the current curriculum.
 - 4.2. Use strategies, materials and resources that support cognitive development according to the organisational policies and procedures.
 - 4.3. Identify and report student's cognitive developmental progress to the teacher according to organisational policies and procedures.
5. Support the language development of students.
 - 5.1. Identify the stages of language development in relation to each phase of development in the current curriculum.
 - 5.2. Use strategies, materials and resources that support language development according to the organisational policies and procedures.
 - 5.3. Identify and report student's language developmental progress to the teacher according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• interpret curriculum documents.
Writing skills to:	<ul style="list-style-type: none">• produce reports according to organisational procedures.
Oral communication skills to:	<ul style="list-style-type: none">• interact and engage with students to build rapport.

Unit Mapping Information

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.

Links

Companion Volume implementation guides are found in VETNet -

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