Assessment Requirements for CHCEDS048 Work with students in need of additional learning support

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Modification History

Release 2. Minor changes. Equivalent outcome.

Release 1. CHCEDS048 Work with students in need of additional learning support supersedes and is not equivalent to CHCEDS022 Work with students in need of additional support.

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:

- contribute to, and implement, support strategies for two students in need of additional learning support on at least one occasion for each student
- respond appropriately to two different situations where there are indicators of risk to the emotional wellbeing of the student.

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
- education system policies and procedures
- organisational policies and procedures for students with additional needs
- communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs
- language, literacy and numeracy support techniques appropriate to the phase of learning
- reasons that some students may require additional support:
  - cognitive ability
  - physical capacity
  - emotional issues
  - medical conditions
  - psychological conditions
  - social issues
  - trauma
  - giftedness
- support strategies for different types of needs:
  - adjustments to program or activities
  - adaptations to resources

- use of assistive technologies
- behavioural support techniques
- individual or peer support
- structuring of tasks
- arrangement of learning space
- features of an inclusive approach
- individual learning plans:
  - what they are
  - how they are developed
  - how they are implemented and monitored
- classroom safety considerations and how to respond within the scope of the education support role
- potential indicators of risk to student emotional wellbeing and appropriate responses to these:
  - changes in attention and concentration
  - changes in interaction with peers
  - agitation
  - sadness or lethargy
  - losing interest in activities usually enjoyed
  - changes in perception of self-image
  - physical symptoms or visits to the sick-bay
  - lack of interest in eating
  - talking about death or suicide.

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.

Skills related to responding to risk may be demonstrated through simulated activities and scenarios.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

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

Assessment must ensure access to:

- individual student information to inform planning
- individual learning plans

- teaching and learning resources
- organisational policies and procedures for learning support for those with additional needs
- 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-bd22cc4f1e53