



**Australian Government**

# **CHCEDS048 Work with students in need of additional learning support**

**Release: 2**

# CHCEDS048 Work with students in need of additional learning support

## 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.

## Application

This unit describes the performance outcomes, skills and knowledge required to contribute to the planning and implementation of strategies to support students who have challenges that may limit their access to the curriculum and its outcomes.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. 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 team planning for students in need of additional support. | 1.1. Identify, in collaboration with the teacher, the specific learning needs of individual student.<br>1.2. Identify existing or potential barriers to learning.<br>1.3. Provide observations to the education team to inform planning for student requiring additional learning support.<br>1.4. Develop expectations for student using a collaborative approach under the guidance of the teacher.<br>1.5. Contribute to strategies developed by the education team to improve student access to learning.<br>1.6. Identify and assemble required resources, modifying or adapting activities based on student needs with guidance from teacher. |
| 2. Provide support to students in need of additional support.              | 2.1. Implement planned strategies to meet the needs of individual student.<br>2.2. Use inclusive approaches and encourage student in ways which promote their positive self-concept and self-esteem.<br>2.3. Use language, equipment, materials and strategies suited to individual student needs.<br>2.4. Provide student with regular opportunities for practising new skills.<br>2.5. Monitor student progress and inform teachers on a regular basis.<br>2.6. Provide suggestions to teachers to improve learning opportunities for student.  |
| 3. Respond to indicators of risk to student emotional wellbeing.           | 3.1. Identify and report uncharacteristic student behaviour that may indicate a risk to student emotional wellbeing.<br>3.2. Respond to indicators of potential risk according to organisational policies and procedures.<br>3.3. Report behaviours which may pose a risk to student emotional wellbeing to teachers or other team members, according to organisational procedures.   |

## Foundation Skills

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

### SKILLS

### DESCRIPTION

Writing skills to:

- record information and observations according to organisational policies and procedures.

- |                               |   |
|-------------------------------|---|
| Oral communication skills to: | • use listening and questioning skills to seek information and confirm understanding. |
| Technology skills to:         | • facilitate the use of assistive technologies according to student needs.            |

## Unit Mapping Information

Release 2. Minor changes. Equivalent outcome.

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## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>