



Australian Government

CHCEDS051 Facilitate learning for students with disabilities

Release: 1

CHCEDS051 Facilitate learning for students with disabilities

Modification History

Release 1. CHCEDS051 Facilitate learning for students with disabilities supersedes and is not equivalent to CHCEDS025 Facilitate learning for students with disabilities.

Application

This unit describes the performance outcomes, skills and knowledge required to work inclusively, and contribute to the planning and implementation of learning support strategies for students with disabilities. This includes ensuring that student health and safety is maintained at all times.

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.

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|---|--|
| 1. Establish the context for working with students with disabilities. | 1.1. Identify and access organisational policies and procedures and regulatory requirements for working with students with a disability.
1.2. Recognise and reflect on how personal values and attitudes towards disability may impact working with students.
1.3. Use reflection to inform own ways of working and improvements in practice. |
| 2. Use inclusive practices. | 2.1. Use appropriate and non-discriminatory language.
2.2. Use strategies to enhance all students' sense of belonging to encourage participation.
2.3. Interact with all students in ways that show respect for individual rights, opinions and student confidentiality.
2.4. Identify and take steps that support a safe learning environment for all students.
2.5. Identify and use opportunities to promote a sense of belonging for students with disability. |
| 3. Provide support to teachers. | 3.1. Use knowledge of individual students to provide input on goals and support strategies for the student.
3.2. Gather and accurately record data as directed by the teacher.
3.3. Identify, prepare and maintain resources that support the learning of students with disabilities. |
| 4. Contribute to individual behaviour plans. | 4.1. Provide observations of students to inform individual behaviour plans.
4.2. Contribute to student development meetings using a collaborative and constructive approach.
4.3. Implement agreed support strategies with teacher guidance. |

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 organisational strategies, policies and procedures and regulatory requirements. |
| Writing skills to: | <ul style="list-style-type: none"> • record information and observations according to organisational procedures. |

- Oral communication skills to:
- use listening and questioning to seek information and confirm understanding.
- Initiative and enterprise skills to:
- proactively seek opportunities to improve own work practice.
- Teamwork skills to:
- share information to provide support in line with organisational policies and procedures.

Unit Mapping Information

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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>