



**Australian Government**

# **Assessment Requirements for CHCEDS057 Support students with additional needs in the classroom**

**Release: 1**

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## **Modification History**

Release 1. CHCEDS057 Support students with additional needs in the classroom supersedes and is not equivalent to CHCEDS004 Contribute to organisation and management of classroom or centre, CHCEDS016 Support learning for students with disabilities in a classroom environment and CHCEDS018 Support students with additional needs in the classroom environment.

## **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 support strategies planned by the teacher for two individual students with additional needs on at least one occasion for each student, and:
  - use inclusive practices and a collaborative approach to providing support
  - use language, materials and equipment suited to student needs
  - modify or adapt activities to suit individual student needs
  - provide advice and feedback to students
- assist with whole class activities on two occasions.

## **Knowledge Evidence**

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

- legal and ethical requirements for working with students with additional needs and how they impact individual work practice:
  - access and equity
  - anti-discrimination
  - consent, in terms of an awareness and understanding of its meaning and strategies used to determine ability to consent
  - confidentiality and privacy
  - child protection
  - duty of care
  - safety and risk
- role and responsibilities of an education support worker and specific understanding of own work role and responsibilities
- organisational policies and procedures for working with students with additional needs
- potential impacts of own values, attitudes and experiences on perspectives about students with additional needs

- features of an inclusive approach
- communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs
- 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 additional 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
- individual learning plans:
  - what they are and their key purpose
  - 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.

## Assessment Conditions

Skills must be demonstrated in the workplace:

- support activities with students 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 on which support is based
- curriculum information
- teaching and learning resources
- documentation templates for student reporting

- organisational policies and procedures for working with students 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-bd22cc4fle53>