



**Australian Government**

# **CHCEDS057 Support students with additional needs in the classroom**

**Release: 1**

# CHCEDS057 Support students with additional needs in the classroom

## 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.

## Application

This unit describes the performance outcomes, skills and knowledge required to support students with recognised additional needs in classrooms, where there are students with a mix of abilities and needs.

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. Work with others to support students with additional needs.
  - 1.1. Identify own roles and responsibilities and those of others involved in supporting students with additional needs.
  - 1.2. Cooperate with others to provide support to students.
  - 1.3. Share information with others to facilitate student support according to organisational policies and procedures.
2. Support individual students with additional needs.
  - 2.1. Reflect on own personal values and attitudes regarding additional needs when working with students.
  - 2.2. Show respect, empathy and acceptance for individual differences when interacting with students.
  - 2.3. Acknowledge and accommodate individual student needs in teaching and learning.
  - 2.4. Provide students with encouragement to promote their positive self-concept and self-esteem.
  - 2.5. Interpret and use individual learning plans to address additional needs.
  - 2.6. Use language, equipment, materials and strategies suited to individual student needs.
  - 2.7. Follow individual student learning plans created by teachers, and recommend amendments based on implementation experience.
3. Support the rights, interests and needs of students with additional needs as part of the education team.
  - 3.1. Identify key issues facing students with additional needs and their carers.
  - 3.2. Adhere to organisational policies, regulatory and legal requirements when working with students with additional needs.
  - 3.3. Demonstrate a commitment to access and equity principles in all work.
  - 3.4. Recognise and respond to the effects of specific additional needs on student learning.
  - 3.5. Investigate and use strategies that assist students with additional needs to exercise their rights and independence.
4. Assist with classroom programs to support students with additional needs.
  - 4.1. Identify and follow classroom strategies and plans used to support individual students.
  - 4.2. Assist with required modifications of general activities to meet individual student needs.
  - 4.3. Assist with whole class activities as directed by teacher.
  - 4.4. Use positive guidance strategies and techniques appropriate to student and as directed by teacher.
5. Contribute to learning opportunities.
  - 5.1. Identify and use strategies developed by teachers to encourage problem-solving by students.
  - 5.2. Identify and use strategies developed by teachers to assist

- development of independence and social skills in students.
- 5.3. Observe students and identify and take opportunities to encourage and support incidental learning.
- 5.4. Report observations to teachers when reflecting on ways to improve learning opportunities.
- 5.5. Gather and record data as directed by the teacher.
- 5.6. Provide constructive advice and feedback to students using positive communication.

## 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"><li>interpret teacher planning documents</li><li>interpret organisational policies and procedures.</li></ul>
Writing skills to:	<ul style="list-style-type: none"><li>record information and observations according to organisational procedures.</li></ul>
Oral communication skills to:	<ul style="list-style-type: none"><li>interact and engage with students to build rapport</li><li>provide accurate detail of observations to colleagues and supervisors.</li></ul>
Self-management skills to:	<ul style="list-style-type: none"><li>interpret information from written and/or verbal directions and action appropriately.</li></ul>
Technology skills to:	<ul style="list-style-type: none"><li>record, monitor and report on student progress using digital media according to organisational procedures.</li></ul>

## Unit Mapping Information

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.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

