



Australian Government

CHCEDS061 Support responsible student behaviour

Release: 1

CHCEDS061 Support responsible student behaviour

Modification History

Release 1. CHCEDS061 Support responsible student behaviour. New unit. No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to support and guide responsible and positive behaviour of students.

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 and 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 a safe and supportive environment. | 1.1. Use positive and respectful communication styles with students in all situations.
1.2. Recognise any additional needs of students' that may have impacts on behaviour.
1.3. Identify contributing environmental factors that may influence student behaviour. |
| 2. Use positive behaviour support techniques. | 2.1. Establish expectations for behaviour in consultation with teacher.
2.2. Communicate expectations and instructions to students in a manner appropriate to their needs and to the context of the activity.
2.3. Use appropriate positive reinforcement and clear verbal and non-verbal communication strategies to acknowledge responsible behaviour.
2.4. Identify behaviours requiring support and follow organisational policies and procedures to minimise effects on others.
2.5. Employ appropriate strategies to redirect behaviour and defuse situations of conflict or stress.
2.6. Observe the frequency, intensity and duration of behaviours requiring support and report to teacher.
2.7. Take appropriate steps to maintain personal safety of self and others. |
| 3. Implement and monitor strategies to support student behaviour. | 3.1. Implement strategies to support student behaviour as directed by teacher.
3.2. Identify areas of concern and discuss with teacher.
3.3. Monitor outcomes of strategies and record responses of students according to organisational policies and procedures.
3.4. Provide feedback on outcomes to teacher to modify future behaviour support strategies. |

Foundation Skills

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

SKILLS

Reading skills to:

DESCRIPTION

- interpret organisational policies and procedures.

- | | |
|--------------------------------------|--|
| Writing skills to: | <ul style="list-style-type: none">• record information and observations according to organisational policies and procedures. |
| Oral communication skills to: | <ul style="list-style-type: none">• interact and engage with students and teachers to build rapport• provide accurate detail of observations to colleagues and supervisors. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none">• anticipate the need for assistance or intervention in order to support positive student behaviour. |

Unit Mapping Information

Release 1. CHCEDS061 Support responsible student behaviour. New unit. No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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