Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS303A Contribute to student education in all developmental domains

Release: 1

CHCEDS303A Contribute to student education in all developmental domains

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by a teacher assistant to contribute effectively to the education of students in all developmental domains Supportive strategies acquired will enable high quality student focused learning to be delivered

Application of the Unit

Application	This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support the physical development of students	1.1 Identify the stages of physical development within each phase of the Curriculum Framework 1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedure 1.3 Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedure 1.4 Identify the link between physical development and the learning areas in the curriculum framework
2. Support the social and emotional development of students	2.1 Identify the stages of social and emotional development within each phase of development in the curriculum framework 2.2 Use appropriate strategies, materials and resources to support social and emotional development 2.3 Report concerns about a child's social and/or emotional development to the teacher in accordance to the school/centre policy and procedure 2.4 Identify the link between social and emotional development and the learning areas in the curriculum framework

ELEMENT	PERFORMANCE CRITERIA
3. Support the cognitive and language development of students	3.1 Identify the stages of cognitive and language development within each phase of development in the curriculum framework 3.2 Use appropriate strategies, materials and resources to support cognitive and language development 3.3 Report concerns about a child's cognitive and/or language development to the teacher according to school/centre procedure 3.4 Identify the link between social and emotional development and the learning areas in the curriculum framework
4. Contribute to the inclusion of all students into the classroom and community	4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines 4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student 4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures 4.4 Implement language programs fro students from linguistically diverse backgrounds 4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities 4.6 Demonstrate awareness of school/centre inclusive policy and procedure

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include knowledge of:

- Education system's policies and procedures
- School/centre's policies and procedures
- Inclusive schooling policies
- Curriculum and curriculum framework
- Duty of care responsibilities
- Relevant codes of ethics
- Cultural and linguistic background of students and families
- Developmental stages of children/young people in the physical, cognitive, language, social and emotional domains
- Strategies to support the stages of development in each domain
- Materials and resources to support the stages of development in each domain
- How children learn
- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Understand own work and responsibilities

Essential skills:
The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include the ability to:

- Demonstrate effective application of skills in:
  - team work

REQUIRED SKILLS AND KNOWLEDGE

- negotiation
- communication/interpersonal skills of questioning, informing, listening and discussing
- organisation planning, administrative support skills
- time management skills
- active listening

- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the working environment
- Liaise with and report to relevant personnel
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Implement strategies to support the development of students
- Support and encourage a positive approach to learning
- Support an inclusive environment
- Respond effectively to behaviours
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
	• This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	
	• Assessment requires access to a range of opportunities defined in the Range Statement, including:
	
	   • appropriate workplace where assessment can take place
	
	   • simulation of realistic workplace environment for assessment
	
	   • relevant school/centre policy, protocols and procedures

Community Services and Health Industry Skills Council

EVIDENCE GUIDE

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
	• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education environments may include:	• Government school (pre-primary, primary and secondary)
	• Private/non-government school (pre-primary, primary and secondary)
	• Education centre
	• Kindergarten
	• Special educational centre
	• Community educational centre

RANGE STATEMENT

School/centre requirements may include:	• School/centre priorities • Parent requests • Limitations of resources
Student educational requirements will vary according to variables such as:	• Students from a range of ethnic backgrounds • Aboriginal or Torres Strait Islander students • Students with a disability or disabilities • Students with special social, emotional, health and/or psychological needs • Age and ability of students • Personal characteristics of students • Individual learning styles of students
Positive behaviour may be promoted by:	• Verbal comments and attention • Appropriate physical contact e.g. hugs • Providing physical and psychological space • Opportunities to suit the child's preferences • Opportunities to 'let off steam' are created • Acknowledgement and encouragement • Talking about feelings • Anticipating trouble and re-directing or distracting child • Modelling
Behavioural guidelines may cover:	• School/centre procedures • Out of bounds areas • Expectations about behaviour with other children/adults • Positive feedback • Procedures for health and safety

Unit Sector(s)

Not Applicable

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